

7151

Administrative Regulation

EVALUATION FOR ACADEMIC ADMINISTRATIVE PERSONNEL AND CLASSIFIED MANAGERS

The purpose of the evaluation process is to provide a systematic assessment of effectiveness and encouragement for improvement of managers and administrators in the performance of their job duties and assignments.

A. Timeline

1. New or reassigned managers and administrators shall be evaluated within the first year and then every three years.
2. Nothing shall prevent a supervisor from conducting additional evaluation as necessary outside of the cycle or completing written progress reports providing the manager/administrator with feedback on the manager's/administrator's performance in a more streamlined manner than in the performance evaluation formal cycle.
3. All evaluations shall be completed within the required timeline and presented to the Superintendent/President.

B. Criteria

1. Evaluations shall be based on performance of job duties and participation in institutional responsibilities, leadership, employee relations, communications, personal managerial/administrative qualities, use of results of assessment of learning outcomes to improve teaching, learning, and/or institutional effectiveness success, and meeting goals and objectives.
2. Performance on the criteria shall be rated as: 1. Improvement recommended (warning the recipient that performance is below what is expected), 2. Performance meets the standard (acknowledging satisfactory performance of duties), and 3. Performance exceeds the standard (commending the recipient for performance above the expected).

C. Responsibility

Responsibility for implementing the process rests with the immediate supervisor of the manager/administrator being evaluated. If that person supervises more than five managers/administrators another manager/administrator may be designated to assist with the evaluation process.

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D. Components of Evaluation

1. Survey

- a. A performance evaluation staff opinion survey instrument (Attachment 7151 -1) will be used to gain confidential perspective from classified employees, faculty members, and managers/administrators supervised and/or supported by the manager/administrator and his or her office and others with whom there is regular interaction.
- b. By mutual agreement of the supervisor and manager/administrator, items may be added to the opinion survey to reflect special circumstances or unique assignments.
- c. For academic administrators and classified managers, the certificated and classified staff members working in the area of responsibility shall be included in the confidential survey. All managers/administrators and faculty coordinators supervised and/or supported shall be surveyed. Additional survey participants may be agreed upon mutually by the supervisor and manager/administrator.
- d. The confidential opinion surveys will be administered electronically with forms returned electronically within two weeks to the manager/administrator being evaluated and the supervisor preparing the evaluation. The ratings and comments may be categorized separately by employee groups (classified, faculty, management) if five or more responses are received from each of the groups, otherwise, the ratings will be combined into one category.

2. Self-evaluation and Statement of Goals and Objectives

When the manager/administrator being evaluated has received the results of the confidential opinion survey for consideration he/she personally will complete the survey form and prepare a written narrative of his or her performance based on 1) job description and assignments, 2) role in improving teaching, learning, and/or institutional effectiveness, 3) observations from the opinion survey, and 4) achievement of goals and objectives. The written narrative also shall include a list of measureable goals and objectives related to the person's area of responsibility that will be addressed during the next evaluation cycle.

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3. Supervisor/Primary Evaluator Form – The final evaluation form (see Attachment 7151 - 2) shall be completed by the supervisor/primary evaluator based on the opinion survey, the manager/administrator self-evaluation, and the supervisor's own findings. Recommendations for improvement shall be accompanied by specific suggestions for ways to address the needs improvement areas. The primary evaluator shall forward the completed evaluation material to the vice president of the area who shall review and forward to the Superintendent/President with appropriate comments and recommended action.

E. Professional Development

Managers and administrators responsible for evaluating shall be provided professional development on the evaluation process, how to interpret the opinion surveys, and how to provide appropriate and useful feedback.

Reference:

- Accreditation Standard III A 5

See Board Policy 7151

Adopted: 03/31/83

Revised: 04/08/11, 07/12/16

GLENDALE COMMUNITY COLLEGE DISTRICT

Management / Administrator Evaluation Staff Opinion Survey

Manager / Administrator: _____

Survey Date: _____

Position: _____

Please record your response to the survey by making an “x” in the appropriate box and providing comments where requested, particularly if you note an area for improvement or an area where performance exceeds standard Responses to this electronic survey will be collated and viewed by the person being evaluated and the person’s supervisor. Individual surveys will not be available to the person being evaluated.

Your fair and thoughtful responses will be of assistance in helping achieve a systematic assessment of effectiveness and encouragement for improvement of managers and administrators in the performance of their duties and assignments.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Not Able to Observe
LEADERSHIP					
1. Practices effective planning, budgeting and organizing skills.					
2. Demonstrates the ability to facilitate conflict resolution.					
3. Helps create a climate of support for innovation, new approaches, and new ideas.					
4. Knowledge of the current issues, methods, policies, and practices related to the assignment.					
5. Anticipates problems / facilitates development of solutions to those problems.					
6. Participates in activities that promote professional growth and development.					
7. Demonstrates a commitment to student success.					
8. Demonstrates knowledge of, commitment to, and productivity regarding institutional effectiveness initiatives (e.g. accreditation, learning outcomes assessment, planning) as appropriate to the job position.					

Comments:

		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Not Able to Observe
EMPLOYEE RELATIONS						
9.	Demonstrates the ability to motivate and recognize accomplishments of staff and colleagues.					
10.	Demonstrates effective team-building skills.					
11.	Is accessible to others.					
12.	Demonstrates the ability to develop the skills of staff and colleagues.					
13.	Demonstrates the ability to work cooperatively and harmoniously with staff and/or students (as applicable).					
14.	Demonstrates a commitment to diversity.					
15.	Establishes a service orientation to those who are directly affected by the office.					

Comments:

COMMUNICATION						
16.	Encourages openness and two-way communication.					
17.	Demonstrates effective listening skills.					
18.	Provides clear direction, expectation and feedback to staff and colleagues as projects / activities progress.					
19.	Demonstrates effective verbal and written communications skills.					
20.	Develops effective timelines, meets deadlines, and prepares accurate reports and records appropriate to the operation of the unit. Assists, staff, as appropriate, to do the same.					
21.	Responds promptly and effectively to phone or email messages.					

Comments:

MANAGEMENT QUALITIES						
22.	Demonstrates good judgement and common sense in dealing with non-routine and unanticipated situations.					
23.	Demonstrates the ability to arrive at sound decisions based on available data.					
24.	Produces work products of high quality.					
25.	Demonstrates stability in mentally and emotionally stressful situations.					
26.	Demonstrates effective time-management and priority-setting skills.					
		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Not Able to Observe
27.	Demonstrates an appropriate balance between the operational responsibilities and the innovative responsibilities of current assignment.					
Comments:						

Other Comments:

Employment status of respondent

Classified Confidential Faculty Manager/Administrator Other _____

Name (optional) _____ (will only be seen by evaluating administrator)

**GLENDALE COMMUNITY COLLEGE DISTRICT
Management / Administrator Evaluation Form**

Manager / Administrator Name: _____

Evaluation Period: From _____ To _____

Supervisor (Primary Evaluator): _____

Rating Key: 1- Needs Improvement 2-Meets Standard 3-Exceeds Standard

	1	2	3
I. Performance of Job Duties (attach copies of job objectives and self-evaluation of these objectives) <i>Comments:</i>			
II. Role in improving teaching, learning and/or institutional effectiveness <i>Comments:</i>			
III. Meeting defined goals and objectives <i>Comments:</i>			
IV. Leadership <i>Comments:</i>			
V. Employee Relations <i>Comments:</i>			
VI. Communication <i>Comments:</i>			
VII. Personal Qualities <i>Comments:</i>			
VIII. Other <i>Comments:</i>			
VIX. Overall Rating <i>Comments:</i>			

Note: The overall rating is not necessarily an average or composite of the subsections. The comments should include commendations and recommendations with specific suggestions. Attach extra pages as needed.

<input type="checkbox"/> I have seen this report and agree with the conclusions of the primary evaluator. <input type="checkbox"/> I do not agree with the conclusions of the primary evaluator (manager / administrator may attach a statement to the evaluation form).

Manager / Administrator

Date

Supervisor's (Primary Evaluator) Signature

Date

Vice President's Signature

Date

Superintendent/President's Signature

Date