

I. PHILOSOPHY

The evaluation of classified and academic administrators shall take place annually. Evaluations shall be thorough, fair and objective, and shall be designed to:

- a. improve the overall operation of the organization;
- b. assist the employee in the growth and development of professional abilities;
- c. recognize excellence in performance; and, to
- d. identify areas of performance that need improvement.

The administrative performance evaluation process promotes and supports appropriate management skills, and assures that employees have established goals and objectives which support and enhance the quality of education, services, programs and activities of Marin Community College District.

II. EVALUATION PROCESS

The effective evaluation process is grounded in ongoing communication during the rating year, regarding performance standards, goals and objectives. Performance evaluation meetings are designed to provide opportunities for structured reviews of past performance relative to established employee and District goals and objectives. Administrative employees at Marin Community College District are evaluated on their overall leadership and administrative skills, as well as on their professional expertise, communication, collaboration and team-building abilities.

III. EQUAL EMPLOYMENT OPPORTUNITY

The administrative performance evaluation process shall fully comply with the spirit of, and all applicable statutes and regulations pertaining to, Equal Employment Opportunity.¹

IV. CONFIDENTIALITY

The administrative performance evaluation results are considered confidential, as part of the regular employee personnel file.

V. EVALUATION PROCEDURES

“Administrator” means any person employed by the Board of Trustees in a supervisory or management position as defined in Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title I of the Government Code.²

The generic job description and established working descriptions of the administrative position, current District goals and objectives, and the performance evaluation from the previous year will be utilized to structure the following segments of the administrative performance evaluation process:

- a. evaluation discussion between evaluator and employee
- b. establishment and subsequent review of performance standards and expectations
- c. rating criteria that are used to evaluate the various performance factors, and
- d. year round feedback given by the responsible supervising administrator (the evaluator)

¹ Authority: Cal. Code Regulations, Title 5, § 59300; Gov. Code, §§ 11135-11139.5; Education Code, §§ 66250 et seq.; Education Code 87100 et. seq., 42 U.S.C. § 2000d; 20 U.S.C. § 1681; 29 U.S.C. § 794; 42 U.S.C. §§ 12100 et seq.; 42 U.S.C. § 6101; 29 U.S.C. § 794d; 36 C.F.R. § 1194.

² California Education Code Section 87002

In addition to the above-listed written documents, the evaluation of administrative performance shall be based on the direct observations and creditable information received by the evaluator during the rating year.

The evaluation discussion shall be comprised of a review and discussion of information included in the completed Self-Assessment Forms, evaluator feedback, and a review and formalization of specific performance issues and notations that have been discussed with the employee during the rating year. An effective and fair evaluation discussion does not include new information not previously discussed with the employee.

The Office of Human Resources shall be responsible for notification of performance evaluations due, and for the collection, documentation and maintenance of completed administrative performance evaluation forms and related documents.

VI. RATING SCALE

The following scale is used to rate each of the performance factors included on the performance evaluation forms:

3	Excellent	Performance is outstanding and noteworthy in one or more areas. Supporting evidence must be included in, or attached to, the evaluation forms.
2	Meets Performance Standards and Expectations	Performance is at or above performance standards and expectations; performance is fully effective in all areas of the Factor being rated.
1	Improvement Needed	Performance during the rating period has demonstrated skills that need improvement and supervisory counsel in order to achieve the performance standards and expectations for this factor.
0	Unsatisfactory	Performance in this factor has remained below expected standards and expectations despite supervisory counsel and coaching during the rating year and may be subject to disciplinary action.
NR	Not Rated	Performance in this factor is not rated because it does not apply to this position and/or has not been observed by evaluator.

A. Annual Performance Evaluation Procedures:

1. ___ Submit completed Self-Assessment Form: By February 7, 2014, the employee will submit the completed Self-Assessment Forms to the evaluator for review.
2. ___ Conduct first evaluation meeting: On or before February 26, 2014, the evaluator will conduct a meeting with the employee to discuss the information presented in the Self-Assessment Forms, and his/her assessment of the employee performance during the rating year.
 - a. The discussion will include specifics of critical incidents, projects, behaviors, demonstrated knowledge, skills and abilities that illustrate the ratings given by the evaluator and documented on the performance evaluation forms. The evaluator will recognize excellence in performance and will specify those areas of performance that need improvement. The evaluator and employee will establish performance goals and objectives for the upcoming rating year, and agree to hold periodic meetings to review progress toward their achievement.

b. The evaluation discussion will normally be conducted one-on-one with evaluator and employee. Other individuals may be invited to participate in the discussion, as applicable, and at the discretion of the evaluator.

3. ___ Sign completed evaluation forms: At the conclusion of the discussion, the employee will be asked to sign that the completed performance evaluation forms have been reviewed as part of the meeting. The employee and evaluator may mutually agree that additional time is required for review of the forms.

4. ___ Submit responses: The employee may choose to exercise his/her right to submit written comments, rebuttals, and/or other information that pertain directly to points covered during the evaluation discussion and/or included on the forms. Reasonable time that shall be afforded the employee to prepare and submit written information will be at the discretion of the evaluator, and the evaluator will determine whether any ratings are to be modified as the result of rebuttals and/or comments received.

a. The failure of an employee to submit his/her written response within the designated time shall not delay the submission of the completed Self-Assessment and Performance Evaluation Forms to the Superintendent/President.

5. ___ Forward forms to Superintendent/President: The completed Self-Assessment and Performance Evaluation Forms, with all applicable attachments and response information submitted by the employee, will be forwarded to the Superintendent/President for review, comment and/or appropriate action. The Superintendent/President will then forward to the Office of Human Resources for inclusion in the employee personnel file as part of the permanent record.

a. The Office in Human Resources will record receipt of the completed evaluation forms in the electronic record, and will treat the processing and maintenance of these forms confidentially, as part of the employee personnel file.

B. Comprehensive Evaluation Procedures (for 2014/2015):

Separate procedures will be used to complete a Comprehensive (constituent-feedback) Evaluation every third year of administrative employment in the same position, and at the beginning of the second year of assignment for new administrators and for those District administrators who are reassigned into different administrative positions:

1. ___ Meet to discuss the evaluation process: By January [insert date], the evaluator and employee shall meet to discuss the process, criteria and timelines established for the Comprehensive Evaluation Procedures.

2. ___ Prepare a list of constituents: The evaluator and employee shall prepare a list of individuals who will participate as peer and client evaluators. The list should be of substantial size in order to adequately represent the individuals with whom the employee has typically interacted, collaborated, supervised, and served during the previous rating year, and should therefore include: academic³ and non-academic staff, peers, students (where applicable), service providers, community and agency personnel (where applicable).

3. ___ Employee to receive Self-Assessment Forms to complete: The employee will be given the Self-Assessment Forms to complete and submit in advance of the evaluation discussion.

4. ___ Electronic constituent surveys are distributed: All individuals who are listed as constituent evaluators for this process will be contacted in order to complete the electronic Comprehensive Evaluation Forms to the evaluator (via HR) by Friday, January [insert date].

³ Cal. Educ. Code §87663 (i)

5. ___ Constituent responses are compiled and summarized: On January [insert date], the evaluator will compile and summarize the constituent evaluations of each of the rating factors, and will prepare the written summary for inclusion as part of the evaluation discussion and as an attachment to the performance evaluation forms.

6. ___ Evaluation meeting is conducted: On or before February [insert date], the evaluator will conduct a meeting with the employee to discuss the information presented in the Self-Assessment Forms, the feedback compiled from the constituent evaluators, and his/her assessment of the employee performance during the rating year.

a. The discussion will include specifics of critical incidents, projects, behaviors, demonstrated knowledge, skills and abilities that illustrate the ratings given by the evaluator and documented on the performance evaluation forms. The evaluator will recognize excellence in performance and will specify those areas of performance that need improvement. The evaluator and employee will establish performance goals and objectives for the upcoming rating year, and agree to hold periodic meetings to review progress toward their achievement.

b. The evaluation discussion will normally be conducted one-on-one with evaluator and employee. Other individuals may be invited to participate in the discussion, as applicable, and at the discretion of the evaluator.

c. At the conclusion of the discussion, the employee will be asked to sign that the completed performance evaluation forms have been reviewed as part of the meeting. The employee and evaluator may mutually agree that additional time is required for review of the forms.

7. ___ Employee right to respond: The employee may choose to exercise his/her right to submit written comments, rebuttals, and/or other information that pertain directly to points covered during the evaluation discussion and/or included on the forms. Reasonable time that shall be afforded the employee to prepare and submit written information will be at the discretion of the evaluator, and the evaluator will determine whether any ratings are to be modified as the result of rebuttals and/or comments received.

a. The failure of an employee to submit his/her written response within the designated time shall not delay the submission of the completed Self-Assessment and Performance Evaluation Forms to the Superintendent/President.

8. ___ Completed forms forwarded to Superintendent/President: The completed Self-Assessment and Performance Evaluation Forms, with all applicable attachments (including constituent feedback forms) and response information submitted by the employee, will be forwarded to the Superintendent/President for review, comment and/or appropriate action. The Superintendent/President will then forward the packet of evaluation forms to the Office of Human Resources for inclusion in the employee personnel file as part of the permanent record.⁴

a. The Office in Human Resources will record receipt of the completed evaluation forms in the electronic record, and will treat the processing and maintenance of these forms confidentially, as part of the employee personnel file.

⁴ Once the constituent feedback forms and evaluator summary have been verified by the Superintendent/President, these forms shall be separately maintained and then destroyed, pursuant to District policy regarding confidential records retention. The constituent feedback forms will not be open for further inspection, and will not be placed in the employee personnel file.

VII. ADMINISTRATIVE EVALUATION FOLLOW-UP

The following applies to various actions that may be required after the conclusion of the performance evaluation process:

1. The evaluator may elect to forward for placement in the employee personnel file such recognition of performance excellence as letters of commendation, awards, certificates, and or other written notations, as part of the permanent record.
2. Additional meetings may be scheduled to review the progress toward employee completion of established goals and objectives.
3. Subsequent meetings may be scheduled to review the progress made toward improvement of specific performance as noted during the evaluation discussion and on the evaluation forms. Follow-up documentation will be placed in the employee personnel file, as necessary, pursuant to appropriate notification and response procedures.
4. Incidents that demonstrate continued poor performance and behaviors shall be discussed with the employee when they occur, then shall be prepared as written documentation (with specific information and any applicable attachments) for employee response, and then forwarded to the Office of Human Resources for placement in the employee personnel file.
5. Progressive discipline, up to and including termination from District employment, shall be conducted as required in response to documented poor performance and behaviors at any time during a rating period. Incidents of gross policy violations may result in immediate dismissal.
6. Applicable sections of the California Education Code, including timelines, notification, and retreat rights, will be utilized by the District in the notice and removal of educational and classified administrators from their current assignments.⁵

The evaluation of administrative staff performance is considered by the District to be a key tool in assuring development and support of the goal of excellence in service to its students, staff and surrounding communities.

⁵ Reference Cal. Educ. Code §§87002, 72411 et seq., 87458-87459, 87477.

Instructions:

You have been selected of one in a sample group of constituents with whom the administrator below interacts as part of the position currently held. Individuals who were selected to participate in this performance evaluation included peers, staff members, supervisors, students, community agency and business personnel, government agency representatives, and others who are served by this employee.

Please provide full and complete responses to the questions below. The categories selected for your rating are those that are believed to be key components of this administrative position. Your feedback is critical to this process. Once completed, send this form to the Evaluator, c/o Marin Community College District, Kentfield CA 94904. Thank you.

Employee: _____ Title: _____
(TO BE FILLED IN BY DISTRICT)

Rating year covered by this evaluation: from _____ through _____
(TO BE FILLED IN BY DISTRICT)

Evaluator Name: _____ Title: _____
(TO BE FILLED IN BY DISTRICT)

Please use the scale below to rate this employee in as many of the factors that you have directly observed during the previous year. Your added comments are invited in order to explain your ratings:

RATING	CATEGORY	CATEGORY EXPLANATION
3	Excellent	Performance is outstanding and noteworthy in one or more areas. Supporting evidence may be included in, or attached to this form.
2	Meets Performance Standards and Expectations	Performance is at or above performance standards and expectations; performance is fully effective in all areas of the factor being rated.
1	Improvement Needed	Performance during the rating period has demonstrated skills that need improvement and supervisory counsel in order to achieve the performance standards and expectations for this factor.
0	Unsatisfactory	Performance in this factor has remained below expected standards and expectations during the rating year.
NR	Not Rated	Performance in this factor is not rated because it does not apply to this position, or has not been observed by the rater.

Employee: _____ Title: _____
(TO BE FILLED IN BY DISTRICT)

PERFORMANCE FACTOR	RATING
<p>Leadership Sense of vision and innovation; takes initiative; solicits input from those affected by pending decisions, as appropriate; decisions are aligned with the vision, mission, goals and values of the District and college; decisions are fair and unbiased; personal standards of fairness, enthusiasm, honesty and accomplishment; exercise of sound judgment and appropriate responses; a problem solver, faces issues directly; accepts and responds to criticism; models and promotes respect for others; supports and demonstrates principles of Equal Opportunity; participates in District committees; shares knowledge; gives firm direction when needed.</p>	
<p>Administrative Skill Fulfills administrative responsibilities (e.g., budget and planning, scheduling, reporting, evaluation, program review, union contract compliance); uses technology as part of solutions when appropriate; prioritizes workloads; establishes and meets planned timelines; structures, delegates, facilitates and evaluates the work of others; uses meeting time efficiently; responds promptly to requests for information and assistance. Fosters high moral standards, creativity, individual initiatives, and high morale.</p>	
<p>Professional / Technical Knowledge, Expertise Has in-depth knowledge/technical expertise in at least one area of work supervised; has general knowledge of other areas supervised; understands and is able to apply District policies and procedures, collective bargaining agreements, and legal resources such as statutes, codes and regulations; participates in training opportunities to update skills; utilizes professional expertise as a resource for others.</p>	
<p>Communication Informs, persuades others effectively through verbal, written and electronic communication; articulates division/department needs, goals and objectives to staff; listens well; welcomes diversity of opinions; conveys important District information (e.g., changes to policies and procedures, deadlines) to staff.</p>	
<p>Collaboration Maintains a professional and cooperative attitude in work groups and committees; provides for broad-based collaboration in area planning and decision-making; demonstrates sensitivity to needs and abilities of others; acknowledges and resolves problems constructively; builds consensus, trust and confidence; gives firm direction when needed.</p>	
<p>Team Building Builds teams that represent diversity of opinions, cultures, language groups and abilities; leads and facilitates team focus; motivates team members; recognizes excellence and accomplishment; fosters positive, constructive and goal-oriented teamwork; promotes professional development.</p>	

Employee: _____ Title: _____
(TO BE FILLED IN BY DISTRICT)

1. How frequent was your interaction with this employee during the previous year? (Check one)

Regularly Often Occasional

2. How would rate this employee's overall performance during the previous year? _____
Why?

3. What do you consider this employee's major strengths?

4. What improvements would you recommend to make this employee more effective as an administrator? Why?

5. Additional comments that you believe would be helpful in completion of this performance evaluation: