

Academic and Classified Manager/Supervisor Evaluation Cycle-At-A-Glance*

APPENDIX A-1

- KEY**
- Goal Review:** Review goals for upcoming year and accomplished goals for previous year with Evaluator.
 - Regular Evaluation:** Evaluation completed by Evaluator with goal review and self-evaluation included.
 - Comprehensive:** Behavioral survey sent to appropriate participants, returned and compiled, reviewed by Evaluator prior to completion of evaluation. Includes goal review and self-evaluation.

NEW HIRE / NEW POSITION		REGULAR CYCLE**				
MONTH	PROBATIONARY YEAR Comprehensive Evaluation	MONTH	YEAR 1 Goal Review	YEAR 2*** Regular Evaluation	YEAR 3 Goal Review	YEAR 4*** Comprehensive Evaluation
MONTH 1	<ul style="list-style-type: none"> <u>Evaluator/evaluatee</u>: Use Goal/Objective Worksheet (Appendix A-2) to set goals for first year 	JULY	<ul style="list-style-type: none"> <u>Evaluatee</u>: Finalize Goals/Objectives (if not already completed at June Planning Conference) <u>Next-higher manager</u>: Send previous year Final Evaluation (Appendix A-3) to District Office by 7/15 for review by Chancellor <u>District HR</u>: Final Evaluations processed 		<ul style="list-style-type: none"> <u>Evaluatee</u>: Finalize Goals/Objectives (if not already completed at June Planning Conference) <u>Next-higher manager</u>: Send previous year Final Evaluation (Appendix A-3) to District Office by 7/15 for review by Chancellor <u>District HR</u>: Final Evaluations processed 	
MONTH 6	<ul style="list-style-type: none"> <u>Evaluator</u>: Hold Goal Review / Pre-Evaluation meeting <u>Evaluator/evaluatee</u>: Develop participant list for comprehensive evaluation <u>Academic Evaluatee</u>: choose faculty liaison 	DECEMBER		<ul style="list-style-type: none"> <u>Evaluator/evaluatee</u>: (Optional): Hold Pre-evaluation conference 	<ul style="list-style-type: none"> <u>Evaluator/evaluatee</u>: (Optional): Hold Pre-evaluation conference <u>Evaluator/evaluatee</u>: Select survey participant list <u>Local Academic Senate President & Evaluatee (Academic Manager)</u>: Develop survey participant list <u>Evaluatee (Academic manager)</u>: Choose faculty liaison 	

* Intermediate or regularly scheduled meetings throughout the year are encouraged.

** The cycle is a continuum repeated every four years.

***Evaluator or Evaluatee may request a regular or comprehensive evaluation in any year.

NEW HIRE / NEW POSITION		REGULAR CYCLE**				
MONTH	PROBATIONARY YEAR Comprehensive Evaluation	MONTH	YEAR 1 Goal Review	YEAR 2*** Regular Evaluation	YEAR 3 Goal Review	YEAR 4*** Comprehensive Evaluation
MONTH 8	<ul style="list-style-type: none"> <u>Evaluator:</u> Distribute online Behavioral Skills Survey (Appendix A-5) 	MARCH				<ul style="list-style-type: none"> <u>Evaluator:</u> Behavioral Skills Survey (Appendix A-5) distributed
		APRIL				<ul style="list-style-type: none"> <u>Evaluator and Faculty Liaison:</u> Behavioral Skills Survey (Appendix A-5) returned
MONTH 9	<ul style="list-style-type: none"> <u>Evaluator:</u> Behavioral Skills Surveys (Appendix A-5) electronically returned & compiled <u>Evaluatee:</u> Completes Self Evaluation (Appendix A-4) 	MAY	<ul style="list-style-type: none"> <u>Evaluatee:</u> Review & update Goal/Objective Worksheet (Appendix A-2) 	<ul style="list-style-type: none"> <u>Evaluatee:</u> Complete Self Evaluation (Appendix A-4) 	<ul style="list-style-type: none"> <u>Evaluatee:</u> Review & update Goal/Objective Worksheet (Appendix A-2) 	<ul style="list-style-type: none"> <u>Evaluatee:</u> Complete Self Evaluation (Appendix A-4) <u>Faculty Liaison:</u> Complete Faculty Evaluation Summary (Appendix A-3, Part III) <u>Evaluator:</u> Complete draft of Final Evaluation (Appendix A-3)
MONTH 10	<ul style="list-style-type: none"> <u>Evaluator:</u> Completes Final Evaluation (Appendix A-3) <u>Evaluator:</u> Review with next up line manager <u>Evaluator:</u> Hold Evaluation Conference <u>Evaluator:</u> Finalize Final Evaluation (Appendix A-3) by the end of the 12th month of employment <hr/> <ul style="list-style-type: none"> <u>Evaluator/evaluatee:</u> Planning Conference Use Goal/Objective Worksheet (Appendix A-2) to set goals for next 2-year cycle 	JUNE	<ul style="list-style-type: none"> <u>Evaluator/evaluatee:</u> Goal Review meeting <ul style="list-style-type: none"> Report on progress towards goals Revise goals as appropriate 	<ul style="list-style-type: none"> <u>Evaluator:</u> Complete Final Evaluation (Appendix A-3) <u>Evaluator/evaluatee:</u> Regular Evaluation conference <ul style="list-style-type: none"> Behavioral Skills Summary (Part I) Progress Towards Agreed Upon Goals/Objectives for Current Year (Part II) <u>Evaluator:</u> Forward completed Final Evaluation to next higher-level manager <hr/> <ul style="list-style-type: none"> <u>Evaluator/evaluatee:</u> Planning Conference Use Goal/Objective Worksheet (Appendix A-2) to set goals for next 2-year cycle (finalize by 6/30) 	<ul style="list-style-type: none"> <u>Evaluator/evaluatee:</u> Goal Review meeting <ul style="list-style-type: none"> Report on progress towards goals Revise goals as appropriate 	<ul style="list-style-type: none"> <u>Evaluator:</u> Complete Final Evaluation (Appendix C) <u>Evaluator/evaluatee:</u> Comprehensive Evaluation conference Discuss: <ul style="list-style-type: none"> the returns of the Behavioral Skills Survey (Appendix A-5) Review: <ul style="list-style-type: none"> Behavioral Skills Summary (Part I) Progress Towards Agreed Upon Goals/Objectives for Current Year (Part II) Complete: (Evaluator) <ul style="list-style-type: none"> Certification of Service for Academic Managers/Supervisors (Appendix A-7) <u>Evaluator:</u> Forward completed Final Evaluation to next higher-level manager <hr/> <ul style="list-style-type: none"> <u>Evaluator/evaluatee:</u> Planning Conference Use Goal/Objective Worksheet (Appendix A-2) to set goals for next 2-year cycle (finalize by 6/30)

**MANAGEMENT/SUPERVISORY
GOAL/OBJECTIVE WORKSHEET
(Insert Fiscal Year)**

Employee Name _____ **Title** _____

Directions: Use this worksheet to identify 3-5 goals/objectives that align with the District and college strategic goals. Indicate Objectives (Action Steps), Performance Measures, and a Targeted Completion Date that will help you achieve these goals/objectives within your next two-year review cycle.

In the template below, each location shall record the current Districtwide Goals and Objectives and the current college goals.

DISTRICTWIDE GOAL 1:			
CORRESPONDING COLLEGE GOALS (Crosswalk)			
1.			
2.			
3.			
<i>Districtwide Objective</i>	<i>Evaluatee Objective(s) (Action Steps)</i>	<i>Performance Measures</i>	<i>Targeted Completion Date</i>
1.1	•	•	
	<i>Progress:</i>		
1.2	•	•	
	<i>Progress:</i>		
1.3	•	•	
	<i>Progress:</i>		
1.4	•	•	
	<i>Progress:</i>		
ADDITIONAL OBJECTIVE	<i>Evaluatee Objective(s) (Action Steps)</i>	<i>Performance Measures</i>	<i>Targeted Completion Date</i>
	•	•	

	<i>Progress:</i>		

DISTRICTWIDE GOAL 2:			
CORRESPONDING COLLEGE GOALS (Crosswalk):			
1. 2. 3.			
<i>Districtwide Objective</i>	<i>Evaluatee Objective(s) (Action Steps)</i>	<i>Performance Measures</i>	<i>Targeted Completion Date</i>
2.1	•	•	
	<i>Progress:</i>		
2.2	•	•	
	<i>Progress:</i>		
2.3	•	•	
	<i>Progress:</i>		
<i>ADDITIONAL OBJECTIVE</i>	<i>Evaluatee Objective(s) (Action Steps)</i>	<i>Performance Measures</i>	<i>Targeted Completion Date</i>
	•	•	
	<i>Progress:</i>		

DISTRICTWIDE GOAL 3:			
CORRESPONDING COLLEGE GOALS (Crosswalk):			
1. 2. 3.			
<i>Districtwide</i>	<i>Evaluatee</i>	<i>Performance Measures</i>	<i>Targeted Completion</i>

<i>Objective</i>	<i>Objective(s) (Action Steps)</i>		<i>Date</i>
3.1	•	•	
	<i>Progress:</i>		
3.2	•	•	
	<i>Progress:</i>		
3.3	•	•	
	<i>Progress:</i>		
ADDITIONAL OBJECTIVE	<i>Evaluatee Objective(s) (Action Steps)</i>	<i>Performance Measures</i>	<i>Targeted Completion Date</i>
	•	•	
	<i>Progress:</i>		

DISTRICTWIDE GOAL 4:			
CORRESPONDING COLLEGE GOALS (Crosswalk):			
1.			
2.			
3.			
<i>Districtwide Objective</i>	<i>Evaluatee Objective(s) (Action Steps)</i>	<i>Performance Measures</i>	<i>Targeted Completion Date</i>
4.1	•	•	
	<i>Progress:</i>		
4.2	•	•	
	<i>Progress:</i>		
4.3	•	•	

	<i>Progress:</i>		
4.4	•	•	
	<i>Progress:</i>		
ADDITIONAL OBJECTIVE	Evaluatee Objective(s) (Action Steps)	Performance Measures	Targeted Completion Date
	•	•	
	<i>Progress:</i>		
DISTRICTWIDE GOAL 5:			
CORRESPONDING COLLEGE GOALS (Crosswalk):			
1.			
2.			
3.			
Districtwide Objective	Evaluatee Objective(s) (Action Steps)	Performance Measures	Targeted Completion Date
5.1			
5.2			
5.3			
5.4			
5.5			
ADDITIONAL OBJECTIVE	Evaluatee Objective(s) (Action Steps)	Performance Measures	Targeted Completion Date
	•	•	
	•		

(Add additional Districtwide Goals/Objectives as appropriate.)

EVALUATEE – OTHER GOAL: (Includes Career/Professional Development Goals or any other goals identified through the evaluation process)		
<i>Evaluatee Objective(s) (Action Steps)</i>	<i>Performance Measures</i>	<i>Targeted Completion Date</i>
	•	
	<i>Progress:</i>	
	•	
	<i>Progress:</i>	

**MANAGER/SUPERVISOR BEHAVIORAL SKILLS SURVEY-FINAL EVALUATION
(Continued)**

Not Applicable or Observable
Unsatisfactory
Needs Improvement
Meets Requirements
Exceeds Requirements
Outstanding

Employee Name (Print)

2. Leadership

						Develops a vision, uses innovation and takes initiative in building that vision
						Models high personal standards of fairness, honesty, and integrity
						Demonstrates sound judgment in responding to situations
						Demonstrates ability to solve problems in assigned area
						Actively participates in District and college goals, policies, and procedures
						Actively participates in ensuring the use of assessment results of student learning outcomes to improve teaching and learning
						Develops abilities of staff by providing training/instruction
						Holds at least two coaching sessions per year with employees
						Overall rating of skillset

Indicate areas of strength:

Indicate areas which may be strengthened:

3. Professional Knowledge and Expertise

						Demonstrates in-depth knowledge or technical expertise in one of the areas or disciplines which s/he supervises
						Demonstrates general knowledge about all of the areas or disciplines which s/he supervises
						Utilizes contacts as a resource from professional and service organizations at the local, state, and national levels
						Actively participates in training and development activities to support lifelong learning
						Overall rating of skillset

Indicate areas of strength:

Indicate areas which may be strengthened:

**MANAGER/SUPERVISOR BEHAVIORAL SKILLS SURVEY-FINAL EVALUATION
(Continued)**

Not Applicable or Observable
Unsatisfactory
Needs Improvement
Meets Requirements
Exceeds Requirements
Outstanding

Employee Name (Print)

4. Team Work					
					Maintains a professional and cooperative attitude
					Demonstrates the use of broad-based collaboration in planning and decision making
					Demonstrates sensitivity to the needs and abilities of others
					Uses tact in conveying discipline or constructive criticism
					Provides firm direction when appropriate
					Resolves conflicts in a constructive way
					Builds consensus/collaboration, trust and confidence within his/her teams
					Demonstrates support for increasing the diversity of staff
					Overall rating of skillset

Indicate areas of strength:

Indicate areas which may be strengthened:

**MANAGER/SUPERVISOR BEHAVIORAL SKILLS SURVEY-FINAL EVALUATION
(Continued)**

Not Applicable or Observable
Unsatisfactory
Needs Improvement
Meets Requirements
Exceeds Requirements
Outstanding

Employee Name (Print)

5. Administrative Skills

						Attends to administrative details
						Schedules meetings appropriately
						Uses meeting time effectively and efficiently
						Effectively structures, prioritizes, delegates, arranges and assign tasks appropriately
						Establishes work direction, clearly sets priorities, defines and assigns tasks appropriately
						Demonstrates tenacity and singleness of purpose when appropriate
						Demonstrates ability to work effectively despite pressures of deadlines, crises, and changing demands
						Identifies, utilizes, and develops human resources and/or institutional strategies to serve needs
						Demonstrates fairness and impartiality
						Designates accountability for assigned staff
						Evaluates performance of assigned staff
						Monitors expenditures to ensure budget compliance
						Overall rating of skillset

Indicate areas of strength:

Indicate areas which may be strengthened:

PART II: PROGRESS TOWARDS AGREED UPON GOALS/OBJECTIVES FOR TWO-YEAR PERIOD (Required)

Summary of progress towards agreed upon goals/objectives for the past two years (attach supporting documentation-Appendix A-2)	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th colspan="6" style="padding: 2px;">Overall Rating of Skill Set</th> </tr> <tr> <td style="padding: 2px; text-align: center;">Not Applicable</td> <td style="padding: 2px; text-align: center;">Unsatisfactory</td> <td style="padding: 2px; text-align: center;">Needs Improvement</td> <td style="padding: 2px; text-align: center;">Meets Requirements</td> <td style="padding: 2px; text-align: center;">Exceeds Requirements</td> <td style="padding: 2px; text-align: center;">Outstanding</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Overall Rating of Skill Set						Not Applicable	Unsatisfactory	Needs Improvement	Meets Requirements	Exceeds Requirements	Outstanding						
Overall Rating of Skill Set																			
Not Applicable	Unsatisfactory	Needs Improvement	Meets Requirements	Exceeds Requirements	Outstanding														

PART III: FACULTY EVALUATION SUMMARY (ONLY APPLICABLE FOR ACADEMIC MANAGERS) To Be Completed by Faculty Liaison (See separate form)

PART IV: OVERALL RATING FOR EVALUATION REPORT (Required)

Indicate areas of strength:	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th colspan="6" style="padding: 2px;">Overall Rating</th> </tr> <tr> <td style="padding: 2px; text-align: center;">Not Applicable</td> <td style="padding: 2px; text-align: center;">Unsatisfactory</td> <td style="padding: 2px; text-align: center;">Needs Improvement</td> <td style="padding: 2px; text-align: center;">Meets Requirements</td> <td style="padding: 2px; text-align: center;">Exceeds Requirements</td> <td style="padding: 2px; text-align: center;">Outstanding</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Overall Rating						Not Applicable	Unsatisfactory	Needs Improvement	Meets Requirements	Exceeds Requirements	Outstanding						
Overall Rating																			
Not Applicable	Unsatisfactory	Needs Improvement	Meets Requirements	Exceeds Requirements	Outstanding														
Indicate areas which may be strengthened:																			

Specific plans to strengthen areas as noted above. Date(s) To Be Started
--

Employee's Comments

PART V: SUPERVISOR'S RECOMMENDATION (For probationary evaluation only.)

I recommend this employee be: Retained Dismissed

PART VI: SIGNATURES AND REVIEW

Employee Signature	Print Name	Date
Immediate Supervisor Signature	Print Name/Title	Date

Employee Has Attached Response to this Report:

Next higher level of supervision

Signature	Print Name/Title	Date
-----------	------------------	------

President for college manager/supervisor or Chancellor for District Office manager/supervisor

Signature	Print Name/Title	Date
-----------	------------------	------

Reviewed by Chancellor

Signature	Print Name	Date
-----------	------------	------

PART III: FACULTY EVALUATION SUMMARY (ONLY APPLICABLE FOR ACADEMIC MANAGERS) To Be Completed by Faculty Liaison

Name (Print)	Department
Title	Immediate Supervisor (Print)
Location/Department	

Complete the following form, indicating the summary of faculty input in the spaces provided.

<p>List areas of strength in this employee's current performance:</p> <p>Summary of Faculty Input:</p>
<p>List areas where this employee's current performance can be strengthened:</p> <p>Summary of Faculty Input:</p>

Faculty Liaison:

Print Name _____

Signature: _____

Date: _____

**MANAGER/SUPERVISOR SELF EVALUATION
(Continued)**

Not Applicable	Unsatisfactory	Needs Improvement	Meets Requirements	Exceeds Requirements	Outstanding
----------------	----------------	-------------------	--------------------	----------------------	-------------

Employee Name (Print)

2. Leadership

						Develops a vision, uses innovation and takes initiative in building that vision
						Models high personal standards of fairness, honesty, and integrity
						Demonstrates sound judgment in responding to situations
						Demonstrates ability to solve problems in assigned area
						Actively participates in District and college goals, policies, and procedures
						Actively participates in ensuring the use of assessment results of student learning outcomes to improve teaching and learning
						Develops abilities of staff by providing training/instruction
						Holds at least two coaching sessions per year with employees
						Overall rating of skillset

Indicate areas of strength:

Indicate areas which may be strengthened:

3. Professional Knowledge and Expertise

						Demonstrates in-depth knowledge or technical expertise in one of the areas or disciplines which s/he supervises
						Demonstrates general knowledge about all of the areas or disciplines which s/he supervises
						Utilizes contacts as a resource from professional and service organizations at the local, state, and national levels
						Actively participates in training and development activities to support lifelong learning
						Overall rating of skillset

Indicate areas of strength:

Indicate areas which may be strengthened:

**MANAGER/SUPERVISOR SELF EVALUATION
(Continued)**

Not Applicable	Unsatisfactory	Needs Improvement	Meets Requirements	Exceeds Requirements	Outstanding
----------------	----------------	-------------------	--------------------	----------------------	-------------

Employee Name (Print)

5. Administrative Skills					
					Attends to administrative details
					Schedules meetings appropriately
					Uses meeting time effectively and efficiently
					Effectively structures, prioritizes, delegates, arranges and assign tasks appropriately
					Establishes work direction, clearly sets priorities, defines and assigns tasks appropriately
					Demonstrates tenacity and singleness of purpose when appropriate
					Demonstrates ability to work effectively despite pressures of deadlines, crises, and changing demands
					Identifies, utilizes, and develops human resources and/or institutional strategies to serve needs
					Demonstrates fairness and impartiality
					Designates accountability for assigned staff
					Evaluates performance of assigned staff
					Monitors expenditures to ensure budget compliance
					Overall rating of skillset

Indicate areas of strength:

Indicate areas which may be strengthened:

NOTE:
Remember to complete the Progress Column of the Goal/ Objective Worksheet (Appendix A-2) and include that document when you turn in your Self Evaluation.

**Contra Costa Community College District
MANAGER/SUPERVISOR BEHAVIORAL SKILLS SURVEY
(Online form only)**

The evaluator will forward an e-mail to those persons who are to complete the survey. The e-mail will include a link to the survey that will prompt the user to login to the Insite Portal.

Manager Evaluation Process – Behavioral Skills Survey

Evaluatee: _____

1. Communication Skills		
a) Demonstrates ability to inform and persuade others		
<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
b) Demonstrates effective oral and written communication skills		
<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
c) Effectively conveys and articulates needs and goals		
<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
d) Listens to, encourages and welcomes a diversity of opinions		
<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
e) Effectively conveys important administrative information to employees		
<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
f) Overall rating of skillset		
<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
Comments are required for overall ratings of "Needs Improvement" or "Unsatisfactory" and encouraged for all other ratings.		
Indicate areas of strength:		
Indicate areas which may be strengthened:		
2. Leadership		
a) Develops a vision, uses innovation and takes initiative in building that vision		
<input type="radio"/> Not applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
b) Models high personal standards of fairness, honesty, and integrity		
<input type="radio"/> Not applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding

APPENDIX A-5

c) Demonstrates sound judgment in responding to situations	<input type="radio"/> Not applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
d) Demonstrates ability to solve problems in assigned area	<input type="radio"/> Not applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
e) Actively participates in District and college goals, policies, and procedures	<input type="radio"/> Not applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
f) Actively participates in ensuring the use of assessment results of student learning outcomes to improve teaching and learning	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
g) Develops abilities of staff by providing training/instruction	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
h) Holds at least two coaching sessions per year with employees	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
i) Overall rating of skillset	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
Comments are required for overall ratings of "Needs Improvement" or "Unsatisfactory" and encouraged for all other ratings.			
Indicate areas of strength:			
Indicate areas which may be strengthened:			
3. Profession Knowledge and Expertise			
a) Demonstrates in-depth knowledge or technical expertise in one of the areas or disciplines which s/he supervises	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
b) Demonstrates general knowledge about all of the areas or disciplines which s/he supervises	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
c) Utilizes contacts as a resource from professional and service organizations at the local, state, and national levels	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
d) Actively participates in training and development activities to support lifelong learning	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
e) Overall rating of skillset	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
Comments are required for overall ratings of "Needs Improvement" or "Unsatisfactory" and encouraged for all other ratings.			
Indicate areas of strength:			
Indicate areas which may be strengthened:			

4. Team Work			
a) Maintains a professional and cooperative attitude	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
b) Demonstrates the use of broad-based collaboration in planning and decision making	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
c) Demonstrates sensitivity to the needs and abilities of others	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
d) Uses tact in conveying discipline or constructive criticism	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
e) Provides firm direction when appropriate	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
f) Resolves conflicts in a constructive way	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
g) Builds consensus/collaboration, trust and confidence within his/her teams	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
h) Demonstrates support for increasing the diversity of staff	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
i) Overall rating of skillset	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
Comments are required for overall ratings of "Needs Improvement" or "Unsatisfactory" and encouraged for all other ratings.			
Indicate areas of strength:			
Indicate areas which may be strengthened:			
5. Administrative Skills			
a) Attends to administrative details	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
b) Schedules meetings appropriately	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
c) Uses meeting time effectively and efficiently	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
d) Effectively structures, prioritizes, delegates, arranges and assign tasks appropriately	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
e) Establishes work direction, clearly sets priorities, defines and assigns tasks appropriately	<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
	<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
f) Demonstrates tenacity and singleness of purpose when appropriate			

APPENDIX A-5

<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
g) Demonstrates ability to work effectively despite pressures of deadlines, crises, and changing demands		
<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
h) Identifies, utilizes, and develops human resources and/or institutional strategies to serve needs		
<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
i) Demonstrates fairness and impartiality		
<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
j) Designates accountability for assigned staff		
<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
k) Evaluates performance of assigned staff		
<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
l) Monitors expenditures to ensure budget compliance		
<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
m) Overall rating of skillset		
<input type="radio"/> Not Applicable/Observable	<input type="radio"/> Unsatisfactory	<input type="radio"/> Needs Improvement
<input type="radio"/> Meets Requirements	<input type="radio"/> Exceeds Requirements	<input type="radio"/> Outstanding
Comments are required for overall ratings of "Needs Improvement" or "Unsatisfactory" and encouraged for all other ratings.		
Indicate areas of strength:		
Indicate areas which may be strengthened:		

Before submitting this evaluation, please select your employment type from the menu below...

- Board Member
- Manager/Supervisor
- Faculty
- Classified/Confidential
- Student
- Community Member

Submit evaluation

TIMELINE / CHECKLIST**GOAL REVIEW****May****Goal/Objective Worksheet**

In preparation for the Goal Review meeting with the Evaluator in June, review and update Goal/Objective Worksheet (Appendix A-2), noting progress toward goals.

June**Goal Review Meeting**

The Evaluator and Evaluatee meet to review and/or evaluate, dependent upon evaluation cycle, the progress towards the goals thus far, adjusting and/or adding goals as appropriate. The focus of this discussion should be on action steps taken, evidence of success, and projected completion date. Additionally and where appropriate, there should be agreement on the remaining steps to be taken to accomplish the goals/objectives in the following year.

REGULAR/COMPREHENSIVE EVALUATION**June****Planning Conference**

Immediately following the Regular and/or Comprehensive Evaluation Conference, the Evaluator and Evaluatee set the Evaluatee's goals/objectives for the next two-year cycle and determine how progress toward these goals is to be gauged. Using the Goal/Objective Worksheet (Appendix A-2), the Evaluator and Evaluatee decide what evaluation areas are to be surveyed at the end of the following year in order to assess overall job performance.

Start Goal/Objective Setting Worksheet

Follow these steps in setting goals/objectives:

1. Review job description, responsibilities, and college & District Strategic Goals.
2. Develop a list of goals to be accomplished during the next two-year academic period, making sure they fall within responsibilities as set forth in job description.
3. Based on this list, write goals/objectives, considering their practicability, importance, and alignment with college/District Strategic Goals and Objectives.
4. Review the goals/objectives with supervisor and obtain agreement and approval.

Ask these questions in evaluating goals/objectives:

- Is the goal/objective specific? Is it practical and affordable?
- Is it attainable? Is it student oriented?
- Is it short range with a targeted completion date?
- Are the results measurable (define how the results will be measured)? Is it challenging?
- Will it contribute to the attainment of college/District Strategic Goals and Objectives?

July 15**Goal/Objective Worksheet Completed (Appendix A-2)**

Evaluatee finalizes current year's Goals/Objectives (if not already completed during last month's Planning Conference).

Evaluations sent to Chancellor

The college President/Vice Chancellor forwards the previous year's completed Final Evaluation forms (Appendix A-3) to the Chancellor for review and signature. The completed, signed original Final Evaluations are sent to the appropriate President's Office for college employees or to the District Human Resources Office for District Office employees or those college employees reporting to District Office managers.

December 1 – 15

- Pre-Evaluation Conference for Regular and Comprehensive Evaluations (Optional)**
The Evaluator and Evaluatee meet to discuss the different evaluation areas to be surveyed and related performance objectives. The focus of this discussion will be on the expectations established during the Planning Conference.

- Comprehensive Pre-Evaluation Conference**
Academic Managers/Supervisors: The local Academic Senate president and the Evaluatee identify faculty who will participate in the evaluation of the academic manager/supervisor. The Evaluatee selects the faculty liaison. Additionally, the Evaluator and Evaluatee will identify other participants as indicated by Human Resources Procedure 2030.11. (See 6.4.1.2.2)

Managers/Supervisors: Comprehensive Evaluation participants will be selected by the Evaluator and the Evaluatee as indicated by Human Resources Procedure 3080.04. (See 6.4.1.2.1).

March 15

- Comprehensive Evaluation Distribution**
Evaluator distributes the Behavioral Skills Survey (Appendix A-5) to participants selected in the Comprehensive Pre-Evaluation Conference in December.

April 15

- Comprehensive Evaluation Surveys Completed & Returned**
Academic Managers/Supervisors: Surveys completed by faculty are forwarded to the faculty liaison. Survey forms for academic managers/supervisors completed by non-faculty participants are returned to the Evaluator for summary and inclusion in the summary report.

Managers/Supervisors: Survey forms for classified managers/supervisors will be retained by the supervising manager for summary and inclusion in the summary report.

May 1 – 15

- Evaluatee Completes Self-Evaluation (Appendix A-4) and Forwards to Evaluator.**
- Faculty Liaison Completes Faculty Evaluation Summary (Appendix A-3, Part III)**
Academic Managers/Supervisors: For the Comprehensive Evaluation, the Evaluator meets with the Faculty Liaison to discuss that portion of the final (overall) summary pertaining to faculty input. The Liaison signs the Faculty Evaluation Summary (Appendix A-3, Part III) to attest that the summary of faculty input has been reviewed.
- Evaluator Completes Draft of Final Evaluation (Appendix A-3)**

June 1 – 30

- Evaluator Completes Final Evaluations (Appendix A-3)**
Evaluator discusses draft evaluation with next higher-level manager and finalizes the Final Evaluation.
- Regular Evaluation Conference**
Evaluator conducts Regular Evaluation Conference with the Evaluatee to review the Behavioral Skills Summary (Appendix A-3, Part I) and the progress made towards agreed upon goals/objectives for the current year (Appendix A-3, Part II). Evaluator and Evaluatee sign Final Evaluation Summary. Evaluator forwards the completed summary form to the next higher-level manager for signature.
- Comprehensive Evaluation Conference**
The Evaluator and Evaluatee meet to discuss the returns of the Behavioral Skills Survey and the progress made towards agreed upon goals/objectives for the current year. Evaluator and Evaluatee sign Final Evaluation. Evaluator forwards the completed Final Evaluation form to the next higher-level manager for signature.

- Evaluator Completes Certification of Service for Academic Managers/Supervisors Form (Appendix A-7)**

Academic Managers/Supervisors: Evaluator completes Certification of Service form (Appendix A-7) and forwards a copy along with completed Final Evaluation form to next higher-level manager for review.

- Final Evaluation Form Forwarded to President / Vice Chancellor**

The next higher-level manager forwards the completed Final Evaluations to the college President/Vice Chancellor for signature and review.

SPECIAL EVALUATION

- Process to follow Regular or Comprehensive Evaluation. Timeline to be determined by evaluatee's manager in consultation with the evaluatee.**

PROBATIONARY EVALUATION

Month 1

- Evaluatee Sets Goals**

With approval of the evaluator, evaluatee sets goals/objectives, for first year using Goal/Objective Worksheet (Appendix A-2)

Month 6

- Goal Review/Pre-Evaluation Meeting**

A pre-evaluation meeting is conducted where the evaluator/evaluatee develop the participant list for the comprehensive evaluation, and, if applicable, the academic evaluatee selects the faculty liaison.

Month 10

- Behavioral Skills Survey (Appendix A-5) is Distributed**

The evaluator distributes the Behavioral Skills Survey online

Month 11

- Behavioral Skills Surveys (Appendix A-5) are Completed**

Behavioral Skills Surveys are returned electronically returned & compiled by evaluator: Evaluatee completes Self Evaluation (**Appendix A-4**)

Month 12

- Final Evaluation (Appendix A-3) is Completed**

The evaluator completes the Final Evaluation (Appendix A-3), reviews it with the next- up line manager, and holds the Evaluation Conference. The Evaluator finalizes the Final Evaluation by the end of the 12th month of employment)

- Planning Conference**

The Evaluator conducts the Planning Conference, where agreement is reached with the evaluatee using the Goal/Objective Worksheet (Appendix A-2) to set the evaluatee's goals for next two-year cycle

TEMPORARY EVALUATION

Month 1

- Evaluatee Sets Goals**

With approval of the evaluator, evaluatee sets goals/objectives, for first year using Goal/Objective Worksheet (Appendix A-2)

Month 6

- Goal Review/Pre-Evaluation Meeting**

The evaluator and evaluatee meet to discuss the different evaluation areas to be surveyed and related performance objectives. The focus of this discussion will be on the expectations established during Month 1.

Month 10**Final Evaluation (Appendix A-3) is Completed**

The evaluator completes the Final Evaluation (Appendix A-3), reviews it with the next- up line manager, and holds the Evaluation Conference. The Evaluator finalizes the Final Evaluation by the end of the 10th month of employment)

Planning Conference

The Evaluator conducts the Planning Conference, where agreement is reached with the evaluatee using the Goal/Objective Worksheet (Appendix A-2) to set the evaluatee's goals for the second-year cycle.

CERTIFICATION OF SERVICE FOR ACADEMIC MANAGERS/SUPERVISORS

Print Name of Manager/Supervisor Being Evaluated:

Date of evaluation: _____

Evaluator: _____

For the purpose of establishing satisfactory service of an academic manager/supervisor who has retreat rights, the evaluator certifies that the manager's/supervisor's service has been satisfactory.

Please check one.

- Service is satisfactory.
- Service is unsatisfactory.

This form is to be used only for certification for retreat rights and shared only with the chair of the college Administrator Retreat Rights Committee for college managers/supervisors or the president of the FSCC for District Office managers/supervisors after s/he has been identified for possible reassignment to the classroom.