CEER Committee Meeting Minutes
11/17/2021

Student evaluation process: possible contract language to suggest

- **11.6.2.4/13.5.2.4:**
    - Student evaluations will be administered from the beginning of the semester through the week which falls at 85% of the class term.
    - During the evaluation period, student evaluation forms will be offered to all students after a counseling session or library interaction with the faculty member being evaluated.
    - Student evaluations for counselors and librarians will be available to students via paper and online forms. For paper forms, a submission location will be easily accessible to students, yet secure from abuse, in counseling and library areas. For online forms, QR codes will be posted in counseling and library areas.
    - Student evaluations for counselors teaching courses (e.g., personal development courses) during the term of evaluation will follow the processes outlined in 11.6.2 and 13.5.2.
    - Student evaluations for librarians holding instructional sessions by invitation will be administered by the classroom instructor in the last ten minutes of class. If the class session is held in person, the instructor will collect the evaluations and deliver them to the appropriate dean's office. If the class session is held online, the evaluations will be distributed online.
    - The District agrees to seek the approval of the UFO before changing the online evaluation platform.

Draft student evaluation forms

- Forms [available here](#)
    - *One question we have not addressed:* How should we think about equity and inclusion in these forms?
        - In the current form for classroom observations, there is a section about student engagement and inclusiveness. This allows for free-form responses and gives the evaluator room to focus on equity and inclusion.

Observation processes and forms

- **What's in the [contract](#)?**
    - Full-time: peer evaluations + administrative evaluation (11.7, 11.8)

- This language is for tenure-track faculty, but the forms/processes will need to also include tenured faculty
- Part-time: observation (13.4)
    - Processes are already spelled out in the contract (just need to add reference to the new form(s) we create)
        - *Question:* Do these processes make sense for counselors (excluding mental health counselors) and librarians (excluding technical services librarian)?
            - From Yosemite for counselors (p. 163 in PDF):
                - Each evaluation team member will attend a counseling session *with the permission of the student*.
                    - So that it applies to all one-on-one interactions with students, we can use language like "In the case of an observation of an appointment with a student, …"

- **Example forms**
    - Librarians:
        - Chabot librarian observation form
        - Yosemite librarian observation form (pp. 171-172 in PDF)

    - Counselors:
        - Chabot counseling observation form
        - Yosemite counseling observation form (pp. 169-170 in PDF)

    - Starting point: copying pieces of these forms to Ohlone's template
        - Librarians
        - Counselors
            - Template comes from Appendix M and Appendix N (in-person/online classroom observation reporting forms (pp. 104-105, 111-114 in PDF)

- **The bigger question**
    - What do we do for people whose jobs are hard to observe (i.e., people who don't have regular, observable activity)? A demonstration?
        - Mental health counselors
        - Technical services librarian

- **How to update our forms**
    - *Idea #1:* create one non-instructional observation form that is broad and be applied to counselors and librarians

- From the in-person classroom reporting form in Appendix M, change row one to "structure and organization" and row two to "delivery of content," then add "if applicable" to all rows
- Within the appendix, include a section of guidelines of what can be observed (e.g., the creation of library guides; classroom presentations or workshops on mental health; meetings of the Student Health Advisory Committee).
- Or the guidelines could instead include a brief description with a few examples of how the form can be used--one example for counselors, one example for librarians, and one example for a non-counseling, non-librarian position (e.g., someone chairing a committee like Guided Pathways who has 100 percent release time).
    - By providing guidelines, all non-instructional observations could then use one generic, simple form.
        - Perhaps we would just call this the "non-instructional observation form" so that it applies to everyone.

- *Idea #2:* create multiple forms for different positions with specific, detailed items to look for in an observation (see the Yosemite forms as examples)

Next steps
- Send emails to all counselors and librarians for feedback on the preferred type of form ((1) one simple form that can cover all non-instructional observations or (2) multiple more detailed forms that are specific to certain departments) *(Katherine)*
- Work with Julie to discuss student evaluation form + observation options *(Katherine)*
- Finalize student evaluation form + brainstorm ideas for observation of technical services librarians *(Sim)*
- Next meeting: Wednesday, December 1, 12:00 - 1:00