

## EVALUATION MANAGERS, SUPERVISORS AND CONFIDENTIAL EMPLOYEES

### MANAGERS/SUPERVISORS

- 6.1 Purpose.** The purpose of the evaluation process is to help each manager and supervisor hone her/his skills so they can be the best possible administrator. The evaluation process is based on Goal Reviews and Regular Evaluations by the immediate supervisor and on Comprehensive Evaluations by a broad-based group familiar with the evaluatee's work.

In the sections that follow, it is important to keep in mind that the four-year evaluation cycle is based on performance within an academic year. This cycle allows for the evaluation process to simultaneously gauge the progress of all managers and supervisors over a substantial period of time and to yield information that can inform employment decisions.

### **6.2 Process Overview**

The evaluation cycle covers a four-year academic period, with Goal Review the first and third years, a Regular Evaluation the second year, and a Comprehensive Evaluation the fourth year. (Appendix A-1: Evaluation Cycle-At-A-Glance)

- 6.2.1 Goal Review:** The supervising manager shall meet with the evaluatee at the end of the Goal Review year to review progress toward the goals. Progress toward goals will be evaluated during the Regular Evaluation and the Comprehensive Evaluation (Appendix A-3, Part II).
- 6.2.1.1 Goal Setting:** If the goals and objectives were not finalized at the end of the Regular or Comprehensive Evaluation (June Planning Conference), the evaluatee together with the supervising manager (evaluator) at the beginning of the Goal Review year shall identify and finalize goals and objectives for the next two-year cycle (Appendix A-2) which align with the District's Strategic Goals and Objectives and the college's goals. Personal/professional goals may also be identified at this time. (Each location shall record the current Districtwide Goals and Objectives and the current college goals in the Appendix A-2 template.)
- 6.2.2 Regular Evaluation:** The supervising manager shall evaluate the manager/supervisor in the performance qualities identified in the Behavioral Skills Summary (Appendix A-3, Part I) and on Progress Towards Agreed Upon Goals/Objectives for Two-Year Cycle (Appendix A-3, Part II). The evaluatee shall complete a Self-Evaluation, which consists of five performance qualities: Communication Skills; Leadership; Professional Knowledge and Expertise; Team Work; and Administrative Skills (Appendix A-4).
- 6.2.2.1 Goal Setting:** Goals for the next two-year cycle shall be set following each Regular Evaluation. The evaluatee together with the supervising manager (evaluator) shall identify and finalize new two-year individual goals and objectives (Appendix A-2) which align with the District's Strategic Goals and Objectives and the college's Organizational Performance Goals. Personal/professional goals may also be identified at this time. (Each location shall record the current Districtwide Goals and Objectives and the current college goals in the Appendix A-2 template.)

**6.2.2.2 Self-Evaluation:** Each evaluatee is to complete a Self-Evaluation (Appendix A-4) during the Regular Evaluation cycle year. The Self-Evaluation is an opportunity for the evaluatee to identify performance strengths, note circumstances that may have affected performance either positively or negatively, and inform the evaluator of particular accomplishments that may not be reflected in other portions of the evaluation.

**6.2.2.3 Final Evaluation:** The Final Evaluation (Appendix A-3, Part VI) will be discussed with the evaluatee who will have an opportunity to provide written comment before the evaluation is forwarded to the President or Chancellor.

**6.2.2.3.1** The evaluatee has the right to respond to all evaluation materials.

**6.2.2.3.2** The evaluation must be signed by the evaluatee before being placed in the personnel file maintained in the college Human Resources Office for college employees or in the personnel file maintained in the District Human Resources Office for District Office employees or those college employees reporting to District Office managers.

**6.2.2.3.3** If an evaluatee refuses to sign an evaluation, the evaluation may be placed in the file with a record of the refusal signed by a witness.

**6.2.3 Comprehensive Evaluation:** A Comprehensive Evaluation will be performed at the end of the first year and every fourth year thereafter. The Comprehensive Evaluation shall consist, to the extent possible, of input from a broad-based and representative group of respondents who are familiar with one set or all of the relevant Behavioral Skills of the evaluatee (Appendix A-5). Responses shall be actively sought from direct reports, faculty, classified staff, managers/supervisors, and students, when relevant. Where deemed appropriate, the evaluatee may also request input from people outside the District.

The immediate supervisor shall evaluate the evaluatee in the five performance qualities identified in the Behavioral Skills Summary (Appendix A-3, Part I), Progress Towards Agreed Upon Goals/Objectives for Two Year Period (Appendix A-3, Part II), and Faculty Evaluation Summary (for Academic Managers only) (Appendix A-3, Part III). The evaluatee shall complete a Self-Evaluation, which consists of five performance qualities: Communication Skills; Leadership; Professional Knowledge and Expertise; Team Work; and Administrative Skills (Appendix A-4).

**6.2.3.1 Goal Setting:** Goals for the next two-year cycle shall be set following each Comprehensive Evaluation. The evaluatee together with the supervising manager (evaluator) shall identify and finalize new two-year individual goals and objectives (Appendix A-2) which align with the District's Strategic Goals and Objectives and the college's Organizational Performance Goals. Personal/professional goals may also be identified at this time. (Each location shall record the current Districtwide Goals and Objectives and the current college goals in the Appendix A-2 template.)

**6.2.3.2 Self-Evaluation:** Each evaluatee is to complete a Self-Evaluation (Appendix A-4) during the Comprehensive Evaluation cycle year. The Self-Evaluation is an opportunity for the evaluatee to identify performance strengths, note circumstances that may have affected performance either positively or

negatively, and inform the evaluator of particular accomplishments that may not be reflected in other portions of the evaluation.

**6.2.3.3 Final Evaluation:** The Final Evaluation (Appendix A-3, Part VI) will be discussed with the evaluatee who will have an opportunity to provide written comment before the evaluation is forwarded to the President or Chancellor.

**6.2.3.3.1** The evaluatee has the right to respond to all evaluation materials.

**6.2.3.3.2** The evaluation must be signed by the evaluatee before being placed in the personnel file maintained in the college Human Resources Office for college employees or in the personnel file maintained in the District Human Resources Office for District Office employees or those college employees reporting to District Office managers.

**6.2.3.3.3** If an evaluatee refuses to sign an evaluation, the evaluation may be placed in the file with a record of the refusal signed by a witness.

**6.2.4 Special Evaluation:** A manager/supervisor may be evaluated at any time upon written notice two weeks prior to the start of the evaluation period. This is a Comprehensive Evaluation unless, by mutual agreement, a Regular Evaluation is conducted.

An evaluator may conduct or an evaluatee may request, with at least two week's advance notice, a Comprehensive or Regular Evaluation at any time.

### 6.3 Frequency of Evaluation

#### 6.3.1 Classified and Academic Managers/Supervisors.

**6.3.1.1 Probationary Managers/Supervisors:** During the probationary year, the supervising manager (evaluator) will conduct a Comprehensive Evaluation upon completion of the first ten months of service in the classification. Thereafter, the evaluation cycle will include a Goal Review the first and third year, the Regular Evaluation the second year, and a Comprehensive Evaluation the fourth year. The cycle is a continuum repeated every four years.

**6.3.1.2 Temporary Managers/Supervisors:** The evaluation of managers/supervisors serving in temporary appointments for 12 months or longer will consist of a Goal Review with the immediate supervisor at six months and a Regular Evaluation at ten months.

**6.3.1.3 Non-Probationary Managers/Supervisors:** The evaluation cycle includes a Goal Review the first and third year, a Regular Evaluation the second year, and a Comprehensive Evaluation the fourth year. The cycle is a continuum repeated every four years.

## 6.4 Participation in the Evaluation Process

### 6.4.1 Classified and Academic Managers/Supervisors

**6.4.1.1 Regular Evaluation:** The immediate supervisor only will provide evaluation input as appropriate in the areas of performance qualities identified in the Manager/Supervisor Final Evaluation (Appendix A-3): Part I – Behavioral Skills Summary; Part II – Progress Towards Agreed Upon Goals/Objectives for Current Year; and Part IV – Overall Rating for Evaluation Report.

**6.4.1.2 Comprehensive Evaluation:** The Comprehensive Evaluation will include input from direct reports, faculty, other managers/supervisors, classified staff, students and others with direct knowledge, as noted in Human Resources Procedure 2030.11. Information will be collected by way of the Behavioral Skills Survey (Appendix A-5). The Behavioral Skills Survey will focus on five areas appropriate to all managers/supervisors: Communication Skills, Leadership, Professional Knowledge and Expertise, Team Work, and Administrative Skills.

**6.4.1.2.1 Management, Staff and Student Involvement in the Evaluation of Classified Managers/Supervisors:** The individuals to be surveyed will be those who have direct knowledge of the manager's/supervisor's skills (e.g., have worked with or observed the manager/supervisor in committee work, department meetings, student contact, public contact), and should, to the extent possible, include a broad-based and representative group to include students, faculty, managers, supervisors and classified staff. The input from those surveyed will be an important part of the evaluator's formal evaluation of the evaluatees overall job performance.

**6.4.1.2.1.1** The immediate supervisor will summarize all input received and discuss this summary with the evaluatee.

**6.4.1.2.2 Management, Staff and Student Involvement in the Evaluation of Academic Managers/Supervisors.** Other managers/supervisors, classified staff, students, and others to be surveyed will be those who have direct knowledge of the academic manager's/supervisor's skills (e.g., have worked with or observed the manager/supervisor in committee work, department meetings, student contact, public contact), and should represent a cross section of the college-District community to include students, managers/supervisors, and classified staff, as indicated in Human Resources Procedure 2030.11. Information will be collected by way of the Behavioral Skills Survey. When the survey is from a large constituency by random sample or other mutually agreed means, the individuals selected will be those who have had the most direct and substantial experience with the services provided by the manager's/supervisor's area. Members of the manager's/supervisor's staff should always be surveyed.

The Behavioral Skills Survey will focus on five areas appropriate to all managers/supervisors – Communication Skills, Leadership, Professional Knowledge and Expertise, Team Work, and Administrative Skills. The input of those surveyed will be an

important part of the evaluator's formal evaluation of the evaluatee's overall job performance.

**6.4.1.2.2.1** The immediate supervisor will summarize all input received and discuss this summary with the evaluatee.

**6.4.1.2.3 Faculty Involvement in the Evaluation of Academic Managers/Supervisors.** Selected faculty shall participate in the evaluation of academic managers/supervisors for all comprehensive evaluations using the Behavioral Skills Survey (Appendix A-5) and the Faculty Evaluation Summary (Appendix A-3, Part III) designed for this purpose. The former survey instrument allows participants to record their ratings in five performance areas: Communication Skills, Leadership, Professional Knowledge and Expertise, Team Work, and Administrative Skills. The latter form allows the faculty liaison to summarize all faculty responses received and to comment on areas of strength, areas needing to be strengthened, and specific plans for bringing about improvements.

**6.4.1.2.3.1** The faculty who will provide input for the evaluation of the academic manager/supervisor will be identified by position and relationship which serves as a basis for selection. For academic managers/supervisors at the colleges, the positions will be identified by the site's academic senate president in consultation with the college president and the individual manager/supervisor. Before the evaluation takes place the evaluatee and the immediate supervisor or the academic senate president for the location may propose changes in the list of positions. For academic managers/supervisors at the District Office, the positions will be identified by the president of the Faculty Senates Coordinating Council (FSCC) in consultation with the Chancellor/Vice Chancellor and the manager being evaluated. At the colleges, any disagreements about which positions shall be included will be resolved by the local senate president and the college president; at the District Office, the FSCC president and the Chancellor. Such changes must be made by mutual agreement among the manager/supervisor, immediate supervisor and senate president.

**6.4.1.2.3.2** The panel of faculty chosen to provide input for any manager's/supervisor's evaluation will include representatives of the faculty with whom the manager/supervisor works in long-term shared governance undertakings. An evaluatee may object to the inclusion of an individual on the panel because of possible bias. The evaluatee may meet with the immediate supervisor and provide the reasons for this challenge. The immediate supervisor will then meet with the appropriate senate president to resolve questions of

individual participation and possible alternates.

**6.4.1.2.3.3** One faculty member from the panel of an academic manager/supervisor will be designated as the liaison for the faculty's portion of the manager's/supervisor's evaluation process. The liaison will be selected from among the panelists for an academic manager/supervisor by the evaluatee. The supervising manager shall provide the faculty survey input to the liaison. The liaison will examine and summarize the faculty input and meet with the evaluatee's immediate supervisor to discuss faculty input and the manager's/supervisor's performance rating prior to the immediate supervisor's writing of the formal evaluation summary. It will be the liaison's responsibility to ascertain how faculty input is addressed, and if it is not addressed, why. The immediate supervisor will also see the original faculty material.

**6.4.1.2.3.4** If a majority of the other faculty panelists involved in the evaluation object to working with the liaison, they may meet with the evaluatee's immediate supervisor to find someone acceptable to both management and panelists. If they are unable to agree upon a choice, the appropriate senate president and college president/chancellor will meet and jointly agree on a faculty liaison. This person may not be on the evaluatee's panel and may serve only as a facilitator for the process.

**6.4.1.2.3.5** The immediate supervisor will address faculty input in the summary evaluation, which s/he prepares. Before the summary is discussed with the evaluatee, the immediate supervisor will meet with the liaison to discuss the content of the summary faculty input. At that time, the immediate supervisor will share with the liaison only that portion of the summary which deals with faculty input. To protect confidentiality, no copy of the summary shall be made, other than a copy for the evaluator and the evaluatee. The liaison and immediate supervisor may discuss the way in which the summary deals with faculty input. The liaison may seek to have the immediate supervisor amend the summary, and if the liaison has requested an amendment, the immediate supervisor should provide reasons why s/he differs from the liaison's interpretation of the faculty input. The supervising manager will review the summary of faculty input in the Faculty Evaluation Summary (Appendix A-3, Part III) with the faculty liaison. No other portions of the form shall be shared with the faculty liaison because of its confidential nature. The liaison will then sign the final summary to attest that s/he has seen the summary.

**6.4.1.2.3.6** If the liaison is not satisfied that faculty input is correctly or adequately addressed in the summary, a formal request to the appropriate senate president may be made to intervene. The senate president will meet with the college president or Chancellor to hear the liaison's complaint and then re-examine the faculty input materials. The senate president and college president/Chancellor are empowered to change the summary or to order a new evaluation of the manager.

**6.4.1.2.3.7** Special project managers/supervisors may or may not have faculty input in their evaluation, depending upon the extent to which they work with faculty; determination of faculty involvement will be made jointly by the appropriate senate president and the college president or Chancellor.

**6.5 Responsibility for the Evaluation of Classified and Academic Managers/Supervisors**

**6.5.1** Each manager/supervisor will be evaluated by the manager/supervisor to whom s/he reports. The Final Evaluation (Appendix A-3) calls for the concurring signature of the next higher level of management in addition to the individual making the appraisal. A draft of the Managers/Supervisors Final Evaluation should be completed and discussed by the evaluator with the manager/supervisor at the next higher level prior to the review of the evaluation with the employee.

**6.5.2** While the manager/supervisor at the next higher level cannot substitute basic judgment for that of the evaluator, s/he can act as a leveling influence in the entire process. If the next higher level manager/supervisor sees evidence of appraisal errors, those errors can be corrected through discussion with the evaluator. If the evaluation appears too harsh or too lenient in comparison with other evaluators, that can be discussed. Or, if a glowing evaluation is submitted for an employee about whom many complaints have been received, that can be discussed with the evaluator.

**6.5.3** After discussion of the evaluation with the employee, the Final Evaluation form will be forwarded for review and signature to the next higher levels of management. The college president will review the evaluations of college managers/supervisors. The Chancellor makes a final review of all evaluations.

**6.6 Goal Review, Regular, Comprehensive, Probationary, and Temporary Evaluation Timeline/Checklists for Classified and Academic Managers/Supervisors.** (By mutual agreement between the supervising manager and the evaluatee, summer timelines may be adjusted.)

## 6.6.1 Timeline / Checklist (Appendix A-6)

### 6.6.1.1 Goal Review

- May:**           **Goal/Objective Worksheet** (Appendix A-2)  
In preparation for the Goal Review meeting with the evaluator in June, the evaluatee shall review and update the Goal/Objective Worksheet, noting progress toward goals.
- June:**           **Goal Review Meeting**  
The evaluator and evaluatee meet to review and/or evaluate, dependent upon the 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.

### 6.6.1.2 Regular and 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 Worksheet**

The evaluatee shall follow these steps in setting goals/objectives:

1. Review job description, responsibilities, and college and District Strategic Goals and Objectives. 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.
2. Based on this list, write goals/objectives, considering their practicality, importance, and alignment with college/District Strategic Goals and Objectives.
3. Review the goals/objectives with supervisor and obtain agreement and approval.

Ask these questions in evaluating goals/objectives:

1. Is the goal/objective specific? Is it practical and affordable?
2. Is it attainable? Is it student oriented?
3. Is the timeframe appropriate with a targeted completion date?



4. Are the results measurable (define how the results will be measured)? Is it sufficiently challenging?
5. Will it contribute to the attainment of college/District Strategic Goals and Objectives?

**July 15: Goal/Objective Worksheet Completed**

Evaluatee shall finalize current year's Goals/Objectives (if not already completed during prior month's Planning Conference).

**Evaluations Sent to Chancellor**

The college President/Vice Chancellor forward the prior year's completed Final Evaluation (Appendix A-3) forms to the Chancellor for review and signature. The completed, signed original evaluation shall be 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.

**Dec. 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 (Required)**

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)

Classified and Academic Managers/Supervisors: Comprehensive evaluation participants will be selected by the evaluator and the evaluatee. (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 and 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.

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

**May 1 – 15: Evaluatee Completes a Hard Copy Self-Evaluation Form (Appendix A-3) and Forwards to Evaluator.**

**Faculty Liaison Completes Faculty Evaluation Summary**

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 Evaluation (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 (Appendix A-3). 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 Evaluation to the college President/Vice Chancellor for signature and review.

### 6.6.1.3 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 8**      **Behavioral Skills Survey (Appendix A-5) is Distributed**  
The evaluator distributes the Behavioral Skills Survey online.
- Month 9**      **Behavioral Skills Surveys (Appendix A-5) are Completed**  
Behavioral Skills Surveys are completed electronically and compiled by evaluator. Evaluatee completes Self Evaluation (Appendix A-4).
- 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 10<sup>th</sup> 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.

### 6.6.1.4 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 10<sup>th</sup> month of employment.

**Planning Conference (as appropriate)**

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.

**6.6.2 Managers/Supervisors Final Evaluation.** The Final Evaluation form (Appendix A-3) for managers/supervisors will consist of six parts:

*Regular (R), Comprehensive (C), Probationary (P), Temporary (T)  
Evaluations*

- Part I: Behavioral Skills Summary (R) (C) (P) (T)
- Part II: Progress Towards Agreed Upon Goals/Objectives for Two-Year Period (R) (C) (P) (T)
- Part III: Faculty Evaluation Summary (Only Applicable for Academic Managers) (C) (P)
- Part IV: Overall Rating for Evaluation Report (R) (C) (P) (T)
- Part V: Supervisor's Recommendation (For probationary evaluation only) (P)
- Part VI: Signatures and Review (R) (C) (P) (T)

**Part I: Behavioral Skills Summary (Required).** Five performance areas will be the focus of this survey: communication skills, leadership, professional knowledge and expertise, team work, and administrative skills. The immediate supervisor (and other evaluators when appropriate) will rate the evaluatee on how well s/he performs in said areas generally and on specific dimensions within each skill area.

Specifically, there are five behavioral skill areas that will be assigned an overall rating and within each area there are a varying number of dimensions that also are to be rated. The criteria for assigning the overall rating are given below in Part IV.

Comments are required for ratings of Needs Improvement or Unsatisfactory and are encouraged for all other ratings.

**Part II: Progress Towards Agreed Upon Goals/Objectives for Two-Year Period.** The evaluatee and evaluator will summarize the progress towards agreed upon goals/objectives for the two-year period and attach supporting documentation.

**Part III: Faculty Evaluation Summary.** Selected faculty shall participate in the evaluation of academic managers/supervisors for all Comprehensive Evaluations using the Behavioral Skills Survey (Appendix A-5) and the Faculty Evaluation Summary (Appendix A-3, Part III) designed for this purpose. The former survey instrument allows participants to record their ratings in five performance areas: Communication Skills, Leadership, Professional Knowledge and Expertise, Team Work, and Administrative Skills. The latter form allows the faculty liaison to summarize all faculty responses received and to comment on areas of strength, areas needing to be strengthened and specific plan for bringing about improvements.

**Part IV: Overall Rating for Evaluation Report (Required).** A rating will be made by the evaluator of the overall performance of the evaluatee with indications of strength, needed improvements, and specific plans and resources to strengthen areas needing improvement. The evaluatee may add appropriate comments concerning the ratings received, the evaluation process, and suggested improvements.

The ratings below are used in Parts I, II, and IV of the Managers/Supervisors Final Evaluation form.

In order to provide the most consistent and objective ratings, the following definitions are provided.

O Outstanding

Performance is outstanding in all areas of position responsibility. In one or more of these areas, job performance is noticeably remarkable, superior, or noteworthy. Evaluator must provide written verification/explanation of this rating.

Ex Exceeds Requirements

Performance is sound and reliable; produces results consistent with expectations; fulfills management standards of the district. Performance of duties is fully effective in all areas.

M Meets Requirements

Performance meets minimum expectations and responsibilities of the position.

NI Needs Improvement

Performance is deficient in one or more areas of position responsibility and falls short of achieving primary goals and objectives. A plan for development or additional experience on the job is needed to achieve good, solid performance. This rating must be substantiated by supporting observations and examples and the evaluator must provide specific recommendations for improvement.

U Unsatisfactory

Performance consistently fails to meet job expectations. Improvement is essential to continued employment in position. The evaluator must provide specific examples of unsatisfactory performance and a specific plan for improvement.

NA/O Not Applicable or Observable

This rating is given when the rating factor does not apply or when job performance has not been observed.

**Part V: Supervisor's Recommendation.** This portion of the form will be completed for probationary managers/supervisors only. The supervising manager is to recommend whether the manager/supervisor is to be retained or dismissed.

**Part VI: Signatures and Review.** The Final Evaluation form will be signed by the evaluatee and evaluator. The evaluatee's signature indicates only that the document has been read. The evaluatee has the right to attach a written, signed response within ten days.

- 6.6.3 Certification of Service for Academic Managers/Supervisors.** For retreat right purposes, a certification of service form must be completed on each academic manager/supervisor who is evaluated. (Appendix A-7)
- 6.6.4 Appeal.** If the evaluatee disagrees with any part of the evaluation rating, the evaluatee may respond on a separate sheet and attach it to the evaluation form. The areas of disagreement should be described specifically. The employee will have ten days after receipt of the evaluation to record disagreement with the rating given. If the employee elects to prepare a response, the evaluation form will not be forwarded to the next higher level of management for review and comment until the response is attached.
- 6.6.5 Confidentiality.** With regard to gathering information from different sources for the Comprehensive Evaluation, the evaluator will take care to detect and identify responses by persons who may be biased by factors other than honest appraisal of the evaluatee's performance. Furthermore, the evaluator will only consider and report on information which is directly related to specific criteria. A summary of the information obtained and specific suggestions for improvement or concerns will be prepared by the evaluator and included in the evaluation document. The individual Behavioral Skills Surveys (Appendix A-5) shall be completed online and carry the electronic signature of those persons who completed them or they will not be included in the evaluation process. Said summary only will be made available to the evaluatee and should be retained by the evaluator until completion of the evaluation process (review by the Chancellor) and then destroyed.
- 6.6.5.1** All participants (evaluators, evaluatees, supervising managers, faculty liaison, Academic Senate Presidents, college Presidents, and the Chancellor) shall ensure that care will be taken to protect the integrity of the process and the confidentiality of those who provide information.
- 6.6.5.2** Upon completion by the evaluator, evaluatee, and appropriate or required higher levels of management, the official copy of the evaluation form and attachments will be placed in the evaluatee's official personnel file. All written materials generated during the evaluation process will be confidential. The materials, except the survey documents, will be placed in the evaluatee's official personnel file. Both the evaluatee and the evaluator, if they so desire, may retain a copy of the final evaluation for their files.

## **CONFIDENTIAL EMPLOYEES**

**6.7 Purpose.** The purpose of the evaluation process is to help each confidential employee hone her/his skills so they can be the best possible confidential classified employee. The focus is on the twelve behavioral areas: Work Organization and Planning, Work Quality, Volume of Work, Organizational and Team Relationships, Administration, Innovation/Creativity, Analytical and Problem-Solving Skills, Communication Skills, Reliability and Punctuality, Technical Application and Knowledge, Helps Meet Organizational Goals, and Customer Service. In addition, there is an area for an employee-specific category and an area to comment on the prior year's goals. (Appendix B) The process is based on regular feedback by the immediate supervisor (**annual evaluations**). There is also an opportunity for the confidential employee to develop a Career Development Plan.

In the sections that follow, it is important to keep in mind that the annual evaluation cycle for permanent confidential employees begins on July 1 of each year and ends by June. This cycle allows for the evaluation process to simultaneously gauge the progress of all confidential employees over a year's time and to yield information concerning employment status prior to July 1<sup>st</sup>.

### **6.8 Process Overview**

**6.8.1** The performance of all Contra Costa Community College District confidential employees shall be evaluated annually by their immediate supervisor in twelve behavioral categories: Work Organization and Planning, Work Quality, Volume of Work, Organizational and Team Relationships, Administration, Innovation/Creativity, Analytical and Problem-Solving Skills, Communication Skills, Reliability and Punctuality, Technical Application and Knowledge, Helps Meet Organizational Goals, and Customer Service. There is also an employee-specific category. In addition to this evaluation, each confidential employee has the option to include a Career Development Plan as part of the evaluation.

**6.8.2** Probationary Employee Evaluation Schedule: For a confidential employee new to her/his classification, a comprehensive probationary evaluation will be performed at the end of the 3<sup>rd</sup>, 6<sup>th</sup> and 11<sup>th</sup> months of employment.

**6.8.3** Permanent Employee Evaluation Schedule: Permanent confidential employees shall be evaluated annually, with the completion date no later than June 1<sup>st</sup>.

**6.8.4** Nothing in this process prevents the immediate supervisor from conducting a comprehensive evaluation at any time.

**6.8.4.1** Supervisors of confidential employees may solicit feedback on a confidential employee's performance and level of service to the site's/department's customers and clients and include that feedback as part of his/her evaluation of the employee.

**6.8.5** The evaluation will be discussed with the evaluatee who will have an opportunity to provide written comment before the evaluation is forwarded to her/his immediate supervisor's manager.

**6.8.5.1** The evaluatee has the right to respond to all evaluation materials.

**6.8.5.2** The evaluation must be signed by the evaluatee before being placed in the personnel file maintained in the college Human Resources Office for college employees or in the personnel file maintained in the District Human Resources Office for District Office employees or those college employees reporting to District Office managers.

**6.8.5.3** If an evaluatee refuses to sign an evaluation, the evaluation may be placed in the file with a record of the refusal signed by a witness.

**6.9 Evaluation Timeline and Activities for Confidential Employees**

**6.9.1** Probationary Evaluations: The immediate supervisor shall meet with each confidential employee at the time of initial employment, outlining expectations and goals for the employee during the probationary period, and will evaluate each new probationary confidential employee at the end of the 3<sup>rd</sup>, 6<sup>th</sup>, and 11<sup>th</sup> months of employment.

**6.9.2** Annual Evaluation Timelines:

July 1-15 Planning Conference: The immediate supervisor and evaluatee meet to set the evaluatee's goals/objectives for the coming year and to determine how progress toward these goals is to be gauged. More specifically, they are to decide what evaluation areas are to be surveyed at the end of the year in order to assess overall job performance. Additionally, the evaluatee may submit a Career Development Plan (optional). This plan may serve as a framework for planning projects, sequencing objectives and training alternatives, and considering performance directions.

Dec. 1-15 Pre-Evaluation Conference: The immediate supervisor 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 previous July Planning Conference.

May 15-30 Evaluation Conference: The immediate supervisor completes the annual confidential evaluation form and conducts an evaluation meeting with the confidential evaluatee to review the twelve behavioral areas and attainment of goals. In addition, the employee-specific behavioral area will be discussed with the employee as will the progress of the employee's Career Planning Objectives (if this optional segment is used).

New goals are established for the coming year. If additional space is needed, attachment of additional pages is appropriate.

The employee and the evaluator must sign the evaluation form. The completed, signed original evaluation is forwarded to the college Human Resources Office for college employees or to the District Human Resources Office for District Office employees or those college employees reporting to District Office managers. It shall be placed in the employee's official personnel file.



**6.10 Confidential Evaluation Form.** The evaluation form for confidential employees consists of five parts: Part I - Behavioral Categories; Part II - Prior Year Goals; Part III - Career/Staff Development Plan; Part IV - Overall Evaluation Rating; Part V - Signatures and Employment Status.

**6.10.1 Part I: Behavioral Categories.** Twelve performance areas, as noted below, will be the focus of the evaluation, in addition to an “other employee-specific” category.

- Work Organization and Planning
- Work Quality
- Volume of Work
- Organizational and Team Relationships
- Administration
- Innovation/Creativity
- Analytical and Problem-Solving Skills
- Communication Skills
- Reliability and Punctuality
- Technical Application and Knowledge
- Helps Meet Organizational Goals
- Customer Service

**6.10.2 Part II: Prior Year Goals.** The immediate supervisor will assess the evaluatee’s degree of success in meeting goals set the prior year.

**6.10.3 Part III: Career/Staff Development Plan (Optional).** This is an area of opportunity for the evaluatee to layout specific career or staff planning goals and identify activities that will support the achievement of the plan.

**6.10.4 Part IV: Overall Evaluation Rating**

**Ratings on Evaluations.** The evaluation form for confidential employees has five rating levels. Specific comments are required for ratings of “NeedsImprovement/Unsatisfactory” and are strongly encouraged for all other ratings. The five rating levels are noted below:

Ratings in Specific Behavioral Areas: Each behavioral area has five possible ratings. Each behavioral rating is judged individually, but shall be used to help determine the overall evaluation for the employee.

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| NA - Not Applicable:  | This rating is given when the rating factor does not apply or when job performance has not been observed.  |
| 1 - Unsatisfactory:   | Performance consistently fails to meet job expectations. Improvement is essential. The evaluator must provide specific examples of unsatisfactory performance and a specific plan for improvement.   |
| 2 - Needs Improvement | Performance is deficient in this area of position responsibility and falls short of achieving primary goals and objectives. A plan for development or additional experience on the job is needed to achieve good, solid performance. This rating must be substantiated by supporting observations and examples and the evaluator must provide specific recommendations |

for improvement.

- 3 - Satisfactory: Performance meets minimum expectations and responsibilities of position in this area.
- 4 - Exceeds Performance Standards: Performance is sound and reliable in this area; produces results consistent with expectations. Performance of duties is fully effective in this specific area.
- 5 - Exceptional: Performance is outstanding in this behavioral area. Job performance is noticeably remarkable, superior, or noteworthy in this area. Evaluator must provide written verification/explanation of this rating.

Overall Evaluation Rating: A rating will be made by the evaluator of the overall performance of the evaluatee with indications of strength, needed improvements, and specific plans and resources to strengthen areas needing improvement. The evaluatee may add appropriate comments concerning the ratings received, the evaluation process, and suggested improvements.

- NA - Not Applicable: This rating is given when the rating factor does not apply or when job performance has not been observed.
- 1 - Unsatisfactory: Performance is consistently deficient. Improvement is essential to continued employment in position. This rating must be substantiated by supporting observations and examples and the evaluator must provide specific recommendations for improvement.
- 2 - Needs Improvement: Performance is deficient in one or more areas of position responsibility and falls short of achieving primary goals and objectives. Improvement is essential to continued employment in position. This rating must be substantiated by supporting observations and examples and the evaluator must provide specific recommendations for improvement.
- 3 - Satisfactory: Performance meets minimum expectations and responsibilities of the position.
- 4 - Exceeds Performance Standards: Performance of duties is fully effective in all areas. Performance is sound and reliable; produces results consistent with expectations.
- 5 - Exceptional: Performance is outstanding in all areas of position responsibility. In one or more of these areas, job performance is noticeably remarkable, superior, or noteworthy. Evaluator must provide written verification/explanation of this rating.

**6.10.5 Part V: Signatures and Employment Status.** The evaluation form will be signed by the confidential employee and her/his immediate supervisor.

Recommendation on Probationary Status: The immediate supervisor will indicate whether or not permanent status is recommended, or whether the probationary period should be ended.

- 6.11 Signatures and Review.** The summary evaluation form will be signed by the evaluatee and evaluator. The evaluatee's signature indicates only that the document has been read. The evaluatee has the right to attach a written, signed response within ten days.
- 6.12 Appeal.** If the evaluatee disagrees with any part of the evaluation rating, the evaluatee may respond on a separate sheet and attach it to the evaluation form. The areas of disagreement should be described specifically. The employee will have ten days after receipt of the evaluation to record disagreement with the rating given. If the employee elects to prepare a response, the evaluation form will not be forwarded for placement in the personnel file until the response is attached or until the timeline for submission of a response has passed.
- 6.13 Placement in the Personnel File.** Upon completion by the evaluator and any timely comments or attachments from the evaluatee are attached, the official copy of the evaluation form and attachments will be placed in the evaluatee's official personnel file. Both the evaluatee and the evaluator, if they so desire, may retain a copy of the evaluation form for their files.
- 6.14 Special Evaluations.** A confidential employee may be evaluated at any time upon written notice two weeks prior to the evaluation date.
- 6.15 Evaluation of Temporary Confidential Employees.** The evaluation of confidential employees serving in temporary appointments for six months or longer will consist of an informal evaluation at the midpoint of the appointment and a formal evaluation at the end.