

LOS ANGELES TRADE-TECHNICAL COLLEGE

Evaluation Overview

Excerpt from Article 19 of the Agreement between the Los Angeles Community College District and the Los Angeles College Faculty Guild (Local 1521, CFT/AFT, AFT/CIO), July 1, 2005 through June 30, 2008

The excellence of the institution depends on the quality of its faculty members. Faculty evaluation is a method of addressing the performance of faculty. When performed conscientiously, evaluation can enhance faculty performance and promote excellence by providing positive reinforcement, constructive advice, and specific recommendations for improvement. Evaluation provides an opportunity for professional growth, recognition and improvement.

General Provisions

A. Formal evaluations have several purposes. They include:

1. Recognizing outstanding performance;
2. Improving satisfactory performance and furthering the growth of faculty members who are performing well;
3. Identifying weak performance and assisting faculty members in achieving required improvement; and
4. Documenting unsatisfactory performance. Formal evaluations review a faculty member's performance of his or her scheduled duties as well as all of his or her other contractual and professional obligations.

There are three primary types of evaluations as follows.

1. A basic evaluation is an evaluation that reviews a faculty member's performance with little, if any, structured data gathering, and without the establishment of a peer review committee.
2. A comprehensive evaluation is an evaluation that reviews a faculty member's performance based on information derived from considerable structured data gathering under the supervision of a peer review committee.
3. An administrative evaluation is a review of a faculty member's performance conducted by an appropriate Vice President or his or her designee.

Premises of the LATTC Evaluation Process

These guidelines, and the LATTC Faculty Evaluation Handbook, grew out of the concern that the faculty evaluation process at the college has been sporadically conducted and has been conducted in a very inconsistent manner. The concern for consistency does not imply that the evaluation of teaching should be carried out in every discipline in the same way or that there is assumed to be some "correct" and universally appropriate model for teaching. Rather, the consistency issue is an institutional one that is meant to address the degree to which teaching is valued to the same degree throughout all departments and disciplines and that its value should be evident in the manner in which it is evaluated. Accordingly, these guidelines, and

the LATTTC Faculty Evaluation Handbook, has three overarching purposes: 1) to assist faculty members to document effectively their teaching and efforts to improve it; 2) to aid tenure committees to evaluate effectively and efficiently a faculty member's teaching; and 3) to ensure that the process of evaluating teaching for tenure and promotion is conducted with the same degree of rigor, fairness and thoroughness throughout the college.

More specifically, the premises underlying the development of these guidelines and the evaluation handbook are as follows:

- the teaching process is an ongoing, continuous process of (1) developing instructional awareness, (2) gathering information, (3) identifying areas for enhancement or improvement, (4) implementing alterations, and (5) assessing effectiveness;
- faculty should be proactive partners in the evaluation process;
- self reflection is a key element to improving the teaching and learning process;
- the evaluation process should be conducted in a manner that establishes an ongoing dialogue on effective teaching; and
- the evaluation process includes multiple and similar measures to ensure consistency and fairness.

Roles and Responsibilities

Department chairs, administrators, peer review committee members, students, and faculty members themselves, all play key roles and have specific responsibilities in the faculty evaluation process as follows.

Roles and Responsibilities of Faculty

- Provide all requested materials
- Engage in self-assessment and reflection
- Prepare written responses as indicated
- Create a plan for professional growth
- Be or become aware of their overall teaching goals and of what they want to accomplish in individual courses
- Use the evaluation process and results as a means for improving teaching and for ensuring student success

Roles and Responsibilities of Evaluators (Peer Committee Members, Department Chairs, Others)

- Reflect on the purpose and premises of the faculty evaluation process
- Review all materials fully and promptly
- Prepare written documentation as required
- Maintain evaluation records
- Ensure impartiality and fairness
- Provide timely and constructive feedback

Roles and Responsibilities of Students

- Provide input into the evaluation process whenever possible
- Engage in constructive evaluation of effective teaching practices

- Understand learning objectives of their respective programs/courses and reflect on faculty members' contributions to those objectives

The Evaluation Process

Resource Materials

- Carefully read Article 19 (if evaluation is of a tenured or adjunct faculty member) or Article 42 (if evaluation is of a probationary, tenure-track faculty member).
- Review the *Evaluation Plan Time Table and Worksheet* if the evaluation is a comprehensive evaluation of a tenured faculty member (refer to the Article 19 worksheet) or probationary faculty member (refer to the Article 42 worksheet).

The worksheet includes a description of the evaluation activities at each step of the evaluation process, due dates for completion of the step, responsible parties, information to be completed (e.g., names of peer review committee members), and more.

Resource Materials for Evaluators and Peer Review Members		
By Evaluation Type		
Basic	Comprehensive	Probationary
<input type="checkbox"/> Article 19 <input type="checkbox"/> Types of Formal Faculty Evaluations <input type="checkbox"/> LATTTC Classroom, Clinical, Lab, Online Observation Procedures <input type="checkbox"/> Evaluation of Faculty According to Effective Teaching Practices	<input type="checkbox"/> Article 19 <input type="checkbox"/> Types of Formal Faculty Evaluations <input type="checkbox"/> Article 19-Evaluation Timetable Worksheet <input type="checkbox"/> LATTTC Classroom, Clinical, Lab, Online Observation Procedures <input type="checkbox"/> Evaluation of Faculty According to Effective Teaching Practices	<input type="checkbox"/> Article 42, Tenure Review and Evaluation of Contract (Probationary) Faculty <input type="checkbox"/> Types of Formal Faculty Evaluations <input type="checkbox"/> Article 42 - Tenure Review Timetable Worksheet <input type="checkbox"/> LATTTC Classroom, Clinical, Lab, Online Observation Procedures <input type="checkbox"/> Evaluation of Faculty According to Effective Teaching Practices

Steps in the Evaluation Process

Evaluation Plan Time Table and Worksheet

Chairs, evaluators, and peer review committees should use the *Evaluation Timetable Worksheet* to conduct each step of the evaluation within the timeframe specified. [If the evaluation is a comprehensive evaluation of a tenured faculty member, use the Article 19-Evaluation Timetable Worksheet; if the evaluation is of a probationary faculty member, use the Article 42 - Tenure Review Timetable Worksheet.]

Checklists/Forms

Review the evaluation checklists/forms, instructions, and observation procedures. All evaluations require one of the following:

- (1) the completion of each checklist/form below either in its original form or with revisions that are made by the peer review committee (except those forms

identified in italics, these forms are part of the AFT Agreement and cannot be modified); or

- (2) the completion of an alternative form or method for evaluating each of the following: a. syllabi, b. classroom/lab/clinical/online observations, c. faculty self evaluation, d. sample course materials (e.g., assignments, handouts, exams, student work) if one of the following checklists/forms are not used; or
- (3) written justification as to why the respective element of the faculty evaluation was excluded from the evaluation process.

EVALUATION CHECKLISTS/FORMS		
By Evaluation Type		
Basic	Comprehensive	Probationary
<input type="checkbox"/> LATTTC Faculty Self Assessment Form <input type="checkbox"/> LATTTC Syllabus Evaluation Checklist <input type="checkbox"/> LATTTC Review of Course Materials Checklist <input type="checkbox"/> <i>Student Evaluation(s)</i> <input type="checkbox"/> LATTTC Classroom Observation Checklist and/or <input type="checkbox"/> LATTTC Clinical Observation Checklist and/or <input type="checkbox"/> LATTTC Lab Observation Checklist and/or <input type="checkbox"/> LATTTC Online Observation Checklist <input type="checkbox"/> <i>Basic and Comprehensive Evaluation Summary Form for All Faculty</i> <input type="checkbox"/> <i>Part B Evaluation Form for Classroom Instructors or Librarians, ISAs, etc.</i>	<input type="checkbox"/> <i>Article 19-Evaluation Timetable Worksheet</i> <input type="checkbox"/> LATTTC Faculty Self Assessment Form <input type="checkbox"/> LATTTC Syllabus Evaluation Checklist <input type="checkbox"/> LATTTC Review of Course Materials Checklist <input type="checkbox"/> <i>Student Evaluation(s)</i> <input type="checkbox"/> LATTTC Classroom Observation Checklist and/or <input type="checkbox"/> LATTTC Clinical Observation Checklist and/or <input type="checkbox"/> LATTTC Lab Observation Checklist and/or <input type="checkbox"/> LATTTC Online Observation Checklist <input type="checkbox"/> <i>Basic and Comprehensive Evaluation Summary Form for All Faculty</i> <input type="checkbox"/> <i>Part B Evaluation Form for Classroom Instructors or Librarians, ISAs, etc.</i>	<input type="checkbox"/> <i>Article 42 - Tenure Review Timetable Worksheet</i> <input type="checkbox"/> LATTTC Faculty Self Assessment Form <input type="checkbox"/> LATTTC Syllabus Evaluation Checklist LATTTC Review of Course Materials Checklist <input type="checkbox"/> <i>Student Evaluation(s)</i> <input type="checkbox"/> <input type="checkbox"/> LATTTC Classroom Observation Checklist and/or <input type="checkbox"/> LATTTC Clinical Observation Checklist and/or <input type="checkbox"/> LATTTC Lab Observation Checklist and/or <input type="checkbox"/> LATTTC Online Observation Checklist <input type="checkbox"/> <i>Basic and Comprehensive Evaluation Summary Form for All Faculty</i> <input type="checkbox"/> <i>Part B Evaluation Form for Classroom Instructors or Librarians, ISAs, etc.</i>

These checklists/forms should be used to complete steps 3, 7, and 8 of the *Evaluation Plan Time Table and Worksheet*.

Other Evaluation Data

As part of a comprehensive and probationary evaluation process, consider collecting other data such as grades; documentation in personnel file; history of turning in rosters and grades within specified due dates; participation in discipline, department, and college committees and activities; informal feedback from students; methods for assessing student learning and teaching effectiveness; other materials that document curriculum development or service improvement activities, professional development or research activities, professional contributions to the department or college; publications; community service; awards and honors; etc. Other evaluation data should be identified, collected, and assessed in steps 3, 7, and 8 of the *Evaluation Plan Time Table and Worksheet*.