

**SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT
COMPREHENSIVE AND ANNUAL ADMINISTRATOR PERFORMANCE
EVALUATION PROCEDURE**

District Philosophy

- A) In accordance with Education Code Section 87663, the policy on evaluation of administrators¹ is designed to recognize excellence in management and supervision, to strengthen performance, to designate areas needing improvement, and to foster the growth and development of administrators in meeting the educational needs of faculty, staff and students engaged in the process of teaching and learning.

The administrator evaluation addresses the District's policy on cultural diversity in the academic environment, and is designed to evaluate an administrator's ability to promote academic excellence, foster cultural, racial, and human understanding, and to promote cultural proficiency at both an individual and institutional level. The evaluation is also designed to evaluate an administrator's ability to provide positive role models for all students, and to create an inclusive and supportive educational and work environment for employees, students and the local community.

- B) To achieve these objectives this process shall be carried out in accordance with approved district personnel policies and shall observe confidentiality for all employees who participate in the process. (See "Board Policy" accessed at <http://dohr.sjeccd.org/msc.html>) If discrepancies are found between this document and the "Board Policy" document, the "Board Policy" document holds precedence.
- C) Evaluation of administrators shall have as its goal the improvement of district/college instruction and service through the establishment of individual and institutional goals and objectives for administrators that are in line with the overarching goals of the San Jose/Evergreen Community College District. Goals and objectives will be reviewed and updated every year in June. Administrator evaluations may also be carried out more frequently if performance warrants.
- D) The immediate supervisor of an administrator being evaluated shall be responsible for conducting and completing the evaluation. The Governing Board recognizes the importance of soliciting and incorporating into the evaluation information from constituent groups of faculty, staff, and students and where appropriate, community members, vendors or service providers concerning an administrator's performance. Evaluations shall include a peer review process. The peer review process shall among other things address the forthcoming demographics of California, and the principles of equal employment opportunity. The process shall require that the peers reviewing are both representative of the diversity of California and sensitive to equal employment opportunity and diversity concerns. It shall be the supervisor's responsibility to solicit written comments from individuals who are directly supervised by or who are indirectly impacted by decisions of the administrator being evaluated. Evaluation reports shall be available for review by the Governing Board, Chancellor and College President for his/her staff.

¹ The administrator evaluation procedures apply to supervisors, managers, directors, deans, vice presidents, presidents, associate vice chancellors and vice chancellors.

Confidentiality

Procedures for the evaluation of administrators shall be carried out in accordance with approved district personnel policies and shall observe confidentiality for all employees who participate in the process. All information on the evaluation of administrators shall be treated as strictly confidential. A breach of this confidentiality may be grounds for disciplinary action.

Content of the Evaluation Procedure

Administrators shall be evaluated on the basis of job-related competencies in the following areas: **a)** professionalism and job-related knowledge as defined by the job description and/or by any special conditions agreed to by the employee and the District; **b)** application of appropriate management/supervisory techniques in carrying out the administrator's responsibilities; **c)** district/college-wide leadership in the area(s) of assignment; **d)** effective interpersonal and communication skills in working with members of the college community (faculty, staff, students, administrators and community members); **e)** the accomplishment of objectives from the previous evaluation; and **f)** the ability to do the above in a culturally proficient manner.

Administrator Performance Evaluation Procedure

According to San Jose/Evergreen Community College District Governing Board each administrator shall be evaluated annually by a procedure developed in conjunction with the administrative staff and approved by the Chancellor. Each administrator shall receive either an annual or comprehensive evaluation.

Evaluation

- A) The performance of all San Jose/Evergreen Community College District administrators shall be evaluated annually. The performance evaluation process is designed to improve the overall operation of the organization and to assist the administrator in the growth and development of professional abilities, as well as to identify areas of strengths and weaknesses. The evaluation process promotes and supports appropriate management and leadership skills and assures that administrators have goals that are in line with the overarching goals of the San Jose/Evergreen Community College District.
- B) Administrators are evaluated every year in three (3) categories: Position Responsibilities, Annual Goals and Objectives, and Behavior Skill Areas. The Administrator Performance Appraisal Forms contain a specific form for each of these categories. In addition to this evaluation, each administrator must complete a self-evaluation by completing the Behavioral Skill Areas Form.
- C) A comprehensive evaluation is one that includes input from peers, colleagues, students and others. Each new administrator shall receive a comprehensive evaluation during each of the first two (2) years of service in the district. Thereafter, all administrators shall receive a comprehensive evaluation once every three (3) years (see Administrator Performance Appraisal Forms). Such evaluations shall be retained in the district personnel files.

During intervening years (when a comprehensive evaluation is not conducted) administrators will receive annual evaluations, which are completed solely by the administrator's supervisor without input from a broad-based group of responders as is done in a comprehensive evaluation.

- D) The comprehensive evaluation shall consist of input from a broad-based, sufficiently large, and representative group of responders who are familiar with the work of the administrator. Responses shall be actively sought from supervisors, faculty, and classified staff, as well as students when relevant. Peer review will be representative of the diversity of California and sensitive to equal employment opportunity and diversity concerns. Where deemed appropriate, the individual being evaluated may also request input from person(s) outside the campus community.

The administrator and his/her supervisor will prepare a list of individuals to participate in the Comprehensive Administrator Performance Evaluation. Each individual will be asked to evaluate the administrator using the Behavioral Skill Areas form.

- E) No anonymous oral or written material in any form shall be used in the administrator evaluation procedure, nor shall such materials be referenced in any administrator's evaluation.

Process

- A) Prior to the end of each academic year the administrator will meet with his/her supervisor to establish goals and objectives, agree upon major job functions and responsibilities, and if appropriate a professional development plan for the next academic year. Goals and objectives will be established in June every year.
- B) In October of each year the administrator and his/her supervisor will meet to begin the evaluation process, review progress toward goals and objectives, and if one was developed the administrator's professional development plan. Adjustments may be made, as needed.
- C) If the administrator is scheduled for a comprehensive review, the supervisor will send the Behavioral Skills evaluation form to participants in October.
- D) By December 3 the supervising administrator shall complete the performance evaluation. The evaluation will be forwarded through his/her supervising administrators, if any, and on to the College President, or if in the District Office to the Chancellor.
- E) The evaluation will be discussed with the administrator being evaluated who will have an opportunity to provide written comment before December 3 and prior to the evaluation being forwarded to the President or Chancellor. The administrator being evaluated has the right to respond to all evaluation materials.
- F) Nothing in these procedures prevents a supervising administrator from conducting a comprehensive evaluation at any time.

- G) All evaluations must be signed by the administrator being evaluated prior to being placed in the district personnel file. If an administrator refuses to sign an evaluation, the evaluation shall be placed in the file with a record of the refusal.

The administrator performance evaluation system is a two-tiered system consisting of an Annual Administrator Performance Evaluation Process and a Comprehensive Administrator Performance Evaluation Process. The primary components of each process are as follows: (Both processes use the same District evaluation forms)

Annual Administrator Performance Evaluation Process

1. Goal-setting
2. Appraisal
3. Self-Assessment
4. Formal feedback

Comprehensive Administrator Performance Evaluation Process

1. Goal-setting
2. Appraisal
3. Multi-rater or Multi-source feedback and Analysis
4. Self-Assessment
5. Formal feedback

The administrator being evaluated (Evaluatee) and his/her supervisor (Evaluator) shall initiate the annual or comprehensive performance evaluation cycles at the beginning of October each year and conclude the performance evaluation process no later than December 3.

Evaluator Responsibilities

The immediate supervisor will serve as the Evaluator and conduct an Annual or Comprehensive Administrator Performance Evaluation for direct administrator reports according to the established schedule for evaluations.

The Evaluator has the primary responsibility for initiating, scheduling, and completing the performance evaluation conferences according to established guidelines, procedures, and timelines. The evaluator is responsible for the following:

1. Ensuring confidentiality throughout the Administrator Performance Evaluation process.
2. Adherence to evaluation procedures and timelines.
3. Conducting an accurate, objective, and fair appraisal of the Evaluatee's performance during the specified period.
4. Facilitating appropriate follow-up, coaching, professional development and other related activities.

5. Forwarding completed evaluation materials to the appropriate senior college administrator, college president, Vice Chancellor or Chancellor for review and signature.

Evaluatee Responsibilities

The Evaluatee, the administrator being evaluated, is responsible for the following:

1. Timely preparation of performance goals and objectives for the new evaluation year.
2. Submission of required evaluation materials on or before established deadlines.
3. Participating fully in the process.

Chancellor, Vice Chancellor or College President Responsibilities

The Chancellor is accountable for the administration of the Administrator Performance Evaluation Process according to established Governing Board Policy and follow-up activities in conjunction with the Vice Chancellors and College Presidents.

Office of Human Resources Responsibilities

The Office of Human Resources is responsible for the following:

1. Compiling, maintaining, communicating, and disseminating the Administrator Performance Evaluation List and Schedule for all administrators in the District.
2. Facilitating training and development activities relating to the Administrator Performance Evaluation process, as appropriate.
3. Ensuring principles of confidentiality in the maintenance of Administrator Performance Evaluation materials according to District policies and procedures.
4. Facilitating a collaborative, systematic monitoring and assessment system of the Administrator Performance Evaluation Process, and recommending appropriate revisions, as needed.
5. Follow up with administrators who are delinquent in submitting timely completed evaluations.
6. Receiving completed evaluations for filing into the Evaluatee's personnel file.

Timeline

- 1) **June** – Conduct Goals and Objectives Development session. For new administrators (Evaluatees) - notify new administrator Evaluatees that they should be developing a list of the goals and objectives for the upcoming year using the Goals and Objectives Form. These may include goals and objectives the Evaluatee has already begun working on. For Evaluatees previously evaluated - goals should have been developed last year and reviewed to update, delete completed goals or add new ones. The goals and objectives

should be consistent with Board, Chancellor, and College goals and objectives. Evaluators complete the Position Responsibilities Form and review with Evaluatee. Evaluators review with Evaluatee the Behavioral Skill Areas Forms. If necessary conduct a Final Goals and Objectives Session to finalize and sign the Goals and Objectives Form.

- 2) **June** – Begin working to accomplish new goals and objectives.
- 3) **October** – Conduct Initial Planning Session. Meet with each Evaluatee to inform them that they should be working on his/her own self-evaluation (by completing the Behavioral Skill Areas Form) and discuss who the participants should be in the comprehensive evaluation. Review Goals and Objectives Form, make changes or edits if necessary. Evaluatee and Evaluator should go over the Administrator Performance Checklist and agree on remaining dates.
 - a. For Evaluatees due a comprehensive evaluation, who supervise faculty, the evaluation (Behavioral Area Skills Form) should be sent to all classified staff, all full time faculty and at least 10 part-time faculty that are diverse and directly or indirectly supervised by the administrator. Other individuals familiar with the Evaluatees work may also be included.
 - b. For Evaluatees due a comprehensive evaluation, who do not supervise faculty, the evaluation (Behavioral Area Skills Form), should be sent to all classified staff that are directly or indirectly supervised by the Evaluatee, and a broad-based, sufficiently large, diverse, and representative group of participants (this should include a cross section of administrators, classified staff or faculty) with whom the Evaluatee interacts with on a frequent basis.

The Evaluatee may suggest names of individuals to include in the comprehensive evaluation; however, the Evaluator may also determine those appropriate to receive the survey. When appropriate community members, students, vendors or service providers may be included as participants in the comprehensive evaluation.

- 4) **October** – Download evaluation forms and prepare by title and name of person to be evaluated.
- 5) **October** – Send out the evaluation sheets together with a cover letter (sample attached) to each participant in the comprehensive evaluation. Participants will be asked to complete the Behavioral Skill Areas Form.
- 6) **Mid/late October** – Comprehensive evaluation participants return the completed evaluation to the evaluator.
- 7) **Late October** – Evaluator summarizes the responses of the comprehensive evaluation in a report entitled Comprehensive Evaluation Assessment Survey Summary Report, reviews the self-evaluation, completes the preliminary evaluation of Evaluatee (completes the comment section of the Position Responsibility Form and the Goals and Objectives Form).
- 8) **November** – Conduct Evaluation Results Session. Meet with the Evaluatee to review Evaluators evaluation and the results of the comprehensive evaluation. At this meeting(s) you should also review the Goals and Objectives Form and the comments on the Position

Responsibilities Form. If you determine that a work-improvement plan is needed, you may develop one at this time.

- 9) **November** – If necessary conduct Summary Conference Session to review final evaluation, obtain signatures, review revisions to Goals Objectives Form, and if needed develop a work improvement plan.
- 10) **December 3** – Send the complete Comprehensive Administrator Performance Evaluation Packet (Administrator Appraisal Forms, other documents or attachments as required) and your recommendation on the extension of the Evaluatee’s contract to your supervisor, College President, Vice Chancellor or Chancellor.
- 11) **Mid December** – College Presidents, Chancellor forward all evaluations to Human Resources for processing.
- 12) **December / March** – Human Resources processes evaluations, evaluations may be read by Chancellor. Board action on administrator’s contracts will be taken at the last Board meeting in February or the first one in March.

COMPREHENSIVE ANNUAL ADMINISTRATOR PERFORMANCE EVALUATION CHECKLIST

The checklist is provided as a planning tool to assure that all steps of the Comprehensive Administrator Performance Evaluation process are conducted according to Governing Board Policy and completed according to specified timeframes and deadlines.

New administrators participate in the Comprehensive Administrator Performance Evaluation process during the first and second year of their new assignment. All administrators will then participate in the Comprehensive Administrator Evaluation process every three years from the date of their last comprehensive evaluation.

Planned Completion Dates

Activity

June

- | | |
|-------|--|
| _____ | Evaluator completes scheduling of Goals and Objectives Development Session with all Evaluatees. |
| _____ | Evaluator completes the Position Responsibilities Form for each Evaluatee. |
| _____ | Conduct Goals and Objectives Development Session . At this meeting the Evaluator should: <ul style="list-style-type: none"> _____ Provide Evaluatee with The Performance Appraisal Forms (PAF)². _____ Go over the completed Position Responsibilities Form. _____ Allow Evaluatee to become familiar with the evaluation form (Behavioral Skills form). _____ Ask Evaluatee to complete the Goals and Objectives Form³ (G & O), which should be completed and returned to Evaluator at least one week prior to the scheduled session to finalize goals and objectives. |
| _____ | Evaluatee completes—Annual Goals and Objectives Form with target dates for completion. |
| _____ | Evaluatee submits—Annual Goals and Objectives , and Target Dates for Completion to the Evaluator at least one week prior to the Final Goals and Objectives Session. |
| _____ | Conduct Final Goals and Objectives Session and schedule Initial Planning Session for October. |

² PAF contains the Position Responsibilities Form, the Annual Goals and Objectives Form, the Evaluation Behavioral Skills Areas Form, Rationale for Overall Rating and Signature Page.

³ Goals and Objectives should be consistent with Board, Chancellor and College goals and objectives.

June – October

Evaluatee begins working to accomplish Goals and Objectives.

October

Office of **Human Resources notifies all supervising administrators to begin evaluation process**. HR distributes updated Administrator Evaluation List to all District/College supervising administrators (Evaluators).

HR distributes to Evaluator the hiring and retention data for all hiring and retention over the past three years that Evaluatee is responsible for.

Evaluator schedules **Initial Planning Session**, if not done in June, to be held no later than October 5.

Conduct Initial Planning Session: At this meeting request Evaluatee to:

_____ Complete **self-evaluation** by filling out the Behavioral Skill Areas Form.

_____ Review, and revise if necessary, the **Goals and Objectives**.

_____ Discuss and decide on **participants to be involved in the Comprehensive Administrator Evaluation** (those who will be asked to evaluate the Evaluatee by completing the Behavioral Skills Form).

_____ Go over evaluation **Comprehensive Administrator Performance Evaluation Checklist** and agree on dates.

Evaluator prepares **Comprehensive Administrator Evaluation** materials and distributes **Behavioral Skill Areas** Form to selected participants no later than October 9.

Evaluatee returns completed **self-evaluation** (Behavioral Skills Form) to Evaluator by mid/late October.

Participants return completed and signed **Comprehensive Administrator Evaluation** to Evaluator.

Evaluator completes **compilation** of results of **Comprehensive Administrator Evaluation** and prepares Comprehensive Evaluation Assessment Survey Summary Report by October 31.

Evaluator completes **preliminary evaluation** for each Evaluatee by October 31. Preliminary evaluation should include Position Responsibility, Goals and Objectives and Behavioral Skill Areas Forms.

November

_____ **Conduct Evaluation Results Session.** The Evaluator meets with Evaluatee to provide a copy of the compiled results, and to interpret and discuss feedback information. Review preliminary evaluation.

_____ Evaluator completes **final evaluation**.

_____ **Conduct Summary Conference Session:** At this meeting review final evaluation with Evaluatee and obtain signatures. Revise G & O, if necessary, and if needed develop work improvement plan.

December

_____ **Complete and submit Comprehensive Administrator Performance Evaluation Packet** (completed evaluation) to senior administrators/ President or Chancellor for review/signature no later than December 3.

_____ **Chancellor/Presidents complete** review, sign and forward to HR all evaluations by Mid December for processing and filing in personnel files.

A complete Comprehensive Administrator Performance Evaluation Packet should include the following:

1) Administrator Performance Appraisal Forms, which contain the followings sections. (All documents must be completed and where appropriate signed by responsible party)

- ✓ Position Responsibilities Form with supervisor's comments
- ✓ Annual Goals and Objectives Form with supervisor's comments
- ✓ Behavioral Skill Areas form completed by supervisor
- ✓ Rationale for Overall Rating Form
- ✓ Signature Page completed and signed

2) Attachment(s)

- ✓ Recommendation on extension of Administrator's/Evaluatee's contract
- ✓ Other/As needed

9/22/10