

ARTICLE 16: Evaluation Procedure

The District has the right to evaluate and assess the performance of each bargaining unit member.

- A. The District also has the sole responsibility to evaluate and assess the performance of each bargaining unit member. Nothing in this Article shall allow a violation of Sections of the Education Code covering the procedures for evaluation of academic employees in public community college districts in California.
- B. There shall be a periodic review of the tools used to evaluate the bargaining unit members' effectiveness. This review shall be conducted by a Working Committee with membership to include five faculty members, four appointed by the Presidents of the Academic Senates (two from each college), and one unit member appointed by the President of the Association, plus three administrators, one appointed by each of the college Presidents and the Director of Distributed Education. The Director of Institutional Research may be used as a resource for the Working Committee.
- C. Formal Evaluation Procedure

For Contract and Regular Employees

An initial conference between the evaluator and bargaining unit member shall occur before the formal evaluation procedure may begin and will include an explanation of the District evaluation procedure. The evaluator and the evaluatee shall cooperate in the scheduling of the initial conference. The evaluatee shall attend the initial conference.

For Temporary Employees

An initial conference between the evaluator or designee and bargaining unit member shall occur before the formal evaluation procedure may begin and will include an explanation of the District evaluation procedure. The evaluator or designee and the evaluatee shall cooperate in the scheduling of the initial conference. The evaluatee shall attend the initial conference.

- 1. The Formal Evaluation Procedure shall include the following basic components:
 - a. Student ratings of instructional bargaining unit members' effectiveness, and non-instructional when appropriate.
 - b. Comprehensive written self-assessment by the bargaining unit member based on duties performed and related to the specific assignment of the bargaining unit member.
 - c. Written observations and assessments by the evaluator.
 - d. Course syllabus.
- 2. The Formal Evaluation Procedure shall include a peer review process.
 - a. Qualified peers are members of the academic staff who are knowledgeable about the subject area and course content taught by the employee undergoing evaluation and experienced in comparable types of teaching situations. In the case of counselors and librarians, and other non-instructional faculty, qualified

peers are members of the counseling staff or other faculty familiar through training or experience with the assignment of the employee undergoing evaluation. [The non-instructional faculty evaluation process is addressed in section C. 7. The process for evaluating on-line instruction is addressed in section C. 8.]

- b. For contract and regular employees, two qualified peers shall participate in the employee's evaluation. The two shall consist of one peer to be selected by the Academic Senate and one peer to be selected by the employee being evaluated.
 - c. For temporary employees, only one peer shall participate in the employee's evaluation. The peer shall be selected by the Division Dean or appropriate Department Head.
 - d. Peers are responsible for review of the employee on the items specified in 6 a-e below.
 - e. Peers shall base their review of the employee on observations of the employee in his/her relationships and communications with students, peers and other members of the college community and one of the following:
 - (i) Direct observation of the employee during performance of his/her assigned duties in the classroom or on-line;
 - (ii) Interview with the employee regarding his/her performance on the items indicated in section 6 a-e below;
 - f. Each of the two peers shall submit in writing a statement of opinion regarding the employee's performance on the items of evaluation. A unit member, other than Department Heads, shall not be required to participate in more than two peer reviews per year unless the unit member so agrees. A unit member, other than a Department Head, shall not be required to serve as a peer reviewer during any semester when he/she is being evaluated unless the unit member so agrees.
3. The Formal Evaluation Procedure may not include Standardized or District-developed achievement or aptitude test results.
 4. The basic terms upon which the formal evaluation is based may include:
 - a. Expertise in subject matter. The bargaining unit member shall:
Demonstrate satisfactory knowledge of the subject(s) in which he/she works.
 - b. Techniques of instruction. The bargaining unit member shall:
Use means of presenting subject content, e.g., lecture, discussion, demonstration or programmed systems, which effectively facilitate learning;
Provide variety in the types of teaching techniques used as appropriate;
Employ fair and reasonable examinations, i.e., consistent with the objectives of the course and with the principal content of the course.
 - c. Effectiveness of communication. The bargaining unit member shall:
Communicate clearly to the students the objectives of the course by use of a syllabus that also identifies resources available to students that are related to the course and identifies how the course grade is to be determined;

Explain clearly either orally, or by illustration, demonstration or example, the concepts which comprise the course material;

Express one's self clearly when engaged in dialogue with his/her students;

Demonstrate an attitude towards students and colleagues which is conducive to communication.

- d. Acceptance of responsibility. The bargaining unit member shall demonstrate his/her acceptance of responsibility by means other than instruction. This may be demonstrated by any of the following items, but not necessarily limited to these items.

Participation in committee work of the District, and/or college;

Participation in other academic work, e.g., department, division, and faculty meetings;

Adhering to the policies and regulations of the College and/or the District;

- e. Performance in areas of responsibility other than in the classroom, if applicable. The bargaining unit member shall:

Function effectively in positions of additional responsibility, e.g., as department head, coach or program coordinator, etc.

5. Non-instructional bargaining unit members, such as counselors, librarians, etc., shall be evaluated by applicable portions of the components, items and procedures listed below:

- a. Expertise in program area. The bargaining unit member shall:

Demonstrate satisfactory knowledge of the programs in which he/she works.

- b. Techniques of instruction where appropriate for program area. The bargaining unit member shall:

Use means of presenting subject content, e.g., lecture, discussion, demonstration or workshops which effectively facilitate learning;

Employ fair and reasonable assessments, consistent with the objectives and the principal content of the workshop or course.

- c. Effectiveness of communication. The bargaining unit member shall:

Demonstrate ability to communicate clearly the purpose, mission and scope of the program area;

Clearly explain the department or program procedures to be followed;

Express one's self clearly when engaged in dialogue with students, staff or faculty;

Demonstrate an approachable and clear communication style toward students, staff and colleagues.

- d. Acceptance of responsibility. The bargaining unit member shall demonstrate his/her acceptance of responsibility. This may be demonstrated by any of the following items, but not necessarily limited to these items.

Participation in committee work of the District, and/or college;

Participation in other academic work, e.g., department, division, and faculty meetings;

Adhering to the policies and regulations of the College and/or the District.

Functioning effectively in positions of additional responsibility, e.g., as department head, coach or program coordinator, etc.

6. Teaching faculty assigned on-line instruction shall be evaluated by applicable portions of the components, item and procedures listed below.

- a. Expertise in subject matter. The bargaining unit member shall:
Demonstrate satisfactory knowledge of the subject(s) in which he/she works.
 - b. Techniques of instruction. The bargaining unit member shall:
Use means of presenting subject content on-line which effectively facilitate learning;
Provide variety in the types of on-line assignments used as appropriate;
Employ fair and reasonable examinations, i.e., consistent with the objectives of the course and with the principal content of the course.
 - c. Effectiveness of communication. The bargaining unit member shall:
Communicate clearly to the students the objectives of the course by use of an on-line introduction and syllabus that also identifies resources available to students that are related to the course and identifies how the course grade is to be determined;
Explain clearly the concepts which comprise the course material;
Express him/herself clearly when engaged in email communication or dialogue with his/her students;
Demonstrate prompt on-line communication with students.
 - d. Acceptance of responsibility. The bargaining unit member shall demonstrate his/her acceptance of responsibility by means other than instruction. This may be demonstrated by any of the following items, but not necessarily limited to these items.
Participation in committee work of the District, and/or college;
Participation in other academic work, e.g., department, division, and faculty meetings;
Adhering to the policies and regulations of the College and/or the District.
 - e. Performance in areas of responsibility other than in the classroom, if applicable. The bargaining unit member shall:
Function effectively in positions of additional responsibility, e.g., as department head, coach or program coordinator, etc.
7. Contract employees shall be evaluated at least once in each academic year. Regular employees shall be evaluated at least once in every three academic years. Temporary employees shall be evaluated within the first year of employment. Thereafter, evaluation shall be at least once every six regular semesters.
 8. Formal evaluations during the summer session must meet all the requirements of provision C of this Article, "Formal Evaluation Procedures," and shall be mutually agreed upon by the evaluator and evaluatee.
 9. The formal evaluation summary and all related support documents shall be provided to the bargaining unit member no later than December 15 for any formal evaluation during the fall semester and no later than May 15 for any formal evaluation during the spring semester. Before the formal evaluation summary is completed, the bargaining unit member shall be given an opportunity to discuss the evaluation procedure and the possible result or results of the formal evaluation summary with the evaluator. The formal evaluation summary shall be dated, and signed by the evaluator. The evaluatee shall sign and date the formal evaluation summary when it is received. Such signature, by itself, shall not be interpreted as agreement with the contents or findings of the formal evaluation summary.
 10. In the event of any dispute regarding any of the contents or findings of the formal evaluation summary, the bargaining unit member may prepare a written response within thirty (30) calendar days of receipt of the formal

evaluation summary. The written response shall be attached to the formal evaluation summary in the personnel file. The content of the evaluation shall not be grievable.

11. If the formal evaluation summary cites specific deficiencies, the evaluator shall schedule a meeting with the evaluatee to discuss appropriate steps for improvement. The evaluator shall give specific written recommendations for improvement. If the subsequent formal evaluation summary indicates that the deficiencies have been corrected, a written statement of such improvement shall be prepared and signed by the evaluator and attached to the earlier formal evaluation summary.

D. The District has the responsibility to prepare and utilize evaluation forms and other forms relating to the evaluation and assessment of the job performance of each bargaining unit member as recommended by the Working Committee. Before the District utilizes any printed or standardized evaluation form, the Association shall be given an opportunity to review and consult on the forms.

E. The District may conduct additional observations or assessments to augment and be included in the Formal Evaluation Procedure.

F. Tenure Evaluation and Review Procedures for Tenure Candidates Only.

1. In the San Bernardino Community College District, contract faculty members will be recommended for tenure only during their fourth year of service. A standing Tenure Review Committee shall be established at the beginning of each Fall semester.

2. During the first three years of a contract faculty member's service, if any of the required yearly evaluations is less than fully satisfactory, that evaluation shall be turned over to the Tenure Review Committee. (If no Tenure Review Committee has been convened that year, one will be formed for this purpose, according to the procedure described in 4 and 5 below.) The Tenure Review Committee will examine the evaluation, confer with the affected faculty member, and develop with that faculty member a plan for remediation. If the Tenure Review Committee has any doubt about a faculty member's overall performance after the conclusion of a remediation plan and/or the first three years of contract service evaluations, the Tenure Review Committee shall recommend:

a. a final remediation plan to be monitored and evaluated prior to the completion of the fall semester of the contract faculty member's fourth year of service; or

b. that the faculty member in question be dismissed at the conclusion of the fourth year of service.

3. All contract faculty members will be evaluated during the fall semester of the fourth year of service.

4. During the academic years when one or more contract faculty members will be completing the fourth year of service and therefore will be recommended or not recommended for tenure, the President of each tenure-eligible faculty member's college shall appoint a Tenure Review Coordinator, who shall be a tenured faculty member and who shall chair the Tenure Review Committee of that college. The College President shall also appoint one administrator to serve on this Committee.

5. The President of the Academic Senate and the college representative of the Association's Collective Bargaining Unit shall each appoint one tenured faculty member to serve on the Tenure Review Committee at their college. Thus each college's Tenure Review Committee will consist of four members.

6. The Tenure Review Committee shall meet in January to review the four evaluations of each faculty member being considered for tenure.
7. If all four evaluations of a faculty member are fully satisfactory, the Tenure Review Committee shall recommend that individual to the President for tenure.
8. At the conclusion of this evaluation, the Tenure Review Committee shall meet and decide on a recommendation to the College President of tenure or dismissal for the faculty member in question.
9. All recommendations regarding fourth-year faculty members shall be submitted to the College President by February 15.
10. If the College President disagrees with a recommendation of the Tenure Review Committee, the College President and the Committee shall meet with the District Chancellor to present their differing points of view. The Chancellor shall have final authority to make a recommendation to the Board of Trustees.
11. On both Crafton Hills College campus and San Bernardino Valley College campus the Vice President for instruction shall be responsible for ensuring compliance with Article 16, Section F, subsection 1 which stipulates that "A standing Tenure Review Committee shall be established at the beginning of each Fall semester." Said Committee shall be in place no later than September 15 of the current fall semester.
12. The Vice President for Instruction shall report the names and positions of the members of the standing Tenure Review Committee to the President of the San Bernardino Community College District Teachers Association no later than September 30 of the current fall semester.
13. The Vice President for Instruction shall provide the names, assignments, and year(s) of service of all probationary faculty members currently in line for tenure to the President of the San Bernardino Community College District Teachers Association no later than September 30 of the current fall semester.
14. The Tenure Review Committee on both campuses shall have as part of its responsibility a review of all evaluations of the probationary faculty identified in item 3 above to ensure that every step of the evaluation procedure described in Article XVI has been strictly followed. Should the review reveal any missed steps or errors in application of the Article 16 Procedures, the Association Representative on the Committee shall immediately contact the President of the Association who shall initiate the Grievance Procedure on behalf of the affected Association members.

APPENDIX F: Evaluation Forms

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

FORMAL EVALUATION PROCEDURE PURSUANT TO ARTICLE 16 B

INITIAL CONFERENCE

(To be completed by the Evaluator)

Evaluatee Name: _____

Evaluatee Assignment: _____

Evaluatee Work Location: _____

- Evaluatee is:
- a contract employee (probationary); evaluated at least once in each academic year.
 - a regular employee (permanent); evaluated at least once in every three academic years.
 - a temporary employee (adjunct); evaluated within the first year of employment, at least once every six regular semesters thereafter.
 - a _____

This formal evaluation procedure is for the period of _____

Evaluator Name: _____

The initial conference between the Evaluator and the Evaluatee discussing the formal evaluation procedure and its possible results occurred on _____.

The formal evaluation procedure shall include the following basic components listed in Article 16.C.1:

- a. Student ratings of instructional bargaining unit members' effectiveness (and non-instructional when appropriate)
- b. Classified staff ratings of unit members where the classified staff is supervised by the unit member.
- c. Comprehensive written self-assessment by the bargaining unit member based on duties performed and related to the specific assignment of the bargaining unit member.
- d. Written observations and assessments by the evaluator.
- e. Course syllabi.

The formal evaluation procedure shall include the peer review process listed in Article 16.C.2.

For contract and regular employees, two qualified peers shall participate in the evaluation. For this evaluation, these peers are:

1. Academic Senate peer selection:
2. Evaluatee peer selection:

OR

For temporary employees, only one peer selected by the appropriate administrator shall participate. For this evaluation, this peer is:

1. Administrator peer selection:

Additional comments by the Evaluator:

For instructional bargaining unit members, the basic terms on which the formal evaluation is based may include:

- a. **Expertise in subject matter:**

- Demonstrate satisfactory knowledge of the subject(s) in which he/she works.
- b. Techniques of instruction:**
- Use means of presenting subject content, e.g. lecture, discussion, demonstration or programmed systems which effectively facilitate learning;
 - Provide variety in the types of teaching techniques used as appropriate;
 - Employ fair and reasonable examinations, i.e., consistent with the objectives of the course and with the principal content of the course.
- c. Effectiveness of communication:**
- Communicate clearly to the students the objectives of the course by use of a syllabus that also (1) identifies resources available to students that are related to the course and (2) identifies how the course grade is to be determined.
 - Clearly explain either orally, or by illustration, demonstration or example, the concepts which comprise the course material;
 - Express him/herself clearly when engaged in dialogue with his/her students;
 - Demonstrate an attitude towards students and colleagues which is conducive to communication.
- d. Acceptance of responsibility:**
- Participation in committee work of the District, and/or college (Does not apply to adjunct faculty);
 - Participation in other academic work, e.g., department, division, and faculty meetings;
 - Adhering to the policies and regulations of the College and/or the District.
- e. Performance in areas of responsibility other than in the classroom, if applicable:**
- Function effectively in positions of additional responsibility, e.g., as department head, coach or program coordinator, etc.

For non-instructional bargaining unit members, the basic terms on which the formal evaluation is based may include:

- a. Expertise in program area:**
- Demonstrate satisfactory knowledge of the program(s) in which he/she works.
- b. Techniques of instruction where appropriate for program area:**
- Use means of presenting subject content, e.g. lecture, discussion, demonstration or workshops which effectively facilitate learning;
 - Employ fair and reasonable examinations, i.e., consistent with the objectives and the principal content of the workshop or course.
- c. Effectiveness of communication:**
- Demonstrate ability to communicate clearly the purpose, mission and scope of the program area;
 - Clearly explain the department or program procedures to be followed;
 - Express him/herself clearly when engaged in dialogue with students, staff or faculty;
 - Demonstrate an approachable and clear communication style toward students, staff and colleagues.
- d. Acceptance of responsibility:**
- Participation in committee work of the District, and/or college (Does not apply to adjunct faculty);
 - Participation in other academic work, e.g., department, division, and faculty meetings;
 - Adhering to the policies and regulations of the College and/or the District.
 - Function effectively in positions of additional responsibility, e.g., as department head, coach or program coordinator, etc.

For online instructional bargaining unit members, the basic terms on which the formal evaluation is based may include:

- a. Expertise in subject matter:**
- Demonstrate satisfactory knowledge of the subject(s) in which he/she works.

b. Techniques of instruction:

- Use means of presenting subject content online which effectively facilitate learning;
- Provide variety in the types of online assignments used as appropriate;
- Employ fair and reasonable examinations, i.e., consistent with the objectives of the course and with the principal content of the course.

c. Effectiveness of communication:

- Communicate clearly to the students the objects of the course by use of an online introduction and syllabus that also (1) identifies resources available to students that are related to the course and (2) identifies how the course grade is to be determined.
- Explain clearly the concepts that comprise the course material;
- Express him/herself clearly when engaged in email communication or dialogue with his/her students;
- Demonstrate prompt online communication with students.

d. Acceptance of responsibility:

- Participation in committee work of the District, and/or college (Does not apply to adjunct faculty);
- Participation in other academic work, e.g., department, division, and faculty meetings;
- Adhering to the policies and regulations of the College and/or the District.

e. Performance in areas of responsibility other than in the classroom, if applicable:

- Function effectively in positions of additional responsibility, e.g., as department head, coach or program coordinator, etc.

In addition to the above terms, the Evaluator, after consultation with the Evaluatee, also determined to focus this formal evaluation procedure on the following:

I have self-reflected in regards to the development and assessment of SLO's

Evaluatee's Signature

Date

Evaluator's Signature

Date

This signature shall not be automatically interpreted as agreement with the contents or findings of this document.

Upon completion of the evaluation process, this form shall be placed in the Evaluatee's permanent personnel file after thirty (30) workdays. The Evaluatee may prepare for attachment hereto any comments prior to the end of the thirty (30) workdays.

Distribution: Permanent Personnel File; Evaluatee; Evaluator

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

FORMAL EVALUATION PROCEDURE PURSUANT TO ARTICLE 16 B

FORMAL EVALUATION SUMMARY

(To be completed by the Evaluator)

Evaluatee Name: _____

Evaluatee Assignment: _____

Evaluatee Work Location: _____

- Evaluatee is:
- a contract employee (probationary); evaluated at least once in each academic year.
 - a regular employee (permanent); evaluated at least once in every three academic years.
 - a temporary employee (adjunct); evaluated within the first year of employment, at least once every six regular semesters thereafter.
 - a _____

Evaluator Name: _____

During the initial conference, the evaluatee was given the opportunity to discuss the evaluation procedure and its possible results or the results of the formal evaluation summary with the Evaluator. This discussion took place on _____.

The results of this formal evaluation, its summary and all related support documents were discussed and provided to the Evaluatee on _____ (must be no later than December 15 for any formal evaluation during the fall semester and no later than May 15 for any formal evaluation during the spring semester).

The Evaluatee's performance is:

- satisfactory
- satisfactory with specific deficiencies
- unsatisfactory with specific deficiencies

Comments by the Evaluator:

The following specific deficiencies are cited:

If the formal evaluation summary cites specific deficiencies, the Evaluator shall schedule a meeting with the Evaluatee to discuss appropriate steps for improvement and shall give to the Evaluatee specific written recommendations for improvement. If the subsequent formal evaluation summary indicates that the deficiencies have been corrected, a written statement of such improvement shall be prepared and signed by the evaluator and attached to the earlier formal evaluation summary.

Evaluatee's Signature

Date

Evaluator's Signature

Date

This signature shall not be automatically interpreted as agreement with the contents or findings of this document.

Upon completion of the evaluation process, this form shall be placed in the Evaluatee's permanent personnel file after thirty (30) workdays. The Evaluatee may prepare for attachment hereto any comments prior to the end of the thirty (30) workdays.

Distribution: Permanent Personnel File; Evaluatee; Evaluator

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
PEER-EVALUATION GUIDELINES FOR
INSTRUCTIONAL/ONLINE BARGAINING UNIT MEMBER

Qualified peers are members of the academic staff who are knowledgeable about the subject area and course content taught by the employee undergoing evaluation and experienced in comparable types of teaching situations.

Name of Person Being Evaluated: _____

Course(s) Taught: _____

Date: _____

Peer evaluator comments regarding instructional bargaining unit member:

a. Expertise in subject matter:

- Demonstrate satisfactory knowledge of the subject(s) in which he/she works.

b. Techniques of instruction:

- Use means of presenting subject content which effectively facilitate learning;
- Provide variety in the types of teaching techniques and assignments used as appropriate;
- Employ fair and reasonable examinations, i.e., consistent with the objectives of the course and with the principal content of the course.

c. Effectiveness of communication:

- Communicate clearly to the students the objectives of the course by use of an online introduction (*Online courses only*) and syllabus (*all courses*) that also (1) identifies resources available to students that are related to the course and (2) identifies how the course grade is to be determined);
- Explain clearly the concepts which comprise the course material;
- Express him/herself clearly when engaged in email communication or dialogue with his/her students;
- Demonstrate an attitude towards students and colleagues which is conducive to communication.

d. Acceptance of responsibility:

- Participation in committee work of the District, and/or college (Does not apply to adjunct faculty);
- Participation in other academic work, e.g., department, division, and faculty meetings;
- Adhere to the policies and regulations of the College and/or the District.

e. Performance in areas of responsibility other than in the classroom, if applicable:

- Function effectively in positions of additional responsibility, e.g., as department head, coach or program coordinator, etc.

The collective bargaining agreement stipulates that peer evaluation shall be based on observations of the employee in his/her relationships and communications with students, peers and other members of the college community and on one of the following: (1) direct observation of the employee during performance of his/her assigned duties in the classroom or online, or (2) interview with the employee regarding his/her performance on items a-e above.

Please indicate below which of these constituted the basis of your evaluation:

- Observations of the employee in his/her relationships and communications with students, peers and other members of the college community

AND

- Direct observation of the employee during performance of his/her assigned duties in the classroom or online

OR

- Interview with the employee regarding his/her performance on items a-e above

Thank you for your participation. After you have completed your evaluation, please return it to the appropriate administrator.

Peer Evaluator Signature

Date

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**PEER-EVALUATION GUIDELINES FOR
NON-INSTRUCTIONAL BARGAINING UNIT MEMBER**

Name of Person Being Evaluated: _____

Course(s) Taught: _____

Date: _____

Peer evaluator comments regarding non-instructional bargaining unit member:

- a. Expertise in program area: Observations regarding the faculty member's ability to:**
 - Demonstrate satisfactory knowledge of the program(s) in which he/she works.

- b. Techniques of instruction where appropriate for program area: Observations regarding the faculty member's ability to:**
 - Use means of presenting subject content, e.g. lecture, discussion, demonstration or workshops which effectively facilitate learning;
 - Employ fair and reasonable assessments, consistent with the objectives and the principal content of the workshop or course.

- c. Effectiveness of communication: Observations regarding the faculty member's ability to:**
 - Communicate clearly the purpose, mission and scope of the program area;
 - Clearly explain the department or program procedures to be followed;
 - Express him/herself clearly when engaged in dialogue with students, staff or faculty;
 - Demonstrate an approachable and clear communication style toward students, staff and colleagues.

- d. Acceptance of responsibility: Observations regarding the faculty member's:**
 - Participation in committee work of the District, and/or college (Does not apply to adjunct faculty);
 - Participation in other academic work, e.g., department, division, and faculty meetings;
 - Adherence to the policies and regulations of the College and/or the District.
 - Ability to function effectively in positions of additional responsibility, e.g., as department head, coach or program coordinator, etc.

The collective bargaining agreement stipulates that peer evaluation shall be based on observations of the employee in his/her relationships and communications with students, peers and other members of the college community and on one of the following: (1) direct observation of the employee during performance of his/her assigned duties, or (2) interview with the employee regarding his/her performance on items a-d above.

Please indicate below which of these constituted the basis of your evaluation:

- Observations of the employee in his/her relationships and communications with students, peers and other members of the college community

AND

- Direct observation of the employee during performance of his/her assigned duties.

OR

- Interview with the employee regarding his/her performance on items a-d above

Thank you for your participation. After you have completed your evaluation, please return it to the appropriate administrator.

Peer Evaluator Signature

Date

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
SELF-EVALUATION GUIDELINES FOR
INSTRUCTIONAL/ONLINE BARGAINING UNIT MEMBER

Name of Person Being Evaluated:

Course(s) Taught:

Date:

The collective bargaining agreement requires a comprehensive written self-assessment as part of the evaluation process. Please assess your performance in terms of items a-e below.

a. Expertise in subject matter:

- Demonstrate satisfactory knowledge of the subject(s) in which he/she works.

b. Techniques of instruction:

- Use means of presenting subject content which effectively facilitate learning;
- Provide variety in the types of teaching techniques and assignments used as appropriate;
- Employ fair and reasonable examinations, i.e., consistent with the objectives of the course and with the principal content of the course.

c. Effectiveness of communication:

- Communicate clearly to the students the objectives of the course by use of an online introduction (*Online courses only*) and syllabus (*all courses*) that also (1) identifies resources available to students that are related to the course and (2) identifies how the course grade is to be determined);
- Explain clearly the concepts which comprise the course material;
- Express him/herself clearly when engaged in email communication or dialogue with his/her students;
- Demonstrate an attitude towards students and colleagues which is conducive to communication.

d. Acceptance of responsibility:

- Participation in committee work of the District, and/or college (Does not apply to adjunct faculty);
- Participation in other academic work, e.g., department, division, and faculty meetings;
- Adhere to the policies and regulations of the College and/or the District.

e. Performance in areas of responsibility other than in the classroom, if applicable:

- Function effectively in positions of additional responsibility, e.g., as department head, coach or program coordinator, etc.

Attach to this self evaluation a copy of the syllabus for each course taught during the current semester and any other documents you wish to include.

Thank you for your participation. After you have completed your evaluation, please return it to the appropriate administrator.

Evaluatee Signature

Date

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
SELF-EVALUATION GUIDELINES FOR
NON-INSTRUCTIONAL BARGAINING UNIT MEMBER

Name of Person Being Evaluated: _____

Date: _____

The collective bargaining agreement requires a comprehensive written self-assessment as part of the evaluation process. Please assess your performance in terms of items a-d below.

a. Expertise in subject matter:

- Demonstrate satisfactory knowledge of the program(s) in which he/she works.

b. Techniques of instruction where appropriate for program area:

- Use means of presenting subject content, e.g. lecture, discussion, demonstration or workshops which effectively facilitate learning;
- Employ fair and reasonable assessments, consistent with the objectives and the principal content of the workshop or course.

c. Effectiveness of communication:

- Demonstrate ability to communicate clearly the purpose, mission and scope of the program area;
- Clearly explain the department or program procedures to be followed;
- Express him/herself clearly when engaged in dialogue with students, staff or faculty;
- Demonstrate an approachable and clear communication style toward students, staff and colleagues.

d. Acceptance of responsibility:

- Participation in committee work of the District, and/or college (Does not apply to adjunct faculty);
- Participation in other academic work, e.g., department, division, and faculty meetings;
- Adhering to the policies and regulations of the College and/or the District.
- Function effectively in positions of additional responsibility, e.g., as department head, coach or program coordinator, etc.

Attach to this self evaluation any other documents you wish to include.

Thank you for your participation. After you have completed your evaluation, please return it to the appropriate administrator.

Evaluatee Signature

Date

**SAN BERNARDINO COMMUNITY
COLLEGE DISTRICT**
Student Evaluation of Instructional Faculty

COURSE ID

FACULTY ID

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

{INSTR-NAME}	{CRS-NAME}	{TERM}
INSTRUCTOR NAME	CRS NAME	TERM
{LOCATION}	{DIV}	{DEPT}
LOCATION	DIVISION	DEPT

In order to improve our methods of instruction and better serve your needs, we want your feedback about the effectiveness of the instructor of this class. Please take a moment and answer the questions below. Your comments will be kept absolutely confidential. Thank you for your cooperation.

Use a #2 pencil to fill in 1 OR 2 OR 3 on the Scantron Sheet.

Note: Please DO NOT FOLD or STAPLE the Scantron Sheet.

LEGEND: A-EXCELLENT B-GOOD C-SATISFACTORY D-BELOW AVERAGE F-POOR NA-NOT APPLICABLE

- | | | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------|
| 1. The syllabus accurately describes what is involved in the course. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 2. The instructor begins class on time. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 3. The instructor provides sufficient information about how to succeed in the course. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 4. The instructor demonstrates knowledge of the subject. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 5. In the classroom, the instructor communicates ideas and information clearly and effectively. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 6. The instructor organizes and uses class time effectively to promote learning | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 7. The instructor inspires interest/excitement in the course material. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 8. The instructor provides opportunities for student input and class discussion | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 9. The instructor is open to viewpoints other than his/her own. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 10. The instructor treats students in an unbiased manner. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 11. The instructor makes an effort to help students succeed. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 12. The instructor applies course material to the real world. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 13. The instructor is available and makes it clear how to contact him/her outside of class. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 14. The exams are fair and understandable | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 15. The assignments and tests match the content of the course. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 16. The instructor provides timely feedback on exams and assignments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 17. The instructor's system of grading is fair. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> NA |
| 18. The instructor distributed a syllabus for the course | <input type="radio"/> Y | <input type="radio"/> N | | | | |
| 19. Would you recommend this instructor to another student? | <input type="radio"/> Y | <input type="radio"/> N | | | | |

20. **Comments:** _____

**SAN BERNARDINO COMMUNITY
COLLEGE DISTRICT**
Student Evaluation of Librarians

COURSE ID

FACULTY ID

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

INSTRUCTOR NAME	CRS NAME	TERM
LOCATION	DIVISION	DEPT

In order to improve our methods of counseling and better serve your needs, we want your feedback about the effectiveness of your librarian. Please take a moment and answer the questions below. Your comments will be kept absolutely confidential. Thank you for your cooperation.

Use a #2 pencil to fill in 1 OR 2 OR 3 on the Scantron Sheet.
Note: Please DO NOT FOLD or STAPLE the Scantron Sheet.

LEGEND: A-EXCELLENT B-GOOD C-SATISFACTORY D-BELOW AVERAGE F-POOR NA-NOT APPLICABLE

1. The librarian was helpful to me. (A) (B) (C) (D) (F) (NA)
2. The information was provided in a clear and understandable manner. (A) (B) (C) (D) (F) (NA)
3. I was satisfied with the service the librarian gave me. (A) (B) (C) (D) (F) (NA)
4. The librarian effectively explained how to use the library resources. (A) (B) (C) (D) (F) (NA)
5. The librarian treated me with courtesy and respect. (A) (B) (C) (D) (F) (NA)
6. The librarian invited me to return with other questions. (A) (B) (C) (D) (F) (NA)
7. I learned how to use the resources of the library on my own. (A) (B) (C) (D) (F) (NA)
8. Would you refer other students to this librarian? (Y) (N)
9. Would you ask for help from this librarian again? (Y) (N)

10. **Comments:** _____
