



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
Office of Human Resources
Evaluation: Counseling Faculty Performance Observation Form



Counseling Faculty standards

Counseling Faculty are expected to demonstrate a wide variety of counseling skills (listening and interviewing, trusting, encouraging, flexibility, resourcefulness, fairness) and counseling techniques while providing academic, career, and personal counseling services. Counseling Faculty are expected to demonstrate a professional degree of accuracy when providing information concerning college / university transfer, degree requirements, college / district regulations, procedures, and course curriculum information. Counseling Faculty standards include applying new technologies in delivering counseling services.

Performance observation

No single Counseling Faculty is expected to perform all of these tasks in any single observation period and it is understood that some counselors specialize in providing services to targeted populations of students.

PART I – ACTIVITIES: DIRECTIONS TO OBSERVER

The observer will indicate which specific activities were covered during the observation session by checking the appropriate performance element(s) listed below, and rating the specific elements observed: (mark your scantron)

Information Distribution Tasks	Skill Rating			
1. New student information	A. Excellent	B. Good	C. Average	D. Needs Improvement
2. Course Selections	A. Excellent	B. Good	C. Average	D. Needs Improvement
3. Course sequencing / prerequisites	A. Excellent	B. Good	C. Average	D. Needs Improvement
4. Degree or certificate requirement	A. Excellent	B. Good	C. Average	D. Needs Improvement
5. Graduation requirements	A. Excellent	B. Good	C. Average	D. Needs Improvement
6. Transfer requirements	A. Excellent	B. Good	C. Average	D. Needs Improvement
7. Other transfer requirements (CAP, TAA, DAP)	A. Excellent	B. Good	C. Average	D. Needs Improvement
8. Information on other Colleges and services	A. Excellent	B. Good	C. Average	D. Needs Improvement
9. Vocational / career information / clarification	A. Excellent	B. Good	C. Average	D. Needs Improvement
10. Information and referrals to campus service area (i.e. Financial aid special programs, child center)	A. Excellent	B. Good	C. Average	D. Needs Improvement
11. Personal issues	A. Excellent	B. Good	C. Average	D. Needs Improvement
12. Use of technology that support counselor resources	A. Excellent	B. Good	C. Average	D. Needs Improvement
13. Other: (explain)	<hr/> <hr/>			

PART II – NARRATIVE RESPONSE: DIRECTIONS TO OBSERVER

The observer will respond in narrative to the activities observed during the counseling session. No single counselor is expected to perform all these tasks in any single observation period.

1. Listening and attentiveness:

2. Provided a comfortable environment that encourages student interaction:

3. Assisted in clarifying / defining student's questions / needs:

4. Introduced options for clarification while giving responsibility of decision making to student:

5. Flexible and resourceful in responding to student's questions:

6. Encouraged student in developing educational goals and alternatives:

7. Helped student unclear information and / or how to find further resources such as, but not limited to, occupational information, financial aid, graduation or transfer requirements, referrals to special program areas: (ex., psychology counseling course(s), library, etc.)

8. Provided opportunity for student to express his / her concerns and opportunities for follow-up meetings as needed:

9. Provided information and access to resources about long-term personal counseling:

10. Other (please explain):

11. Dean/Supervisor Comments:

Submit evaluation to the Peer Review Committee when completed.

Reference: Article 14B.3, 14G.2b, 15B.3, 15F.2a, 15F.2a2, 18l,1c – Faculty Collective Bargaining Agreement