



APPENDIX C

PROCEDURES FOR CONDUCTING A COMPREHENSIVE EVALUATION FOR AN ADMINISTRATOR

A supervisor may select one of the following procedures to conduct the comprehensive evaluation of an administrator. Regardless of the procedure selected, the administrator and the supervisor will identify the participants.

OPTION 1

The administrator's supervisor (or designee) conducts at least one Evaluation Session to provide participants an opportunity to respond to the Comprehensive Evaluation. The Supervisor will invite all of the participants identified by the administrator and the supervisor to the Evaluation Session.

The invitation will include the name/title of the administrator being evaluated, a short presentation of the goals for that three-year period, a soft copy of the evaluation instrument and an explanation of the choices for participation. Additional sessions may be offered at the discretion of the administrator's supervisor. At the beginning of each session participants will sign in on a participants roster. The participants will complete separate evaluations without discussion or comment. At the end of the session the forms will be collected and the signed roster will be submitted with an equal number of completed forms.

Participants who are unable to attend may submit the instrument in either paper or soft copy format along with the signature page without attending the Evaluation Session. In no case shall the administrator include an anonymous response.

The administrator's supervisor will tabulate all responses and develop a comprehensive summary to be discussed with the administrator. The summary shall be included with the evaluation form submitted to Human Resources for inclusion in the Personnel file.

OPTION 2

The administrator's supervisor convenes an Evaluation Committee consisting of one faculty member, one classified staff member and one administrative peer. Each member of the committee is responsible for distributing and collecting the evaluation form to/from his/her constituency. The Committee members tabulate the responses from each employee group, summarize the comments and provide the summary to the administrator's supervisor. In no case shall the committee consider an anonymous response.

The administrator's supervisor will develop a comprehensive summary to be discussed with the administrator. The summary shall be included with the evaluation form submitted to Human Resources for inclusion in the Personnel file

OPTION 3

The administrator's supervisor distributes the comprehensive evaluation forms to the participants jointly selected with the administrator. The forms are returned to the administrator who separates the signed cover sheet from the evaluation before reading the evaluation. In no case shall the administrator include an anonymous response.

The administrator's supervisor will tabulate all responses and develop a comprehensive summary to be discussed with the administrator. The summary shall be included with the evaluation form submitted to Human Resources for inclusion.





APPENDIX C.1
ADMINISTRATIVE PERFORMANCE APPRAISAL FORM

Philosophy and Policy The performance of all Foothill-De Anza Community College District administrators shall be evaluated annually. Evaluations shall be thorough, fair, and objective. It shall be designed to improve the overall operation of the organization and to assist the administrator in the growth and development of professional abilities, as well as to identify areas of strengths and weaknesses. The process will aid the administrator in the improvement of performance and provide a basis for performance pay adjustments.

The evaluation process promotes and supports appropriate management and leadership skills, and assures that administrators have goals which are in line with the overarching goals of the Foothill-De Anza Community College District.

Communication The administrator appraisal process is an on-going communications process. The process provides an overall evaluation of an administrator's work performance and the opportunity for the supervisor and administrator to discuss the administrator's work performance in terms of the Foothill-De Anza Community College District goals and objectives.

Administrators are evaluated in three categories: Position Responsibilities, Annual Goals, and Behavioral Skills. In addition to this, each administrator must complete a self-evaluation which includes a professional development plan. Effective administrators possess strong communication skills, leadership, teamwork, professional knowledge and expertise, administrative skills and diversity leadership.

Rating The performance review will affect the administrator's step advancement and should be fully and carefully considered. In order to provide the most consistent and objective ratings, the following definitions are provided

EX Excellent
 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.

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

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.

Procedures

The ratings on the previous page are used for two major sections of the form: Position Responsibilities, and Annual Goals. Each of the four to seven Position Responsibilities are reviewed and an overall evaluation rating provided. The same procedure is followed for Annual Goals.

The Comprehensive Evaluation form provides an opportunity to assess behavioral skills in the following areas: 1) Administrative Skills, Planning and Organization; 2) Leadership; 3) Teamwork and Supervision; and 4) Knowledge, Experience and Communication. The rating for the comprehensive portion of the evaluation is determined by the administrator's supervisor after a review of all the forms received.

The Overall Rating for the evaluation is determined by the administrator's supervisor who must provide a written rationale for the overall rating.

Each administrator must complete a self-evaluation in a format mutually agreed upon between the administrator and the supervisor. The self-evaluation is an opportunity for the administrator to identify performance strengths, note circumstances that may have affected performance either positively or negatively, and inform the supervisor of particular accomplishments that may not be reflected in other portions of the evaluation.



Implementation	Immediate Supervisor and Administrator Meet (Before end of the Academic Year) <ul style="list-style-type: none">• Review District and College goals• Develop annual administrator goals and related objectives• Review job description and identify current major responsibilities• Review feedback from comprehensive evaluation
Mid-Year Review	Immediate Supervisor and Administrator Meet (December) <ul style="list-style-type: none">• Review progress toward goals and adjust as needed
Review/Summation Session	Immediate Supervisor and Administrator Meet (Completed by March 1st) <ul style="list-style-type: none">• Formal evaluation on previous year's performance only<ul style="list-style-type: none">○ Major position responsibilities○ Goals○ Behavioral skill areas○ Administrator's self evaluation• Establish new goals for the subsequent year• Issue written evaluation with placement.
Three-Year Reviews	Every third year, the administrator and supervisor will prepare a list of individuals to participate in the administrator's evaluation pool. The individuals identified should include persons within the administrator's sphere of influence and/or persons who are knowledgeable of the administrator's work, including all full time faculty and a representative number of part time faculty in a particular division or department, staff, peers, students, and, where appropriate, community members, vendors or service providers. Each individual will be asked to complete a comprehensive evaluation form.



NAME: _____ TITLE: _____

Performance Evaluation Key: **EX:** Excellent **GSP:** Good Solid Performance
NI: Needs Improvement **U:** Unsatisfactory
NA/O: Not Applicable/Observed

POSITION RESPONSIBILITIES

Implementation

Review

LIST 4-7 MAJOR POSITION RESPONSIBILITIES	SUPERVISOR'S COMMENTS
1.	
2.	
3.	
4.	
5.	
6.	
7.	
Position Responsibility Rating	



ANNUAL GOALS

Implementation

Review

LIST 3-5 GOALS* FOR PERFORMANCE PERIOD* *identify measurable objectives with supervisor	SUPERVISOR'S COMMENTS
1.	
2.	
3.	
4.	
5.	
Annual Goal Rating	

How do these goals relate to the overall organizational goals? (*Implementation phase*)

What problems/challenges are anticipated in reaching these goals? (*Implementation phase*)



COMPREHENSIVE ADMINISTRATOR EVALUATION FORM

Administrator _____

Position _____

Division/Department _____

Evaluation Period: From: _____ To: _____

The District promotes high professional standards among its administrators. This performance evaluation is designed to improve the overall operation of the organization and to assist the administrator in the growth and development of professional abilities. Please take the time to evaluate this administrator by completing the evaluation. Please be thoughtful and candid in your responses. Use the comments section to expand on your evaluation as needed.

Using the following scale, please rate each item for the administrator.

- A = strongly agree
- B = agree
- C = disagree
- D = strongly disagree
- E = no opinion or not applicable

In the areas of Administrative Skills, Planning, and Organization, this administrator:	Rating
1. Develops achievable objectives and goals consistent with the goals and mission of the college and the district.	
2. Plans work and implements the plan to move toward a defined vision.	
3. Makes efficient use of resources.	
4. Is organized.	
5. Works effectively under pressure.	
6. Schedules and conducts effective meetings.	

Comments:



<u>In the area of Leadership, this administrator:</u>	<u>Rating</u>
7. Inspires confidence, respect, enthusiasm and cooperation.	
8. Performs duties and responsibilities with integrity and high professional standards.	
9. Uses sound judgment and makes good decisions.	
10. Supports and facilitates the District's commitment to diversity and cultural richness.	

Comments:

<u>In the area of Teamwork and Supervisory Skills, this administrator:</u>	<u>Rating</u>
11. Develops objectives and goals in a collaborative process.	
12. Works with all parties, with respect and consideration, to resolve disputes or conflicts in a 'win-win' fashion whenever possible.	
13. Encourages faculty, staff and students to excel; provides opportunities for staff development.	
14. Supports a multicultural environment.	
15. Welcomes different opinions and ideas and considers them during decision making processes.	
16. Effectively supervises the work and the faculty and staff who perform the work.	

Comments:

<u>In the area of Knowledge, Experience and Communication Skills, this administrator:</u>	<u>Rating</u>
17. Communicates clearly orally and in writing.	
18. Is sensitive to different styles of communication and seeks to improve communication with employees and students.	
19. Listens well and considers a diversity of opinions.	
20. Has general knowledge of all areas supervised.	
21. Understands the College and District visions and integrates those in their plan.	

Comments:



<u>Overall:</u>	<u>Rating</u>
22. This administrator's performance meets the expectations of the job.	

Comments:

23. What areas in this administrator's job performance are noteworthy?

24. What specific suggestions would you have for improvement for this administrator?

25. What additional comments or examples can you provide that are relevant to the administrator's job performance?

COMPUTATION OF OVERALL RATING

Category	Rating
Position	
Annual Goals	
Behavioral Skills	
Overall Rating	

RATIONALE FOR THE OVERALL RATING



**ADMINISTRATIVE PERFORMANCE APPRAISAL
SIGNATURE PAGE**

This (**Annual** **Comprehensive**) Performance Appraisal was conducted in accordance with Chapter 6 of the Administrators Handbook.

The Appraisal was conducted by _____.

Signature of Administrator conducting the evaluation:

Name Title Date

Signature of President or Chancellor*

President Date

* If there is a level of supervision between the Administrator conducting the evaluation and the President, or Chancellor, that individual must initial here to indicate that he/she has reviewed the evaluation. _____

THIS AREA TO BE COMPLETED BY THE ADMINISTRATOR BEING EVALUATED

I have read the attached appraisal and have had the opportunity to discuss it with my supervisor.

_____ I agree with the evaluation

_____ I disagree with the evaluation

_____ I have read the evaluation and have no comment.

Comments:

I understand that this evaluation will be placed in my Personnel File and that I have the opportunity to provide a written response that will also be placed in my Personnel File.

Signature of Administrator being evaluated:

Name Title Date



ADMINISTRATIVE PERFORMANCE EVALUATION

TO: PARTICIPANTS IN THE COMPREHENSIVE PERFORMANCE EVALUATION

FROM: _____

RE: PERFORMANCE EVALUATION OF _____

The Administrative Performance Evaluation process for administrators in the Foothill-De Anza Community College District is designed to promote and support appropriate leadership and management skills, to improve the overall operation of the organization, to assist the administrator in the growth and development of professional abilities, and to identify areas of strength and challenge. This process recognizes the effectiveness of the administrator and assists the administrator in the improvement of performance.

The Administrative Performance Evaluation consists of **three** components of evaluation: major job duties and responsibilities; annual goals; and behavioral skills. In addition, each administrator completes a self-evaluation. You are being asked to participate in the assessment and evaluation of the administrator's behavioral skills. As someone within this administrator's sphere of influence or as someone knowledgeable of the administrator's work, you are asked to complete the attached form objectively and honestly.

Please read each statement carefully and then indicate the rating that best reflects your assessment of the administrator's performance in that area. A comment section is provided for each behavioral skill area. You are also asked to indicate areas of noteworthy performance and to provide suggestions for improvement.

You must sign below when submitting your response. Be assured that confidentiality will be observed throughout this process. **No individual responses will be shown to the administrator whose performance is being evaluated.** Only the supervisor and/or members of the Evaluation Committee will see your response and this page will be removed prior to review. The supervisor will summarize the responses of those who participate.

Please return the completed questionnaire with this signed cover sheet to me by _____

Signature _____

Date _____

I am a/an (**circle one**): Administrator Faculty Classified Staff Other _____

_____ I do not wish to participate in this process because _____
