

PERFORMANCE EVALUATION PROCEDURES FOR ADMINISTRATOR AND ACADEMIC SUPERVISORY EMPLOYEES

Purpose of the Performance Evaluation

Evaluations are the primary tool for assessing the effectiveness and excellence of an administrator. The purpose of an evaluation is to provide a systematic, objective and constructive method of evaluating and informing an employee of the effectiveness of the employee's performance and contribution to the overall purpose and mission of the San Mateo County Community College District. In doing so, the underlying framework of the evaluation process is the professional development of the employee to be able to effectively perform in their respective roles. While the evaluation is the supervisor's professional assessment of the employee's performance, the evaluation process is designed to achieve a mutual understanding between the supervisor and the employee regarding levels of past performance, identification of strengths and weaknesses, means for improving performance, and expectations for future performance based on set goals throughout the evaluation period.

The primary responsibility of the evaluator is to determine the overall effectiveness of an employee's performance in accordance with the knowledge, skills and abilities associated with the position and District standards. Evaluations shall be thorough, fair, and objective. The success of the process depends on an employee's willingness to participate in a constructive and objective appraisal and on the employee's willingness to respond to constructive suggestions and to work with the supervisor to reach future goals.

Why Evaluations Matter

The review provides the employee, the administrator, and Human Resources, a critical, formal feedback mechanism on an annual basis. Periodic reviews help managers gain a better understanding of each employee's abilities. An effective review will stimulate an employee's interest and improve job performance. These discussions, however, should not be restricted solely to a formal annual evaluation. An evaluation should reflect the ongoing dialogue between a manager and an employee that occurs on a regular basis. Open lines of communication throughout the year help to make effective working relationships. A performance evaluation should not be used as discipline; behavioral concerns should be addressed through corrective disciplinary action.

Frequency of Evaluations

An employee who has satisfactorily completed the first two (2) years of service as a manager shall be evaluated every other year, alternating between Regular and Comprehensive Evaluations, provided that the employee continues to receive satisfactory evaluations. Employees who receive a less than satisfactory evaluation will be subject to Comprehensive Evaluations on an annual basis until they receive two consecutive satisfactory ratings and then they will resume the every other year evaluation cycle. New administrators will receive a Comprehensive Evaluation in their first year of employment in the position and a Regular Evaluation in their second year, provided that the first evaluation was satisfactory.

Establishment of Performance Goals and Objectives

The foundation of performance evaluations is the establishment of goals and objectives. Goals and objectives will be established at the time of each performance evaluation and reviewed at the end of the review period. The goals and objectives should be established by the Evaluator in collaboration with the Evaluatee and will remain in place throughout the evaluation period unless otherwise agreed.

Within the first 60 days of employment, all newly hired or newly promoted management and academic supervisory employees will meet with their supervisor(s) to discuss expectations and to establish goals and objectives which are to be aligned with District and college goals, as applicable. The new administrator and his/her supervisor will meet, discuss, and finalize the goals within 75 days of employment.

Regular Evaluations

A Regular Evaluation includes:

- (1) Goals and Objectives, Key Performance Indicators and an Overall Rating completed by the Evaluator
- (2) Key Performance Indicators Self-Evaluation;

Comprehensive Evaluation

A Comprehensive Evaluation, shall consist of a Regular Evaluation *plus*:

- (1) Peer/Supervised Employee Feedback; and
- (2) An Extended Self-Evaluation

The Peer/Supervised Employee Feedback will include individuals, selected by the Evaluator, to provide feedback and will include persons within the administrator's sphere of influence and/or persons who are knowledgeable of the manager's work, including full time faculty and part time faculty in a particular division or department, staff, peers, students, and, where appropriate, community members. The Evaluatee is encouraged to suggest to the Evaluator individuals to provide feedback.

The Evaluator is responsible for contacting and collecting the feedback from the peers/supervised employees. The feedback forms shall remain confidential and will not be shared with the Evaluatee. In no case shall the Evaluator consider an anonymous response. The Evaluator will provide a summary of the feedback to the Evaluatee.

Probationary Evaluations

All newly hired or newly promoted management and academic supervisory employees must be evaluated prior to the completion of the first six (6) months of employment. The Probationary Evaluation consists solely of the Key Performance Indicators completed by the Evaluator.

Performance Improvement Plans

Employees with performance issues may be placed on Performance Improvement Plans if the applicable College President, or Chancellor, deems it appropriate.

Evaluation Ratings

- Superior – Performance is outstanding in all areas of position responsibility. In one or more of these areas, job performance is noticeably remarkable, superior, or noteworthy.
- Exceeds Expectations – for an employee who does more than meets the requirements of the job, pitches in when necessary, assists others and produces more work and higher quality work than others.
- Meets Expectations – for an employee who meets the job requirements, performs all that is expected of the employee and work is of satisfactory quantity and quality. 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.
- Needs Improvement – for an employee who needs to learn more about the job, needs to develop better skills, improve the overall quality and quantity of work, and may need to obtain further training. 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.
- Unsatisfactory – for an employee who is not performing at a level that is meeting the specific requirements of the job.

Evaluation Timelines and Procedures

BLUE = Comprehensive Evaluation NO COLOR = Regular Evaluation

Anytime	Meet with Employees who might need a Performance Improvement Plan
July 1	Evaluation Period Begins
Step One – Establish Goals and Objectives At the Final Evaluation Meeting	Goals and objectives created, revised and/or finalized by the Evaluator
April 1 to April 15 (Comprehensive Only)	Peer/Supervised Employee Feedback Questionnaires Distributed
May 1 (Comprehensive Only)	Peer/Supervised Employees Questionnaires due to Evaluator
Step Two – Self-Evaluation May 1	Self-Evaluation(s) due to Evaluator. For Comprehensive Evaluations, this includes the Extended Self - Evaluation
Step Three – Final Evaluation Meeting May 1 to May 30	Evaluators meet with Evaluatees; Establish Goals and Objectives for the next Review Period
Step Four – Submit Evaluation Packets June 10	Complete Evaluation Packets Due to Human Resources
June 15	Evaluee Comments to Evaluations due to HR

Examples

Comprehensive Evaluation: July 1, 2015 Evaluation Period Begins with Goals, April 1 to April 15, 2016 Feedback Questionnaires distributed, May 1, 2016 Extended Self-Evaluation Due, May 1 to May 30, 2016 Evaluators meet with Evaluatees and Establish Goals, June 10 2016 Evaluation Packets due to HR

Regular Evaluation: July 1, 2015 Evaluation Period begins with Goals, May 1, 2016 Self-Evaluation Due, May 1 to May 30, 2016 Evaluators meet with Evaluatees and Establish Goals for next period, June 10 2016 Evaluation Packets due to HR