



Houston Community College

Counseling Faculty Evaluation And Workbook

***A set of documents that correlates with
the Faculty Workload Guidelines and
provides the basis for the evaluation of
counseling faculty.***

*Approved by the HCC Executive Team
HCC Counseling Faculty Evaluation Committee*

January 2006

Counseling Faculty Evaluation Document

Table of Contents

Performance Excellence Form for Counseling Faculty

Cover Page	4
Section I: Objectives-Current Year	5
Section II: Counseling Faculty Checklist	6
Section III: Supervisor Comments on Rating Categories	12
Section IV: Summary on Adherence to Workload Policy	13
Section V: Objectives-Coming Year	14
Section VI: Summary Comments	15
Section VII: Signatures	16
Best Practices Workbook	17
Best Practices Self-Assessment	18
Performance Reviewer Best Practices	26
Faculty Evaluation Committee	28

Changes to Faculty Evaluation Form – Please read before continuing.

With the 2006/2007 academic-year, the Faculty Evaluation Forms have been modified to align with the format of the HCC Performance Excellence Program (PEP).

Changes include:

- Reordering of sections
- Addition of Department Chair criteria to the Faculty Checklist
- Addition of approximate percentage of time spent in each checklist category for department chair positions
- Addition of rating categories, exemplary and professional performance, in Section VI for summary comments and overall performance rating
- Addition of a new section (VII) for signatures and next level review
- Access Best Practices Workbook from [Counseling Faculty Evaluation Workbook](#) page

For questions regarding the faculty evaluation process, please visit with your supervisor and/or your assigned Human Resources Generalist. Please begin by saving a copy of this document to your computer. You will then be able to work directly on the form.



...Powered by PEP

Performance Excellence Form for Counseling Faculty with Department Chair Guidelines

NAME: LAST		FIRST	MIDDLE
Dept/Division:			
College:			
Title:			
Years in assignment	Date of last appraisal	Period covered this appraisal	
Prepared & rated by		Date	Position
Reviewed by		Date	Position

HCC Performance Management Philosophy

HCC values our employees. We are committed to providing an environment that enables all employees to develop and realize their full potential in alignment with HCC’s mission, goals, values and action plans. We strive to provide a support climate conducive to performance excellence and to personal and organizational growth.

In accordance with this commitment, the HCC Performance Excellence Program is designed to provide regular, consistent, fair, and honest evaluation, performance feedback, and structured professional growth opportunities. The ultimate goal of performance management is to improve the organization’s performance and enhance our ability to provide the highest quality instruction and educational service to our community. The written performance review and the subsequent conversation should focus on the employee’s performance of essential checklist items, the achievement of goals and objectives, and professional development.

Directions for unlocking this form:

To use spell check, copy/paste, and other features of Microsoft Word, you must unlock this form. Go to Main Menu > View > Toolbars > select Forms pallet. You can toggle the Lock Icon (unprotect) to make the form accessible to change.

Careful! It is easy to change the setting without realizing it. If you unlock the form and start to fill out the form, *do not lock the form back again*. If you lock and unlock the form it will erase your information

Section I: Objectives for the Current Year

This section allows the supervisor to rate objectives for this appraisal period. List the objectives in the space provided. The supervisor should make a comment on each objective in the narrative section addressing the degree to which the objective has been met. This page can be duplicated for additional objectives.

Objective #1 Check Status: Accomplished Not Accomplished Rescheduled

Objective #2 Check Status: Accomplished Not Accomplished Rescheduled

Objective #3 Check Status: Accomplished Not Accomplished Rescheduled

Section II: Counseling Faculty Checklist

The Counseling Faculty Evaluation Form is the culminating document for the evaluation process. It is submitted to the Human Resources Department as official documentation of performance for the year. This document summarizes the categories that are discussed in detail in the Counseling Faculty Evaluation Workbook. All of these items, both in summary and in detail in the workbook are based on best practices in counseling. Data sources are required.

General

1. **Good counselors provide initial contact assistance to students.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
2. **Good counselors provide comprehensive college information and direct students to appropriate resources.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
3. **Good counselors evaluate all prior college courses, foreign and domestic and consult with faculty for appropriate interpretations and substitutions.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
4. **Good counselors assist students in creating, assessing and completing individual educational plans.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
5. **Good counselors re-assess students' degree/educational plans at intervals and/or when indicated by changing circumstances.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
6. **Good counselors apply crisis management skills when appropriate.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

Intake

7. **Good counselors demonstrate competence in administrative technology functions to comply with college to standards and state requirements.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
8. **Good counselors use and promote the use of technology, when updating skill and knowledge in order to adapt to changes in college procedures.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

9. Good counselors research, use and provide students with improved internally generated and external materials and methodology.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

Orientation

10. Good counselors present information sessions designed for student success, delineating college transition strategies, resources, programs, requirements and procedures for admittance.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

11. Good counselors conduct individual and group activities designed to enhance student knowledge.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

Assessment – Testing, Evaluation and Diagnosis

12. Good counselors assist students by interpreting state and college required placement tests.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

13. Good counselors provide intervention for students in difficulty.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

14. Good counselors assess, diagnose and refer students to appropriate internal and external resources.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

Record Keeping

15. Good counselors maintain records of contacts with faculty, students and college staff.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

16. Good counselors document community outreach, recruitment and retention activities.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

17. Good counselors document referrals to the Early Alert/Warning System.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

Ethics and Professional Development

- 18. Good counselors demonstrate ethical standards in their interactions with students, parents, faculty and the community.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 19. Good counselors actively support institutional, college and departmental missions, policies and procedures.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 20. Good counselors seek and participate in educational opportunities that enhance their counseling skills and positively promote counseling as a profession.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 21. Good counselors demonstrate comprehensive knowledge of available resources.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 22. Good counselors administer and provide individual and group assessment inventories and interpretations.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 23. Good counselors teach students career decision-making strategies.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 24. Good counselors have a thorough knowledge of mental and physical disabilities, which enable them to make appropriate accommodations for students.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 25. Good counselors are familiar with changing legal requirements in ADA.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 26. Good counselors are familiar with the legal and medical ramifications of medical information.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 27. Good counselors collaborate with technicians to provide appropriate equipment to accommodate student needs.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

- 28. Good counselors use a team approach to provide disability services.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 29. Good counselors know when to serve students on campus and when to refer them.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 30. Good counselors have basic skills to assess student needs as appropriate.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 31. Good counselors stay up-to-date on changing immigration requirements.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 32. Good counselors demonstrate knowledge of current articulation agreements with area universities.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 33. Good counselors maintain transfer information for student use.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 34. Good counselors arrange for student/university representative interactions.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 35. Good counselors keep colleagues abreast of changes in transfer information.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

Department Chair Criteria

- 36. Good department chairs provide leadership in recruiting, screening, interviewing, scheduling, orienting, training and evaluating counselors and support staff.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 37. Good department chairs coordinate and assign counselors based on the workload of the department to ensure the effective operation of the department.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
- 38. Good department chairs evaluate the effectiveness of the department and report to appropriate group regarding the results and actions needed to be taken.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

39. Good department chairs prepare, monitor and administer the departmental budget to make sure that the department does not exceed its budgeted limits.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

40. Good department chairs collaborate with external constituents to assure that the department is meeting the needs of the college.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

41. Good department chairs serve as a liaison between their department and other departments of the college to make sure that the departmental goals and activities support the broader transformation of HCC.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

42. Good department chairs work together to develop guidelines and standards for all counselors and ensure they are followed.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

43. Good department chairs use the performance evaluation process to improve the performance of faculty. They prepare accurate, honest and timely evaluations.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

44. Good department chairs inspire enthusiasm and commitment for departmental and HCC goals.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

45. Good department chairs encourage professional growth and nurture talents and capabilities of faculty.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

46. Good department chairs are accountable for their assigned responsibilities and following HCC policies, procedures and guidelines.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

47. Good department chairs demonstrate high professional standards and are consistently fair, truthful and sincere. They make ethical decisions and follow ethical behaviors.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

48. Good department chairs foster a work environment that encourages teamwork and collaboration.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

49. Good department chairs demonstrate respect, tolerance and inclusion of others in workplace actions and demonstrate awareness and sensitivity for various cultures, styles and beliefs.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

50. Good department chairs share relevant knowledge and information with others, encourages open expression of ideas and opinions and communicate effectively both in writing and orally.

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

Section III: Supervisor Comments on Rating Categories

Supervisors are required to comment on every item in the Evaluation Document rated as "Exemplary," "Needs Improvement," or "Unsatisfactory." Data sources are required. This page can be duplicated for additional comments.

Checklist Number

Rating:

Exemplary

Needs Improvement

Unsatisfactory

Comment by Supervisor:

Checklist Number

Rating:

Exemplary

Needs Improvement

Unsatisfactory

Comment by Supervisor:

Checklist Number

Rating:

Exemplary

Needs Improvement

Unsatisfactory

Comment by Supervisor:

Checklist Number

Rating:

Exemplary

Needs Improvement

Unsatisfactory

Comment by Supervisor:

Section IV: Evaluation of Adherence to Workload Policy

Workload guidelines call for counselors to distribute their time by the following percentages. Considering a 40-hour week, approximate hours per week are indicated. These figures are used for illustration of the amount of work that would occur over the course of the year. Supervisor: After having rated the counselor evaluation checklist, please indicate a rating for the performance of the counseling faculty on these job facets.

	Counselors	Chairs
Teaching/Learning Support	90%	20%
Professional Development	5%	5%
Institutional/Community Support (Including Department Chair responsibilities)	5%	75%

1. Teaching/Learning Support

- Exemplary
- Needs Improvement
- Professional Performance
- Unsatisfactory

Comment:

2. Professional Development

- Exemplary
- Needs Improvement
- Professional Performance
- Unsatisfactory

Comment:

3. Institutional/Community Support

- Exemplary
- Needs Improvement
- Professional Performance
- Unsatisfactory

Comment:

Section V: Objectives for the Coming Year

This section allows the supervisor and counselor to create objectives for the coming year. If a "Needs Improvement" or an "Unsatisfactory" rating is given on any item in the checklist, an objective is required. Other objectives should relate to the HCC Strategic Plan and to the appropriate categories in the *Faculty Workload Guidelines*. This section can be duplicated for additional objectives.

Type of Objective:

- Department/College participation in Strategic Plan.
- Teaching /Learning Support
- Advising/Orientation Activities
- College/ Community Service
- Professional Development
- Response to "Needs Improvement" or "Unsatisfactory" rating on Checklist Item

Checklist # (objective required)

Statement of objective and how it relates to the category checked above:

Expected work product:

Timeline:

Section VI: Summary Comment Section

Section I: Objectives for the Year

- | | |
|---|--|
| <input type="checkbox"/> Exemplary | <input type="checkbox"/> Needs Improvement |
| <input type="checkbox"/> Professional Performance | <input type="checkbox"/> Unsatisfactory |

Section II: Checklist

- | | |
|---|--|
| <input type="checkbox"/> Exemplary | <input type="checkbox"/> Needs Improvement |
| <input type="checkbox"/> Professional Performance | <input type="checkbox"/> Unsatisfactory |

Section IV: Workload Policy

- | | |
|---|--|
| <input type="checkbox"/> Exemplary | <input type="checkbox"/> Needs Improvement |
| <input type="checkbox"/> Professional Performance | <input type="checkbox"/> Unsatisfactory |

Overall Performance Rating

- | | |
|---|--|
| <input type="checkbox"/> Exemplary | <input type="checkbox"/> Needs Improvement |
| <input type="checkbox"/> Professional Performance | <input type="checkbox"/> Unsatisfactory |

What the evaluator may do:

May discuss specific areas of concern or commend the counseling faculty member for outstanding service in specific areas. May make general comments or no comments. May write a specific plan for improvement in indicated areas. Attach additional sheets or a formal memo as needed. If overall performance is rated "Unsatisfactory," a plan for improvement must be completed in consultation with the Human Resources Department.

What the counseling faculty member may do:

Make any comments he or she thinks justified or to supplement the information in the evaluation. Attach additional sheets or a formal memo as needed.

PART VII: EMPLOYEE/SUPERVISOR SIGNATURES

Signature of Supervisor: _____ **Date:** _____

I certify that my supervisor has discussed this document with me. My signature does not necessarily imply that I agree with this evaluation. If I disagree with this performance appraisal I have the right to respond in writing within five (5) working days and to have these comments attached to this performance appraisal.

Signature of Employee: _____ **Date:** _____

(For Year End Review Only)

Employee:

Did the performance planning process take place? Yes No Date: _____

Did the Mid-Year Review Process take place? Yes No Date: _____

Supervisor's Supervisor

I certify that I have read the contents of this document and discussed them with the employee's supervisor.

Signature of Supervisor's Supervisor: _____ **Date:** _____

Evaluation Form Routing:

Original: Send through channels to the Human Resources Department, 3100 Main Street, M.C. 1120. Do **not** send the Workbook to Human Resources. Keep for department files along with proper back-up documentation.

Copy: Faculty member and Department Chair.

COUNSELING FACULTY WORKBOOK

This document is the backbone of the evaluation system. It categorizes and details actions and behaviors that make up counseling best practices. Each of the categories in the Counseling Faculty Evaluation Checklist originates from here. This workbook looks in detail at each category. The workbook should be given to Counselors at the first of the academic year and the Department Chair should provide a review of the items. One way to use this document is to make it a self-evaluation for the faculty member. Each category also includes the data that will be used to make judgments. These data along with the item ratings ultimately go into creating the final checklist.

Suggested Practice:

- Departmental review of the process, including all documents that will be used.
- A departmental discussion about how the items in the workbook should be used and what the expectations of the department are for the ratings in the checklist.
- Use the workbook as a guide during the year and during the evaluation meeting discussions about teaching and learning and performance.

Houston Community College

Counseling Faculty Evaluation

Best Practices Workbook

General

1. Good counselors provide initial contact assistance to students.

Best Practices

Assess the presenting issue	Data: Sign in sheets; monthly reports; and observations NOTES:
Build rapport	
Determine the need	
Create an action plan	

2. Good counselors provide comprehensive college information and direct students to appropriate resources.

Best Practices

Provide financial aid referrals	Data: Sign in sheets; monthly reports; lesson plans; seminar rosters, and observations NOTES:
Provide internal and external referrals	
Give scholarship assistance and referrals	
Conduct seminars and group orientations	

3. Good counselors evaluate all prior college courses foreign and domestic and when appropriate consult with faculty for appropriate Interpretations and substitutions.

Best Practices

Communicates in a manner sensitive to cultural and gender issues	Data: Sign-in sheets Number of educational plans with transcript evaluations Test interpretations for course work on educational plans Monthly reports NOTES:
Assists student in understanding assessment results as it pertains to educational planning	

4. Good counselors assist students in creating, assessing, and completing educational planning.

Best Practices

Consider multiple approaches to educational/career discovery, degree/career planning, and overall career development	<p>Data:</p> <ul style="list-style-type: none"> Number of educational plans completed Participation in educational planning events Classroom visits Conferences with faculty Monthly reports Sign-in sheets <p>NOTES:</p>
Be knowledgeable of external factors such as family impact on educational planning and decision-making, and able to communicate this to students	
Collaborate with instructional faculty to initiate degree planning sessions	
Insures that the educational plan contains the required and/or elective courses relevant to the student's career objective	

5. Good counselors reassess the degree/educational plan at intervals and/or when indicated by changing circumstances.

Best Practices

Evaluate student's current situation in relation to educational degree plan, changes in degree requirements, workforce requirements, and transfer requirements	<p>Data:</p> <ul style="list-style-type: none"> Number of degree plans updated Number of graduations filed Monthly reports Sign-in sheets <p>NOTES:</p>
Review, update, and revise, educational plans based on changing circumstances	
Assess for graduation requirements.	

6. Good counselors apply crisis management skills.

Best Practices

Carry out steps in crisis management and resolution.
 Assess and act upon issues of confidentiality that may be a part of crisis response
 Assess for immediate concerns regarding safety and harm to self or others
 Attend HCC Crisis Response Team and continuing education training
 Assist students to ventilate emotions and normalize feelings.
 Make appropriate referral as indicated or as necessary.

Data:

- Visit classroom to conduct crisis counseling for students and faculty as need.
- Continuing Education training for crisis response

NOTES:

Intake

7. Good counselors demonstrate competence in administrative technology functions to comply with college standards and state requirements.

Best Practices

Interpret student test scores assigned on the computer	Data: Monthly reports; educational plans; computer groups; recommendation data NOTES:
Coordinate change of degree plan with change of program on the computer	
Access scanned transcripts on the computer	

8. Good counselors use and promote the use of technology, updating skill knowledge to assimilate changes in college procedures.

Best Practices

Seek out professional development in the use of technology	Data: Demonstrated use; professional development meetings attended; monthly reports; keyboarding NOTES:
Attend required training sessions	
Use new methodology	
Teaches new methodology to colleagues	
Methods or new ideas shared with peers	

9. Good counselors research, use and provide students with improved materials and methodology.

Best Practices

Look for improved methods and procedures and shares them	Data: New materials; sharing sessions; counselor meetings NOTES:
Share knowledge with colleagues	
Get online and seek new materials and resources	

Orientation

10. Good counselors present information sessions designed for student success, delineating college transition strategies, resources, programs, requirements and procedures for admittance.

Best Practices

Participate in orientation programs	Data: Class rosters/seminar schedule; sign in sheets, monthly reports NOTES:
Engage in outreach work with groups representing underserved students and their parents	
Give information and group counseling sessions	
Serve as mentors or teachers for 0101 or other classes	
Conduct learning college seminars	

11. Good counselors conduct individual and group activities designed to enhance student knowledge.

Best Practices

Seek out faculty members for classroom presentations	Data: Faculty comments; monthly reports; student evaluations NOTES:
Take the leadership in orientation activities	
Sponsor campus fairs	

Assessment – Testing, Evaluation and Diagnosis

12. Good counselors assist students by interpreting state and college required placement tests.

Best Practices

Use test scores to place students properly	Data: Faculty and student feedback; other counselors feedback; monthly reports NOTES:
Remain current and up-to-date on state and college guidelines	
Use the technology to support test data and place students properly	
Input data from credential evaluation services	

13. Good counselors provide intervention for students in difficulty.

Best Practices

Initiate procedures and follow-up with students in difficulty – ex: Financial aid, suspension, acting out, probation	Data: Early Warning System (EWS)
Accept and handle faculty referrals	NOTES:
Initiate procedures for finding students in difficulty	
Participate in Early Warning System	

14. Good counselors assess, diagnose, and refer students to appropriate internal and external resources.

Best Practices

Maintain and update a list of appropriate referrals	Data:
Make contacts and understand the available services	Monthly reports; referral lists and sources
Call ahead and prepare the way for appropriately referred students	NOTES:
Make referrals consistent with student needs	

Record Keeping

15. Good counselors maintain records of contacts with faculty, students, and college staff.

Best Practices

Maintains accurate records of office visits, telephone calls, and other student contacts, such as workshops presented, committee(s) meetings attended, local high school visits/presentations, community event presentation(s), etc.	Data: Sign-in sheets Monthly reports NOTES:
Submits monthly reports in a timely fashion, within the first five (5) working days of the month	
Submits attendance rosters and evaluations of TSI workshops presented	
Submits an accurate count of all student contacts and meetings relative to specialty area	
Provides students the opportunity to evaluate services received at points of contact	

16. Good counselors document community outreach, recruitment and retention

Best Practices

Records college day/night presentations	Data: Participation in college presentation to schools and the community Monthly reports EWS reports NOTES:
Records students with financial aid referrals	
Records students with their personal concerns	
Records community event visits/presentations	
Records participation in community activities that reach potential students	

17. Good counselors document referrals to the Early Alert/Warning System.

Best Practices

Records students on academic probation	Data: EWS reports Suspended student roster NOTES:
Records students on academic suspension	
Records students referred due to the discontinuance of financial aid, for not meeting the 75% pass requirements	
Records students referred for inappropriate/acting out behavior	
Consults with individual faculty members with regard to students	

Ethics and Professional Development

18. Good counselors demonstrate ethical standards in their interactions with students, parents, faculty, and the community

Best Practices

Maintain confidentiality by securing degree plans and other personal information in a locked room	Data: Supervisor observation; colleagues feedback; student evaluations Monthly reports Adhere to the “First, Do No Harm Model” NOTES:
Consults with other professionals when a problem is encountered that they cannot assist with or solve	
Counselors adhere to the “Do No-Harm” model* (See below)	
Counselors a)encourage self worth in students; b)promote opportunities for students to benefit from learning experiences; and c) act in accordance with any professional licenses the counselor maintains	
Recognize problematic behavior in students and intervene on their behalf when appropriate	

19. Good counselors actively support institutional, college, and departmental missions, policies, and procedures.

Best Practices

Contribute to the institution by supporting the college mission, strategic plans, policies, and goals	Data: Sets of goals completed; data to support goals Attendance at department meetings Participation in committees NOTES:
Assure information conveyed to students, parents, faculty, and community is factual and accurate	
Apprise his or her supervisor of potential problems including possible solutions that interfere with college and/or department effectiveness	
Actively support college and department procedures, and strategic goals	
Create goals that further the mission and objectives of the college and the department	

*“Do no harm” is to treat students, faculty, and colleagues in an ethical and professional manner. It is an encompassing concept relating to people as holistic individuals while encouraging personal and academic growth. It includes but is not limited to the following:

- Act in an ethical and professional manner
- Be familiar with the code of ethics and standards of practice for the college and for any licenses the counselor maintains.
- Protect student confidentiality
- Avoid dual relationships
- Actively listen and respond to student concerns

- Make appropriate referrals and follow-up when needed
- Be aware of your personal strengths and weaknesses. Refer students when necessary.
- Take actions to maintain current skills and build new ones.
- Respect diversity and cultural differences
- Maintain records required by the college and licensure requirements

20. Good counselors seek and participate in educational opportunities that enhance their counseling skills and positively promote counseling as a profession.

Best Practices

Complete a minimum of three professional development activities per year	Data: List of professional development activities and professional contributions Certificates of completion CEUS Articles published Licenses and certifications Classes taught Classes taken Intern(s) worked with NOTES:
Serve as a committee member or committee chair of one college or institution committee per year	
Promote counseling as a profession through a minimum of two professional contributions per year such as: serve as a board member of a counseling organization, teach a college class; teach seminars, conduct research related to counseling; enroll in a graduate class or classes that enhance performance; membership in professional organizations	
Maintain counseling related license(s) such as LPC, NCC, LMFT, Psychologist (Encourage new hires to be licensed)	
Supervise counseling interns and practicum students	

21. Good counselors demonstrate comprehensive knowledge of available resources.

Best Practices

Maintain current published materials, printed and on-line	Data: Products, handouts, student evaluations, observation from peers and supervisor NOTES:
Remain knowledgeable and provide information on current trends	
Shares knowledge with colleagues	

22. Good counselors administer and provide individual and group assessment inventories interpretations.

Best Practices

Maintain a working knowledge of personality, interest, and values assessments, such as the Strong Interest Inventory, Halls, MBTI, COPES, Type Focus, etc.	Data: Observation; records of meetings; student evaluations; monthly reports; colleagues/ peers NOTES:
Interpret inventories and explain the results in an individual or group format to assist students	
Shares knowledge with colleagues	

23. Good counselors teach students a career decision-making process.

Best Practices

Maintain knowledge of decision-making process as applied to career selection	Data: Career materials used; student feedback and evaluation; recorded computer “hits” NOTES:
Provides students with a “life long” view of career development	

24. Good counselors have a thorough knowledge of mental and physical disabilities, which enable them to make appropriate accommodations.

Best Practices

Have a good working knowledge of the DSMIV and can recognize the symptoms and criteria of various diagnosis	Data: Observation; ARD; testing student files; appropriate accommodation; student satisfactions NOTES:
Attend professional development seminars to stay current on physical and mental diseases	
Research medical diagnoses which are unfamiliar to develop an understanding	

25. Good counselors are familiar with changing legal requirements in ADA.

Best Practices

Attend conferences and read to learn about changing requirements	Data: Web link hits; professional development completed; attendance in monthly ADA council; membership and use of information from AHEAD NOTES:
Consult with colleagues internally and externally about challenging cases under the confidentiality laws of HIPPA	
Have a working knowledge of changing interpretation of ADA laws and Public Law 504	

26. Good counselors are familiar with the legal and medical ramifications of medical information.

Best Practices

Practice legal and ethical guidelines about the storing and retention of medical records	Data: Files; records, consent policy NOTES:
Follow HIPPA guidelines by obtaining appropriate written signatures as needed	
Sharing information with colleagues and instructional faculty	

27. Good counselors collaborate with technicians to provide appropriate equipment to accommodate student needs.

Best Practices

Read medical documentation to determine needs	Data: Accommodations letters; Vendor demonstrations NOTES:
Refer student to adaptive equipment technician	

28. Good counselors use a team approach to provide disability services.

Best Practices

Work effectively with DARS (Department of Assistive Rehabilitative Services) (formerly TRC), MHMR and other agencies to determine programs and accommodations for students	Data: Meetings with agencies Information NOTES:	Monthly reports Orientations presented Sign-in sheets
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29. Good counselors know when to serve students on campus and when to refer them.

Best Practices

Knows the services provided at the International Service Office	Data: Supervisor observations Number of students assisted Student evaluations NOTES:
Knows the process for accessing the International Admissions website and the required documentation	
Knows the appropriate telephone number to refer international students	

30. Good counselors have basic skills to assess student needs as appropriate.

Best Practices

Has a basic understanding of the VISA process	Data: Sign-in sheets Monthly reports Student evaluations NOTES:
Knows the required visa(s) the student must hold to attend HCCS and their concomitant requirements	
Knows the process for admitting new students	
Knows the process for admitting transient (summer) students	

31. Good counselors stay up-to-date on appropriate changing immigration requirements.

Best Practices

Stays abreast of changing immigration department requirements, via attendance at ISO meetings, area forum meetings and various newsletters	Data: Attendance at information meetings Presentation to other counselors NOTES:
Maintains a good working relationship with the International Student Office	
Shares information with other counselors	

32. Good counselors demonstrate knowledge of current articulation agreements with area universities.

Best Practices

Keep updated articulation information available for student use	Data: Quantity and quality of materials maintained Number of faculty referrals Presentations to faculty NOTES:
Maintain contact with the system transfer office and refer faculty to appropriate resources	

33. Good counselors maintain on transfer information for student use.

Best Practices

Regularly update web addresses, catalogs, brochures, and other materials	Data: Presentations Memos – Information to counselors and faculty Monthly reports NOTES:
Seeks opportunities to disseminate transfer information to students and faculty	

34. Good counselors arrange for student/university representative interaction.

Best Practices

Arrange for facilities, advertisement of events to students and provide hospitality for university representatives at transfer fairs	Data: Participation and leadership in transfer fairs Consultation with external transfer representatives NOTES:
Arrange for individual transfer representative visits	

35. Good counselors keep colleagues abreast of changes in transfer information.

Best Practices

Visit area universities and report back relevant information	Data: Presentations and written communications to colleagues NOTES:
Disseminate information	

Houston Community College Performance Reviewer Best Practices Faculty Evaluation

Good reviewers base evaluation job performance results, not on personality traits.

Best Practices: Giving specific examples, using data sources listed on evaluation, focusing on observations, listing behavioral traits rather than personality or attitudes.

Data: Performance evaluation document, workplace observation documents.

Good reviewers base evaluations on sound data.

Best Practices: Using and citing data sources listed on evaluation documents.

Data: List of data sources, performance evaluation document, workload document.

Good reviewers clearly communicate performance expectations and standards.

Best Practices: Job description matches work: supervisor/employee agree, job responsibilities and standards are clear to both.

Data: Copy of job description, copy of responsibilities and standards, employee feedback, workload documents.

Good reviewers maintain an atmosphere of open, honest dialog.

Best Practices: Maintaining two-way communication, listening well, frequently checking for understanding, paying attention to nonverbal clues, allowing the employee to participate fully in performance review process, regularly checking and responding to email.

Data: Employee feedback.

Good reviewers are willing to accept their share of responsibility for employee performance.

Best Practices: They ask what they themselves can do to improve the situation, realizing that performance is influenced by environmental factors such as training, resources, and work processes.

Data: Records of meetings held, record of information given and adjustments made to environmental factors.

Good reviewers assess employee performance regularly and provide timely and pertinent performance feedback throughout the year.

Best Practices: Feedback is clear, descriptive, constructive, both positive and negative.

Reviewer evaluates performance throughout the year, rather than only once at review time, and discusses performance with employee as observed.

Data: Employee conference records, performance documentation.

Good reviewers honestly record performance.

Best Practices: Avoiding the “halo” effect, recognizing top performers, confronting performance deficiencies, and objectively recording facts and situations.

Data: Performance evaluation form, performance documentation, performance improvement plans, and counseling notes.

Good reviewers clearly identify performance goals and objectives and link employee objectives to departmental and institutional goals.

Best Practices: Clearly communicate departmental, college and strategic plan goals, employees feel connected and support institutional mission, goals and objectives.

Data: 360-degree evaluation of supervisor, employee feedback, performance evaluation forms, institutional and department goals documents, objectives from previous year.

Good reviewers treat employees with respect.

Best Practices: Fair, supportive, sensitive to and value diversity.

Data: Employee feedback.

Good reviewers present performance reviews in a way that actively involves employees in their own review.

Best Practices: Including employees in setting goals and objectives, and involving employees in self-evaluation.

Data: Sources of data used for evaluation, performance review form, previous goals, and employee feedback.

Good reviewers use the appraisal process as an opportunity to determine what new learning or resources are needed to assist the employee to move forward positively.

Best Practices: Clearly set forth standards and expectations, provide suggestions for developmental activities, follow-through on own commitments, coach, teach, and assist with professional development.

Data: Program review, performance evaluation form, development plan and activities completed.

Good reviewers develop their reviewer skills.

Best Practices: Attendance at performance review classes, seeking personal coaching and or reviewing best practices, dialoging with peers or other administrators on review skills, reading articles or books on management.

Data: Training completion records, reading citations, attendance at discussion groups where review skills are discussed.

Houston Community College

Counseling Faculty Evaluation Committee

Many thanks to the Counselor Evaluation Committee for the hours of hard work and for the excellent insights that came out of the discussions and exploration that the committee went through. Committee members did research; shared ideas; and created a coherent and forward-looking set of principles that are embedded in this document. Also, by putting more responsibility on the individual departments to set standards and define expectations, they have created a document and process that will be owned by its participants.

It is the dedication of these people and more like them who help to move HCC forward and make it an outstanding institution for teaching and learning.

Roman Alvarez
Sam Dibrell
Miguel Garcia
Rey Garay
Verla Green
Becky Hauri
Pat Jensvold
Kathy Lockwood
Mary Page
Patricia Ugwu
Gail Wellenkamp

Chair: Sue Cox