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The Foothill-De Anza Community College District believes that an effective performance evaluation program contributes significantly to our mission of improving student access and success. The focus of all evaluations is on how to improve performance to better serve students. With this positive focus, the process adds value to our work, improves our performance, develops our talents and unites us in our common goal.

This Performance Evaluation Process Manual is designed to assist administrators and supervisors in completing timely and effective performance evaluations for employees in the District. Each section has a quick reference guide that charts the timing, appropriate forms, purpose, consequence and contract reference of each performance evaluation process. The chart is followed by copies of the applicable contract language and the correct form for each type of evaluation.

The “Guidelines and Checklist” section contains information on how to conduct successful performance evaluations. It also includes a Performance Evaluation Checklist for Employees to help employees prepare for the evaluation interview.

If there is any material in the process manual that conflicts with contract language, the contract language shall prevail.
PURPOSES:

- Encourage employee growth and development
- Foster/encourage open and productive communication
- Support employment decisions
- Provide greater appreciation for supervisor and employee on how positions function/interact
- Provide context for effective planning
- Identify and establish training needs
- Improve relationship between supervisor and employee through focusing on the work – not on personalities

PITFALLS:

- Evaluating the person rather than the performance
- Allowing one or two unusual circumstances/events to overshadow usual performance
- Lack of standards against which to measure performance
- Vague or misleading ratings inconsistently applied
- Poor feedback to employee
- Failure to apply/follow-up on evaluation data and discussions
- Untrained supervisors
- Lack of preparation

PROMISES:

- Improved performance by motivated employees
- Established goals and objectives with a cooperative plan to achieve them
- Reasonable and challenging standards
- Increased skill/performance through training
- Job enrichment/enlargement
- Cohesive work unit
- Improved communication of expectations
- Recognition of employee contributions
Guidelines and Checklists

- Checklist for Employees
- Guidelines for Evaluators
- Assessing the Evaluation
CHECKLIST FOR EMPLOYEES

1. Review the job description:
   ___ What are the major duties and responsibilities?
   ___ What do I do best?
   ___ What do I need to improve?
   ___ What are the most/least satisfying parts of my job?

2. Assess needs:
   ___ Training
   ___ Assistance
   ___ Recognition
   ___ Direction
   ___ Work Environment

3. Self Evaluation:
   ___ Complete the Performance Evaluation form or write a narrative
   ___ Identify the most significant accomplishment/contribution in the past year
   ___ Consider the following:
     > What you are doing well
     > What you consider your successes so far
     > What you are doing that you think is not going as well as it
       should and the barriers that are making it difficult for you in that
       area
     > Your goals for the next evaluation period
     > Areas for your personal growth in this job

4. Prepare for the Evaluation:
   ___ Gather information
   ___ Work on communication skills
   ___ Identify expectations
   ___ Get plenty of sleep!

5. The Interview:
   ___ Focus on the job and your performance
   ___ Go in with a positive attitude/don’t be defensive
   ___ Exchange information
   ___ Listen – try to understand how the supervisor views the work
     situation
   ___ Attack the problem, not the people
   ___ Ask for clarification
   ___ Communicate

6. Planning:
   ___ Define and confirm job duties, responsibilities, goals and objectives,
     standards and measures
   ___ Identify career goals
   ___ Follow through – plan for improved performance
GUIDELINES FOR EVALUATORS

- **Listen.**
- Try to understand how the employee views the work situation—what factors are important—what is the employee's frame of reference?
- Encourage the employee to discuss job, skills, challenges, problems and goals.
- Communicate your expectations and the reasons for them.
- **Listen.**
- Avoid "yes/no" questions. Instead of "Do you like your job?", you could say "Let's start with your job—how do you view it?" or "What is the most challenging part of your job?".
- Do not worry about silences. If, after a short period of time you get no answer, or an answer that is short and non-informative, try rephrasing the question and point out that any comments are important. Don't feel that a rapid-fire conversation must take place. Give the employee time to think about a response before giving it.
- Since you are asking the employee to be expressive, it is critical that you accept the feelings, opinions, and other comments expressed. Acceptance does not mean condoning behavior, or agreement with the statement. You may accept anger and try to learn what caused it, but you need not condone any act performed out of anger.
- **Listen.**
- Be a sounding board. Let the employee do most of the talking.
- Avoid talking about yourself as much as possible and do not compare the employee to other employees (past or present).
- Don't try to cover all aspects of the job. It is most likely that only a small number of points can be covered in this session. Concentrate on those items that can be easily handled before tackling the more difficult problems. This will show the employee that something is accomplished and that something is gained.
- Be honest with the employee. Don't be afraid to say you don't know.
- Be tactful but truthful. This is especially important in the case of a negative evaluation. Keep in mind that the purpose of the interview is to help the employee improve and develop.
- Follow through. Tell the employee what happens next (e.g. you will finalize the form and give it to the employee for comment and signature or you will schedule another meeting). Be sure you both know what happens next.
ASSESSING THE EVALUATION

- Is my written description of performance clear and to the point?
- If this appraisal were given to me, would I understand exactly where I exceeded and where I fell short of expectations?
- Have I analyzed and described performance honestly, factually, and accurately?
- Have I praised a solidly good job where appropriate?
- Did I avoid nitpicking at relatively insignificant items?
- Have I used actual examples to describe performance, especially when dealing with technical, managerial, or interpersonal skills?
- Is my performance assessment consistent with other feedback I provided the employee during the year?
- Are the developmental plans I have outlined specifically tied to identified developmental needs?
- Have I prioritized and focused on specific developmental needs, so that efforts at improving skills can be concentrated on areas of greatest importance?
- Have I reviewed the performance rating definitions to make sure that my rating is consistent with the guidelines?
- Have I outlined my plan for the discussion to make it a learning experience and not a one-sided judgment?
Faculty Evaluations

- Performance Evaluation Chart
- Points To Remember for Faculty Evaluations
- Points To Remember for Part-time Faculty Evaluations
- Faculty Evaluations / Article 6
- Part-time Faculty Evaluations / Article 7
- Evaluation Forms (Appendix J1-J2.2 of the Agreement)
- Winning Strategy for PAA Evaluations/FA News, April 26, 1999
  Student Evaluation Pitfalls/FA News, December 6, 1999
# PERFORMANCE EVALUATION CHART

## REGULAR FACULTY EMPLOYEES / GRANT FUNDED CATEGORICAL

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Purpose</th>
<th>Consequence</th>
<th>Reference (Agreement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Evaluation</td>
<td>Recognize outstanding performance; Improve satisfactory performance; Identify areas which need improvement; Identify and document unsatisfactory performance and offer assistance in achieving the required improvement.</td>
<td>Professional Achievement Award (PAA); Salary Schedule Advancement</td>
<td>Article 6 Section 6.2 Ed Code 87663</td>
</tr>
<tr>
<td>Once every three (3) years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>Provide peer review of performance.</td>
<td>Professional Achievement Award (PAA); Salary Schedule Advancement</td>
<td>Article 6 Section 6.4 Ed Code 87663</td>
</tr>
<tr>
<td>Once every three (3) years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Evaluations</td>
<td>Provide student report of performance.</td>
<td>Professional Achievement Award (PAA); Salary Schedule Advancement</td>
<td>Article 6 Section 6.3 Ed Code 87663</td>
</tr>
<tr>
<td>Once every three (3) years</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## PART-TIME FACULTY

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Purpose</th>
<th>Consequence</th>
<th>Reference (Agreement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Evaluation</td>
<td>Recognize outstanding performance; Improve satisfactory performance; Identify areas which need improvement; Identify and document unsatisfactory performance.</td>
<td>Reemployment Preference</td>
<td>Articles 6.2, 7.2.1 and 7.2.2</td>
</tr>
<tr>
<td>Once during first 3 quarters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once every 9 quarters thereafter</td>
<td>Recognize outstanding performance; Improve satisfactory performance; Identify areas which need improvement; Identify and document unsatisfactory performance.</td>
<td>Salary Schedule Advancement; Termination of Reemployment Preference</td>
<td>Articles 6.2, 7.2.1, 7.2.2 and 7.9</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>Not Applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Evaluation</td>
<td>Provide student report of performance</td>
<td>Reemployment Preference; Salary schedule Advancement</td>
<td>Article 6.3, and 7.2.3</td>
</tr>
<tr>
<td>Once during first 3 quarters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once every nine (9) quarters after</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
POINTS TO REMEMBER FOR FACULTY EVALUATIONS

TIMING:

New Faculty: Follow the Tenure Review Handbook and Article 6A.

Tenured Faculty: At least once every three years after completion of tenure process.

Part-time Faculty: During the first three quarters of employment and at least once every nine quarters thereafter. Failure to complete an evaluation during the first three quarters will result in the awarding of reemployment preference by default. Failure of the part-time faculty member to complete a student evaluation may result in denial of reemployment preference.

All Faculty: Anytime an administrator deems an evaluation to be appropriate.

FORMS:

ONLY the forms in Appendix J may be used.

Administrator Evaluation/Appendix J1
Completed by the dean for full-time faculty and by the dean or a designee for part-time faculty only. Only regular faculty may be so designated.

Peer Evaluation/Appendix J1
Completed by a tenured or contract faculty in grant/categorically funded positions. New faculty in the tenure review process may not complete peer evaluations. Peers are selected by the faculty employee.

Student Evaluations/Appendices J2-J2W
Distributed by the faculty employee or a designee and collected by a faculty peer or an employee designated by the faculty member. May also be self-administered in accordance with Article 6.3.2 Required at least once every three years for full-time faculty.

Tabulation of Student Evaluations/Appendices J3-J3W
Part A tabulated by a faculty peer or designated employee. Part A responses may be tabulated by the division dean or appropriate administrator when the evaluation is self-administered. Part B responses are held by the faculty peer or designated employee (or division office if self-administered process utilized) in sealed envelope until the end of the quarter after grades are submitted.

Faculty employees have the right to meet with the dean or appropriate administrator to discuss the results of student evaluations.

Self Evaluations
Self evaluations are required as part of the Professional Achievement Award (PAA). There is no form or established format for a self evaluation.
DELEGATION:

Evaluations for full time faculty must be completed by the appropriate academic administrator. These evaluations may not be delegated to a faculty employee. Evaluations for part time faculty may be delegated to tenured faculty or contract faculty in grant/categorically funded positions except as indicated in Article 7.2.2. New faculty in the tenure review process may not be assigned to complete evaluations for part time faculty.

NOTIFICATION:

Notify both full time and part time faculty if they are scheduled for an evaluation. Inform the part time faculty of the person designated to conduct the evaluation.

PROCESS:

Schedule a brief meeting prior to the evaluation to review the process and timelines. This is the appropriate time to request copies of the course outline, green sheet, course syllabus and other relevant course material.

Schedule a classroom visit.

Schedule a meeting to review the evaluation. The completed and signed evaluation form must be provided to the faculty member within 20 school days of the evaluation. If you cannot meet this timeline, it may be extended by mutual consent.

Within 10 school days of receipt the faculty employee must:

1) sign and return the evaluation or
2) submit a response stating the reasons for not signing the evaluation

Upon receipt, the signed evaluation or the unsigned evaluation with the response is placed in the Personnel File. If not returned in 10 days, the unsigned evaluation is placed in the Personnel File and a copy of the evaluation is sent to the faculty member via certified mail with a note indicating that the evaluation has been placed in the file.
POINTS TO REMEMBER FOR PART-TIME FACULTY EVALUATIONS

TIMING:

New Part-Time Faculty: During the first three quarters of employment. Failure to evaluate a part-time faculty member during this time will result in the faculty member receiving reemployment preference by default (please see Article 7.2.1). Part-time faculty employee must conduct student evaluation during first three quarters in order to be eligible for reemployment preference (please see Article 7.2.3).

Part-Time Faculty with Reemployment Preference: At least once every nine (9) quarters taught.

All Faculty: Anytime an administrator deems an evaluation to be appropriate.

FORMS:

ONLY the forms in Appendix J may be used.

Administrator Evaluation/Appendix J1
Completed by the dean or a designee for part-time faculty only. Only regular faculty (tenured or grant funded) may be so designated.

Student Evaluations/Appendix J2-J2W
Distributed by the faculty employee or a designee and collected by a faculty peer or an employee designated by the faculty member. May also be self-administered in accordance with Article 6.3.2. Required at least once once during the first three quarters of employment and once every nine quarters after reemployment preference is attained.

Tabulation of Student Evaluations/Appendices J3-J3W
Part A tabulated by a faculty peer or designated employee and forwarded to the dean. Part A may be tabulated by the dean when the evaluation is self-administered. Part B responses are held by the faculty peer or designated employee (or division office if evaluation is self-administered) in sealed envelope until the end of the quarter after grades are submitted.

Faculty employees have the right to meet with the dean or appropriate administrator to discuss the results of student evaluations.

DELEGATION:

The appropriate administrator (usually the Dean) evaluates part-time faculty. The Dean may delegate this responsibility to a regular faculty employee (tenured) or a grant-funded faculty member. If the evaluation is delegated, the administrator must notify the part-time faculty employee that a faculty member will be conducting the evaluation as his/her designee.
PROCESS/TIMELINE:

Schedule a classroom visit.

Within 20 school days of receipt provide the faculty employee with a completed and signed copy of the evaluation.

Within 10 school days of receipt, the faculty employee may sign the evaluation or submit a response stating his or her reason for refusing to sign.

After signature, the evaluation is forwarded to the Dean and the appropriate Vice President for signature and then placed in the employee’s personnel file.

Timelines may be extended by mutual consent.
As referenced in Article 6 of the Agreement between the Foothill-De Anza Community College District and the Faculty Association, the following information contains the process of evaluation for faculty members.

EVALUATION OF FACULTY EMPLOYEES

6.1 This article applies to all faculty employees with the exception of probationary faculty employees who shall be governed by Article 6A. For the purposes of this article, "contract faculty employee" shall be limited in meaning to "grant-funded faculty employee." In accord with Article 7.2, the provisions of this article governing part-time faculty are limited to Sections 6.2 and 6.3.

6.2 Administrative Evaluation. The Board shall complete an official administrative evaluation of each regular (tenured) and contract faculty employee at least once every three academic years. Each temporary faculty employee and part-time faculty employee, if employed by the District for three quarters, whether or not successive, shall be evaluated at least once during that period. Part-time faculty employees, if employed thereafter, shall be evaluated at least once every nine quarters of employment.

6.2.1 An official administrative evaluation shall review not only the faculty employee's performance in the classroom, but all of his or her contractual obligations. The purpose of an official administrative evaluation is to:

6.2.1.1 Recognize and encourage outstanding performance;

6.2.1.2 Improve satisfactory performance and further the growth of employees who are performing satisfactorily;

6.2.1.3 Identify areas which might need improvement; and

6.2.1.4 Identify and document unsatisfactory performance and offer assistance in achieving the required improvement.

6.2.2 The official administrative evaluation of a regular or contract faculty employee shall be performed by an administrator/manager and shall not be delegated to any faculty employee.

6.2.3 The official administrative evaluation of a part-time faculty employee may be delegated to a regular or contract or Article 19 faculty employee as provided in Article 7.2.1. The part-time faculty member shall be notified, in advance, by the appropriate administrator, that a faculty member shall be acting as his or her designee. Each faculty employee designated to conduct an official evaluation shall receive compensation pursuant to Article 25. The faculty designee performing the official administrative evaluation of a part-time faculty employee shall not also perform the student evaluation of that employee.

6.2.4 The official administrative evaluation of a faculty employee shall be recorded on the administrative evaluation form contained in Appendix J1, or as modified pursuant to Section 6.5. If requested by the faculty employee, the
appropriate administrator shall provide to the faculty employee an opportunity for a post-evaluation discussion. Within 20 school days of the evaluation visit, the appropriate administrator shall provide to the faculty employee a completed and signed copy of the evaluation. Timelines may be extended by mutual consent.

6.2.4.1 Normally, no attachments shall be made to the evaluation except by mutual consent of the faculty employee and the administrator.

6.2.4.2 Notwithstanding the above, on a case by case basis, an attachment may be made by either the administrator or the faculty employee provided that any such documentation is timely, credible, reasonably related to the evaluation, and consistent with the provisions of Article 8.3 and 8.4.

6.2.5 Within 10 school days of receipt of the completed evaluation form, the faculty employee may elect either to sign the official administrative evaluation form, or, after reviewing the evaluation, to submit a response stating his or her reasons for refusing to sign the official administrative evaluation form. The signed evaluation form, or the evaluation form with the separate response attached, shall be promptly placed in the employee’s on-campus personnel file, and a copy shall be sent to the faculty employee. Timelines may be extended by mutual consent.

6.2.5.1 If, after 10 school days of the receipt of the completed evaluation form, the faculty employee fails or refuses to sign or to submit a separate response specified by Section 6.2.5, the official administrative evaluation form shall be placed in the employee’s on-campus personnel file and a copy shall be sent to the faculty employee by certified mail. The certified mail receipt shall be attached to the official administrative evaluation in the employee's personnel file.

6.3 **Student Evaluation.** In addition to the official administrative evaluation, student evaluations to the extent practicable based upon the nature of the faculty employee's assignment shall be performed at least once every three academic years for regular and contract faculty and in accordance with the provisions of Article 7 for part-time faculty. The student evaluation shall be recorded on the appropriate evaluation form contained in Appendix J2 of this Agreement.

6.3.1 The Student Evaluation Form, Appendix J2, shall be distributed by the faculty employee or another employee designated by the faculty employee, completed in the absence of the faculty employee, and collected and tabulated by the designee. If necessary, the faculty employee may request an appropriate volunteer from the division to conduct the student evaluation. The employee performing the student evaluation shall not also perform the official administrative evaluation of that employee. After tabulation, the objective (scantron) Tally Sheet for Part A of the Student Evaluation Form shall be attached to Appendix J3 and be given to the Division Dean or appropriate administrator, who, after reviewing the responses, shall forward a copy to the faculty employee and send the original to the personnel file. The original student scantrons and Student Evaluation Forms including the Part B responses shall be retained by the designee and returned to the faculty employee after the end of the quarter.
Notwithstanding Section 6.3.1, a faculty employee who is unable to comply with the procedure described in Section 6.3.1, due to the unavailability of appropriate personnel to collect and tabulate the student evaluation, shall request the division to provide materials for a self-administered student evaluation. In this circumstance, the Student Evaluation Form, Appendix J2, shall be distributed by the faculty employee, completed in the absence of the faculty employee, and collected by a student registered in the class. The student shall seal the Part A scantrons into one envelope and the Part B responses into a second envelope and sign across the seal of each envelope. At the conclusion of the evaluation, the faculty employee shall pick up the sealed envelopes and return them to the division office or deposit them in a designated student evaluation collection site as soon as practicable. The division office shall acknowledge receipt of the completed student evaluation to the faculty employee. The Division Dean or appropriate administrator shall be responsible for tabulation of Part A responses and completion of Appendix J3. After reviewing the responses, the Dean or appropriate administrator shall forward a copy of the objective (scantron) Tally Sheet and the attached Appendix J3 to the faculty employee and send the original to the personnel file. The original Student Evaluations Forms, including the Part B responses, shall remain sealed in the envelope, retained in the division office, and returned along with the individual student scantrons to the faculty employee after the end of the quarter.

The faculty employee shall have the right to meet with the Division Dean or appropriate administrator to discuss the results of the student evaluation. At the discretion of the faculty employee, Part B responses may be shared with an administrator, but in no case shall such material become a part of the faculty employee’s personnel file.

Peer Evaluation. In addition to the official administrative evaluation and the student evaluation, each regular and contract faculty employee shall have a peer evaluation conducted by a regular or contract faculty employee at least once every three academic years as provided below:

The faculty member shall select a colleague as a peer evaluator. "Peer" is defined as a District regular or contract faculty member normally in the same or a related discipline.

Peer evaluations shall be completed on the form provided in Appendix J1 including all required signatures.

The completed and signed Peer Evaluation form shall be promptly placed in the employee’s on-campus personnel file, and a copy shall be sent to the faculty employee.

Modification of Evaluation Forms. Evaluation forms for administrative and peer (J1), student (J2), and self evaluation (if division or department procedures require) may be modified if agreed upon by a majority of the contract and regular faculty employees in a division or department with the mutual approval of the Board and the Faculty Association.

Either the Board or FA may reopen negotiations on this article at any time by delivering a written request to reopen to the other party.
EVALUATION OF PROBATIONARY (CONTRACT) FACULTY EMPLOYEES FOR TENURE

Please refer to your Tenure Review Handbook for Tenure Process and Guidelines
As referenced in Article 7 of the Agreement between the Foothill-De Anza Community College District and the Faculty Association, the following information contains the process of evaluation for part-time faculty members.

EVALUATION OF PART-TIME FACULTY EMPLOYEES

7.2 Service credit shall be earned in the division or divisions in which a part-time faculty member is assigned during a quarter. After earning five quarters of service credit in a division, and upon receipt of a notification of reemployment preference being granted, a part-time faculty member hired for the first time after July 1, 1988 shall have reemployment preference in the division and the college for which the service was rendered. Denial of reemployment preference shall be based on evaluations or other contractual criteria. Part-time faculty members shall be evaluated in accordance with Article 6.2 and 6.3. Regular or contract faculty employees teaching under Article 7 in the same division as their full-time assignment shall apply evaluations as full-time faculty under Article 6 and/or Article 6A toward reemployment preference.

7.2.1 Administrative Evaluation. An official administrative evaluation shall be required of each part-time faculty employee, if employed by the District for three quarters, whether or not successive, at least once during that period and, if employed thereafter, at least once every nine quarters of employment, subject to the requirements of Section 7.2.2 of this article. The Board may utilize either an appropriate management employee or an appropriate faculty employee (as defined in Article 6) designated by management to conduct the official evaluation of a temporary faculty employee. The use of non-management personnel for conducting official evaluations shall be pursuant to the stipulations outlined in Article 25 (Special Assignments) of this Agreement. A part-time faculty member shall be evaluated on the form contained in Appendix J1. If no evaluation is conducted in the employee's first three quarters of employment, the employee shall, if otherwise eligible, receive reemployment preference.

7.2.2 If a part-time faculty member receives an official administrative evaluation during the first three quarters which indicates "needs improvement" and continues to be employed by the District, the employee shall be re-evaluated by the appropriate administrator prior to the end of the fifth quarter. This re-evaluation shall be performed by an administrative employee only; it shall not be delegated to a regular or contract faculty employee. In the absence of a second evaluation, pursuant to this section, the employee shall, if otherwise eligible, receive reemployment preference at the end of the fifth quarter.

7.2.3 Student Evaluation. Effective Fall quarter, 2002, in addition to the official administrative evaluation, one student evaluation to the extent practicable based on the faculty employee's assignment shall be completed normally during the faculty employee's first three quarters of employment in the District, whether or not successive. The student evaluation must be completed in order for the part-time faculty employee to be eligible for reemployment preference. If the student evaluation indicates areas of concern, the Division Dean or appropriate administrator may require a second student evaluation before the
end of the fourth quarter. After reemployment preference is attained, a student evaluation to the extent practicable shall be performed at least once every nine quarters of employment. The student evaluation shall be recorded on the appropriate form contained in Appendix J and shall follow the procedures prescribed in Article 6.3. The Division Dean or appropriate administrator shall notify the part-time faculty employee of the timelines provided by this section for required student evaluation. The part-time faculty employee shall determine the class(es) to be evaluated and shall be responsible for ensuring that all required student evaluations are completed.

7.2.4 Part-time faculty members hired for the first time prior to July 1, 1988, shall continue to gain reemployment preference in the division and college for which the service was rendered after three quarters of service credit and upon receipt of a formal evaluation recommending reemployment preference. If no official administrative evaluation is conducted in the employee's first three quarters, the employee shall, if otherwise eligible, receive reemployment preference.

A part-time faculty member with reemployment preference in a division shall be offered assignments in that division before any part-time faculty member without reemployment preference is offered assignments in that division, provided the part-time faculty member with reemployment preference is qualified for the assignments. For purposes of this article only, "qualified" shall mean (1) meeting the state minimum qualification for the particular discipline, (2) having adequate preparation for the specific course or assignment through appropriate education or experience, and (3) possessing effective skills relevant to the specific course or assignment. The Board shall be the judge of whether or not a part-time faculty member has adequate preparation for the specific assignment and possesses effective skills relevant to that assignment, but in making the judgment, the Board shall apply assignment standards that are substantially the same as those used in assigning contract or regular faculty within the division. No part-time faculty member shall have any reemployment preference except as provided in this article or as required by law.

7.9 The reemployment preference or service credit of a part-time faculty member shall be terminated at a college if the President or his or her designee concludes that the part-time faculty member does not meet the standards of performance and academic excellence that are required of faculty employees by the District. The conclusion of the President shall be based upon:

7.9.1 An official evaluation as defined in Article 6 completed by an appropriate dean or appropriate faculty employee (as defined in Article 6) designated by the dean. Following the evaluation, the part-time employee shall be given an opportunity to meet with the appropriate dean and his or her designated faculty employee, if one was used, to discuss the evaluation and to define necessary improvements. The employee shall have the right to have an FA conciliator present at this meeting.

7.9.2 Written notification by certified mail to the part-time faculty member of the improvements necessary for continued employment by the college;
7.9.3 A second official evaluation by both an appropriate dean and either another management employee or regular faculty employee designated by management. The second evaluation shall not be performed until at least 20 working days following the written notification required by Subsection 7.9.2. The part-time employee will be given an opportunity to meet with the appropriate dean to discuss whether or not the necessary improvements have been made. Before this meeting, the employee shall be informed of his or her right to have an FA conciliator present at this meeting.

The conclusion of the President shall be based on both evaluations and shall not be subject to review pursuant to the grievance procedures established by Article 5 of this Agreement unless an evaluation is arbitrary or capricious.
APPENDIX J1
ADMINISTRATIVE AND PEER EVALUATION FORM FOR FACULTY

QUARTER: ___________  ACADEMIC YEAR _______________

NAME: ___________________  POSITION: ___________________

Faculty status: (check one)  □ Full-time  □ Part-time
   If full-time, (check one)  □ Contract  □ First Year  □ Second Year
   □ Third Year  □ Fourth Year  □ Tenured

If part-time, number of quarters of service credits in Division (per Article 7.2): ___________

Date of Evaluation: ___________________  Evaluator: ___________________

(type please print)

Type of Evaluation: (check one)  □ Peer  □ Tenure Committee  □ Administrative

Please circle the appropriate faculty function(s) being evaluated and the location of the evaluation:

DUTIES: INSTRUCTOR  COUNSELOR  LIBRARIAN  OTHER (SPECIFY) ___________

LOCATION: FOOTHILL  DE ANZA  CENTERS (SPECIFY) ___________

LENGTH OF VISIT: _________  COURSE (if applicable): ________________

Date: ___________________  Signature of Evaluator

Date: ___________________  Signature of Division Dean

Date: ___________________  Signature of Vice President for Instruction or
   Signature of Vice President for Student Services

I am aware of my rights as provided in the appropriate article of the District Agreement, Article 6 or
Article 6A. I have read this report, am aware of the opportunity to add my own comments, and
recognize that I have the right to discuss it with the President if I so desire.

Date: ___________________  Signature of Faculty Member

The purposes of evaluation are contained in Articles 6 and 6A of the Agreement.

For Office Use Only:  Update HRS ___  PAY - Yes ___  No ___
Copy to Instructor ___  Update MAC ___  To Payroll ___
Copy to Division ___

Revised 3/02
FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE AND PEER EVALUATION FORM FOR FACULTY

*This form may not be modified unless agreed upon by a majority of the contract and regular faculty employees in a division or department with the mutual approval of the Board and the Faculty Association.*

This form uses both objective and narrative data. Please use the numerical rating system for each applicable criterion. Then, write a brief narrative for each section and, finally, a comprehensive summary statement.

Rating system:
1. Satisfactory or better
2. Satisfactory but needs improvement in specific area(s)
3. Unsatisfactory
N/O Not observed
N/A Not applicable

SECTION I. PROFESSIONAL QUALITIES (to be answered for all faculty):

A. Professionalism

1. Keeps current in discipline.  
2. Demonstrates cooperation and sensitivity in working with colleagues and staff.  
3. Accepts criticism.  
4. Submits required departmental reports/information, including census, and/or positive attendance, and grade sheets on time.  
5. Maintains adequate and appropriate records.  
6. Observes health and safety regulations.  
7. Attends required meetings.  
8. Maintains office hours and is accessible to students.

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B. Professional Contributions

1. Contributes academically to the discipline/department/district.  
2. Participates in special assignments, committees, projects, research and development areas as needed in the discipline/department/district.  
3. Shares in faculty responsibilities.

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Section I narrative comments on professional qualities, specifying, where relevant, areas of excellence and areas requiring improvement:
SECTION II. JOB PERFORMANCE (to be answered in appropriate assignment area):

A. Classroom Faculty

1. Uses current materials and theories. 1 2 3 N/O N/A
2. Employs multiple teaching approaches when applicable. 1 2 3 N/O N/A
3. Uses materials pertinent to the course outline. 1 2 3 N/O N/A
4. Teaches at an appropriate level for the course. 1 2 3 N/O N/A
5. Communicates ideas clearly, concisely, and effectively. 1 2 3 N/O N/A
6. Paces classes according to the level and material presented. 1 2 3 N/O N/A
7. Maintains student-faculty relationship conducive to learning. 1 2 3 N/O N/A
8. Demonstrates sensitivity to differing student learning styles. 1 2 3 N/O N/A
9. Stimulates student interest in the material presented. 1 2 3 N/O N/A
10. Tests student performance in fair and valid ways. 1 2 3 N/O N/A
11. Uses class time efficiently. 1 2 3 N/O N/A
12. Provides students with a written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information. 1 2 3 N/O N/A
13. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities. 1 2 3 N/O N/A

B. Counselors

1. Is accessible to students. 1 2 3 N/O N/A
2. Listens well and provides opportunities for counselees to express their concerns. 1 2 3 N/O N/A
3. Helps students define and seek solutions to problems. 1 2 3 N/O N/A
4. Researches questions brought by counselees, or directs counselees to appropriate sources of information/assistance when advisable. 1 2 3 N/O N/A
5. Keeps current with District classes, programs, and resources for students. 1 2 3 N/O N/A
6. Keeps current with programs and policies of receiving institutions to which students will transfer. 1 2 3 N/O N/A
7. Demonstrates knowledge of District policies and procedures affecting students. 1 2 3 N/O N/A
8. Communicates with the academic community. 1 2 3 N/O N/A
9. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities. 1 2 3 N/O N/A

C. Librarians

1. Promotes access to and use of library. 1 2 3 N/O N/A
2. Communicates information clearly, concisely, and effectively. 1 2 3 N/O N/A
3. Assists students in locating appropriate materials. 1 2 3 N/O N/A
4. Articulates and communicates with the academic community. 1 2 3 N/O N/A
5. Assists in building, organizing, or maintaining library collection. 1 2 3 N/O N/A
6. Creates an environment responsive to the curricular and learning needs of the college. 1 2 3 N/O N/A
7. Keeps current on changes in the field of library and information science. 1 2 3 N/O N/A
8. Maintains student-faculty relationship conducive to learning. 1 2 3 N/O N/A
9. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities. 1 2 3 N/O N/A
D. **Resource Faculty (e.g., health professionals, E.O.P.S. professionals, etc.)**

1. Responds to instructors' resource needs.  
   1 2 3 N/O N/A
2. Develops instructional and institutional resources.  
   1 2 3 N/O N/A
3. Develops students' resources.  
   1 2 3 N/O N/A
4. Demonstrates knowledge of legislation which impacts field of specialization.  
   1 2 3 N/O N/A
5. Provides leadership and coordinates programs effectively.  
   1 2 3 N/O N/A
6. Provides a positive image of and for students in special programs.  
   1 2 3 N/O N/A
7. Communicates information clearly, concisely, and effectively.  
   1 2 3 N/O N/A
8. Articulates services with campus and district programs.  
   1 2 3 N/O N/A
9. Demonstrates sensitivity in working with faculty/students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities.  
   1 2 3 N/O N/A

E. **Child Development Center Faculty**

1. Uses knowledge of early childhood development as theoretical basis for classroom practice.  
   1 2 3 N/O N/A
2. Understands current issues in the field.  
   1 2 3 N/O N/A
3. Plans a daily variety of developmentally appropriate activities which are sensitive to individual learning styles.  
   1 2 3 N/O N/A
4. Develops a long-range plan which promotes readiness for later learning.  
   1 2 3 N/O N/A
5. Uses a variety of positive approaches in guiding children's behavior and assisting children with conflict.  
   1 2 3 N/O N/A
6. Recognizes when to give help and how to encourage self-help.  
   1 2 3 N/O N/A
7. Structures activities which foster independent learning.  
   1 2 3 N/O N/A
8. Maintains awareness of the total group even when dealing with a part of it.  
   1 2 3 N/O N/A
9. Balances the needs of the individual child with those of the group.  
   1 2 3 N/O N/A
10. Effectively supervises and supports student teachers, student assistants, and parents in a classroom setting.  
    1 2 3 N/O N/A
11. Creates a safe and hygienic classroom environment which engages children.  
    1 2 3 N/O N/A
12. Maintains professional ethics, including confidentiality and mandated reporting, in all communication with children, parents, students and colleagues.  
    1 2 3 N/O N/A
13. Demonstrates sensitivity in working with students of diverse racial, ethnic, and socioeconomic backgrounds, sexual orientations, and physical and mental disabilities.  
    1 2 3 N/O N/A

Section II narrative comments on job performance based on observation or evaluation visit(s) specifying, where relevant, areas of excellence and areas requiring improvement:
SECTION III. EVALUATOR’S COMPREHENSIVE SUMMARY STATEMENT (which may include, in addition to synthesis, professional activities not previously mentioned, suggestions for further growth, and professional contributions to the District):

SECTION IV. FACULTY MEMBER’S COMMENTS:
APPENDIX J2
FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

STUDENT EVALUATION FORM
FOR CLASSROOM INSTRUCTION - PART A

Instructor_____________________________________________________

Course (department, number, time) _______________________________________

One of the major responsibilities of the District is to promote high teaching standards among its faculty. Please take the time to evaluate this course for your instructor.

PART A
Evaluate both the course and the instructor by marking the appropriate letter on the scantron form. Please be thoughtful and candid in your responses.

Please mark the answer sheet for each of the following questions:

a = Strongly Agree
b = Agree
c = Disagree
d = Strongly Disagree
e = No Opinion/Not Applicable

About the Course:

1. The course contributed to my general knowledge and education.
2. Text and other reading material were appropriate and useful.
3. Course objectives and grading policies were distributed and clearly explained.
4. Amount and types of assigned course work were appropriate.
5. Course content was well organized.
6. Class activities were appropriate.
7. Tests were clearly written and related to subject matter.
8. Grading was fair and impartial.

About the Instructor:

9. Demonstrated an enthusiasm for the subject.
10. Was knowledgeable and prepared for class.
11. Motivated student interest and intellectual effort.
12. Encouraged students to ask questions and participate in class discussions.
13. Encouraged individual thinking and differences of opinion.
14. Used full class time effectively.
15. Maintained classroom atmosphere conducive to learning.
16. Spoke clearly.
17. Was accessible for individual conferences and office hours.
18. Demonstrated sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities.
19. Convened class regularly and on time.
20. I would recommend this instructor.
APPENDIX J2
FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT
STUDENT EVALUATION FORM
FOR CLASSROOM INSTRUCTION - PART B
YOUR WRITTEN RESPONSES WILL BE FORWARDED TO
YOUR INSTRUCTOR AFTER THE END OF THE QUARTER

Instructor

Course (department, number, time)

PART B

Written Evaluation (please respond to the following):

1. What did you like about this course?

2. What did you dislike about this course?

3. What specific changes could improve this course?

4. Please make any additional comments or suggestions about this course and/or this instructor.
APPENDIX J2.1
STUDENT EVALUATION FORM
FOR COUNSELING SESSIONS – PART A
Foothill-De Anza Community College District

Counselor: __________________________________________

Purpose of the Counseling Session: __________________________________________
(For example: academic or career planning, transfer information, academic petition or problem, personal issues)

Type of Counseling Session: □ Drop-in □ Scheduled Appointment

How many times have you seen this counselor? □ One □ Two □ Three or More

One of the major responsibilities of the District is to promote high professional standards among its faculty. Please take the time to evaluate this counseling session for your counselor.

PART A
Evaluate both the session and the counselor by marking the appropriate letter on the scantron form. Please be thoughtful and candid in your responses.

Please mark the answer sheet for each of the following statements:
a = Strongly Agree
b = Agree
c = Disagree
d = Strongly Disagree
e = No Opinion/Not Applicable

About the Counseling Session:
1. The session was helpful in accomplishing my immediate objective(s).
2. I received the information I needed.
3. Printed materials and handouts were appropriate and useful.
4. Information was thoroughly and clearly explained.
5. I was referred to other resources and services on or off-campus (if needed).
6. My questions were answered.
7. There was sufficient time to deal with my concerns.
8. The session will be valuable to me in completing my academic, career and/or personal goals.

About the Counselor:
9. Demonstrated a genuine desire to help me.
10. Was knowledgeable and prepared for the session.
11. Made me feel comfortable and welcome.
12. Helped me to consider options and examine my alternatives.
13. Encouraged me to ask questions and participate in the discussion.
14. Listened carefully to me.
15. Used the counseling time effectively.
16. Allowed adequate time to review printed materials.
17. Convened the session on time.
18. Demonstrated respect for individuality and sensitivity to diversity (including racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities).
19. I feel assured that my discussions will kept confidential.
20. I would recommend this counselor.
APPENDIX J2.1
STUDENT EVALUATION FORM
FOR COUNSELING SESSIONS – PART B
Foothill-De Anza Community College District

YOUR WRITTEN RESPONSES WILL BE FORWARDED TO
YOUR COUNSELOR AFTER THE END OF THE QUARTER

Counselor: ____________________________________________

Purpose of the Counseling Session: ____________________________
(For example: academic or career planning, transfer information, academic petition or problem,
personal issues.)

PART B

Written Evaluation (please respond to the following):

1. What did you like about this counseling session?

2. What did you dislike about this counseling session?

3. What specific changes could improve the counseling session?

4. Please make any additional comments or suggestions about this counseling session and/or this
counselor.
APPENDIX J2.2
STUDENT EVALUATION FORM
FOR CHILD DEVELOPMENT TEACHERS – PART A
Foothill-De Anza Community College District

CDC Teacher: __________________________________________
Child’s Class: __________________________________________

How long has your child been enrolled in the program?
☐ One quarter  ☐ Two quarters  ☐ Three or more quarters

One of the major responsibilities of the District is to promote high professional standards among its faculty. Please take the time to evaluate your child’s class for his/her teacher.

PART A
Evaluate both the program and the educator/teacher by marking the appropriate letter on the scantron form. Please be thoughtful and candid in your responses.

Please mark the answer sheet for each of the following statements:
  a = Strongly Agree  b = Agree  c = Disagree  d = Strongly Disagree  e = No Opinion/Not Applicable

About the Classroom and Curriculum:
1. The classroom is an attractive, comfortable, stimulating environment.
2. The facility and equipment are safe and clean.
3. The classroom atmosphere is warm, relaxed, and welcoming.
4. The curriculum offers interesting and varied experiences for my child.
5. Class activities and materials are appropriate to the age and ability of my child.
6. The daily schedule allows children the opportunity to make choices and decisions.
7. I feel welcome to participate in the classroom.
8. My child has benefited from this program.

About the CDC Teacher:
9. Demonstrates an enthusiasm for teaching young children.
10. Is knowledgeable and prepared.
11. Has patience and a positive attitude when teaching and guiding children.
12. Encourages children to participate in classroom activities.
14. Develops a warm relationship with each child.
15. Communicates with me about my child and the program, through verbal comment and written information.
16. Is available to discuss my child.
17. Understands the stages and challenges of a child’s development.
18. Demonstrates sensitivity in working with children of diverse racial, ethnic, cultural, and socioeconomic backgrounds.
19. Listens and responds to my concerns in an empathetic and constructive manner.
20. I would recommend this teacher.

21a
APPENDIX J2.2
STUDENT EVALUATION FORM
FOR CHILD DEVELOPMENT TEACHERS – PART B
Foothill-De Anza Community College District

YOUR WRITTEN RESPONSES WILL BE FORWARDED TO THE
CHILD DEVELOPMENT TEACHER AFTER THE END OF THE QUARTER

CDC Teacher: _______________________________________________________

Child’s class: _______________________________________________________

PART B

Written Evaluation (please respond to the following):

1. What do you like about the class your child attends?

2. What do you dislike about the class your child attends?

3. What specific changes could improve the class?

4. Please make any additional comments or suggestions about this class and/or this teacher.
APPENDIX J2.3
STUDENT EVALUATION FORM
FOR LIBRARY VISITS/SESSIONS - PART A
Foothill-De Anza Community College District

Librarian: ________________________________

Purpose of the Library Visit/Session: ____________________________________________
(For example, orientation, how to do research on a topic, where/how to find information about a subject.)

Quarter/Year: __________ Type of Visit/Session: ____ Drop-in ____ Scheduled Class Session

How many times have you consulted a librarian on this campus?
____ Daily  ____ Weekly  ____ Monthly  ____ Once a quarter  ____ Never

One of the major responsibilities of the District is to promote high professional standards among its faculty. Please take the time to evaluate this library visit/session for your librarian.

PART A
Evaluate both the visit/session and the librarian by marking the appropriate letter on the scantron form. Please be thoughtful and candid in your responses.

Please mark the answer sheet for each of the following questions:
a = Strongly Agree
b = Agree
c = Disagree
d = Strongly Disagree
e = No Opinion/Not Applicable

About the Library Visit/Session:
1. The visit/session helped me in accomplishing my immediate objective/s.
2. I received the information I needed.
3. Printed materials and handouts were appropriate and useful.
4. The information provided was clearly explained.
5. The visit/session helped me understand how to locate and use library resources.
6. My questions were answered.
7. There was sufficient time to address my library needs.
8. I was referred to other resources at other libraries and on the Internet (if needed).

About the Librarian:
9. Demonstrated a genuine desire to help me.
10. Was knowledgeable and prepared.
11. Motivated me to use the library and its resources in the future.
12. Encouraged me to ask questions and participate in the visit/session.
13. Encouraged me to think and consider options.
14. Used the time effectively.
15. Maintained a professional attitude conducive to learning.
16. Communicated clearly.
17. Listened carefully to me.
18. Demonstrated sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities.
19. Helped me to narrow or broaden my topic (if necessary).
20. I would seek help from this librarian again.
APPENDIX J2.3
STUDENT EVALUATION FORM
FOR LIBRARY VISITS/SESSIONS - PART B
Foothill-De Anza Community College District

YOUR WRITTEN RESPONSES WILL BE FORWARDED TO
THE LIBRARIAN AFTER THE END OF THE QUARTER

Librarian: ____________________________________________

Purpose of the Library Visit/Session: ____________________________
(For example, orientation, how to do research on a topic, where/how to find information about a subject.)

Quarter/Year ________________________________________

PART B

Written Evaluation (please respond to the following):

1. What did you like about this library visit/session?

2. What did you dislike about this library visit/session?

3. What specific changes could improve this library experience?

4. Please make any additional comments or suggestions about this library visit and/or this librarian.
Instructor

Course (department, number)

Quarter/Year

One of the major responsibilities of the District is to promote high teaching standards among its faculty. Please take the time to evaluate this course for your instructor.

PART A
Evaluate both the course and the instructor by marking the appropriate letter. Please be thoughtful and candid in your responses.

Please mark the answer sheet for each of the following questions:
- a = Strongly Agree
- b = Agree
- c = Disagree
- d = Strongly Disagree
- e = No Opinion/Not Applicable

About the Course:

1. The course contributed to my general knowledge and education.
2. Text/s and other instructional materials were appropriate and useful.
3. Course objectives and grading policies were specifically stated in writing and clearly explained.
4. Amount and types of assigned course work were appropriate.
5. Course content was well organized.
6. Course activities were appropriate.
7. Tests were clearly written and related to subject matter.
8. Grading was fair and impartial.

About the Instructor:

9. Demonstrated an enthusiasm for the subject.
10. Was knowledgeable and prepared for online instruction.
11. Motivated student interest and intellectual effort.
12. Encouraged students to ask questions and participate in online learning activities.
13. Encouraged individual thinking and differences of opinion.
14. Provided effective online contributions and sites.
15. Maintained online course environment conducive to learning.
16. Communicated clearly.
17. Was accessible for individual communication.
18. Demonstrated sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities.
19. Provided course materials online regularly and on time.
20. I would recommend this instructor.
APPENDIX J2W (ONLINE)
STUDENT EVALUATION FORM
FOR INSTRUCTIONAL FACULTY - PART B
Foothill-De Anza Community College District

YOUR WRITTEN RESPONSES WILL BE FORWARDED TO
YOUR INSTRUCTOR AFTER THE END OF THE QUARTER

Instructor ____________________________________________

Course (department, number) ______________________________________

Quarter/Year ________________________________________________

PART B

Written Evaluation (please respond to the following):

1. What did you like about this course?

2. What did you dislike about this course?

3. What specific changes could improve this course?

4. Please make any additional comments or suggestions about this course and/or this instructor.
Professional Achievement Award (PAA) Applications must include four (4) current evaluations: administrative, peer, student and self. However, some faculty, like librarians, are not required to conduct student evaluations. In the past few years, several PAA applications have been denied based on evaluations, especially administrative and student evaluations.

The following are the most often asked questions and their answers:

Q: Why does my PAA application require four (4) separate evaluations?
A: The evaluations are the evidence, from different sources, that you are excellent in the performance of your principal duties.

Q: What makes an evaluation "current"?
A: Article 6.5 of the Agreement requires an administrative, peer, and student evaluation of each full-time faculty member once every three (3) academic years. So "current" means an administrative, peer, and student evaluation from within the past three (3) academic years. Normally, the self-evaluation is done near the end of the four (4) year PAA cycle to assess your professional growth over that period.

Q: What if my manager hasn't performed an evaluation in the past three years?
A: Include your most recent administrative evaluation.

Q: Can I include more than one (1) administrative, peer, or student evaluation in my PAA application?
A: At your option, but be sure they are current.

Q: Can I choose my own peer evaluator, or is the peer evaluator chosen for me?
A: Full-time faculty choose their own peer evaluator who must be a full-time, non-probationary faculty member. Your manager may suggest someone, but the final decision is yours.

Q: Does the peer evaluator also do the student evaluation for the same class at the same time?
A: This is often done, but it's certainly not required. It may be obvious, but these evaluations are significant components of your application. You should choose your peer evaluator and a class for the student evaluation so that both enhance the strength of your PAA application.

Q: What forms do I use for the evaluations?
A: Use copies of Agreement, Appendix J1, for the administrative evaluation, and the peer evaluation. Your students must be given Agreement, Appendix J2, as the evaluation instrument. There is no standard (i.e., required) form for the self-evaluation, nor for summarizing the student evaluation. Some faculty choose to attach a tabulation of the student evaluations.
Q: What should be in my self-evaluation?
A: The contract language reads, "...a thoughtful assessment of one's professional growth..." Use common sense here. List your accomplishments and triumphs with sufficient detail and support. With few exceptions, District faculty members are not perfect, so consider including improvement projects as well. Play it smart; your self-evaluation should indicate care and effort, including good grammar and correct spelling.
It's surprising how often District managers err when handling student evaluations. Often, the actions of faculty members contribute to these blunders, but as agents of the District, managers are expected to know and correctly execute the terms of the District-FA Agreement. Student evaluations are performed for tenured, probationary and sabbatical leave replacement (regular, contract, and temporary) faculty. The only valid contractual instrument for student evaluations is Agreement Appendix J2. The evaluation itself is comprised of an objective Part A, and a narrative Part B.

Q: How do managers err when handling student evaluations?
A: The most common errors are these: reading the narrative Part B without authorization from the faculty member to do so, and improperly using non-contractual “survey” student evaluations.

Q: A manager can't read narrative Part B?
A: In the case of tenured faculty, no, not without explicit permission from the evaluated faculty member. In the case of probationary faculty, however, a manager can and should read the narrative Part B as part of the tenure review process.

Q: Let's assume the manager reads the narrative Part B with permission, or as part of the tenure review. Can the manager incorporate or summarize any of the narrative remarks into an administrative evaluation of the faculty member?
A: Absolutely not. Articles 6.5.2 and 6A.2.3.2 expressly prohibit narrative Part B materials from becoming a part of the faculty member’s personnel file. These are anonymous materials; the student comments are not individually verifiable, and thus are not subject to due process.

Q: How might a faculty member contribute to the problem of managers improperly reading narrative Part B materials?
A: By performing a student evaluation for a tenured colleague, and then dumping both Part A scantrons and Part B narrative responses into the division dean's mailbox. If this happens, the dean should immediately return the Part B narrative responses to the faculty, unread.

Q: What is the proper way for a faculty colleague to handle student evaluations of a tenured faculty member?
A: Article 6.5.2 directs the faculty colleague to retain the narrative Part B responses until the quarter ends, and then give them to the faculty member. In many cases it's easy to recognize the handwriting of individual students; this procedure offers them some protection against reprisals. Article 6.5.2 also stipulates that the faculty colleague give Part A scantrons directly to the division dean for tabulation. In Contract Review, however, the District and FA have agreed through a memorandum of understanding that it's also acceptable for the faculty colleague to tabulate the Part A scantrons responses, and then to give both the scantrons and the tabulation to the division dean.
Q: What's wrong with a faculty member giving his/her own students an informal class survey?
A: Nothing, per se, if the survey is strictly for private consumption. In Contract Review, FA and the District have agreed that there is only one contractually valid student evaluation; Agreement Appendix J2. No other student survey instrument may be used or cited in an administrative evaluation. Therefore, managers cannot design any student "survey" instrument that directly or indirectly evaluates faculty, especially regarding the categories on Agreement Appendix J2, since this gives the appearance of a District imprimatur. Moreover, the District cannot require a faculty member to administer any survey, and/or share with management any survey results designed by a third party, including District faculty in division with special programs. In short, non-contractual student surveys are strictly voluntary. And to avoid any possible contractual complications, all such survey results should be for the faculty member's eyes only.
Classified Evaluations
(CSEA and SEIU)

- Performance Evaluation Chart
- Points to Remember for Classified Evaluations
- CSEA Classified Evaluations / Articles 4 & 5
- SEIU Classified Evaluations / Articles 7 & 8
- Evaluation Form
## PERFORMANCE EVALUATION CHART

### CLASSIFIED STAFF

<table>
<thead>
<tr>
<th>Type of Employee</th>
<th>Timeline</th>
<th>Purpose</th>
<th>Consequence</th>
<th>Reference (Articles)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSEA New Employee</td>
<td>3rd Month</td>
<td>Work/progress toward permanency</td>
<td>Advancement on salary schedule @ the completion of 6th month</td>
<td>4.2 &amp; 5.3</td>
</tr>
<tr>
<td></td>
<td>7th Month</td>
<td>Work/progress toward permanency</td>
<td>Document progress</td>
<td>4.2</td>
</tr>
<tr>
<td></td>
<td>8th Month</td>
<td>Evaluate for permanency</td>
<td>Permanency, extension of probation up to 3 months, or termination</td>
<td>4.3</td>
</tr>
<tr>
<td>CSEA Permanent Employee</td>
<td>Annually</td>
<td>Performance and employee development; Identify training needs</td>
<td>Step advancement and Service Recognition Awards</td>
<td>5.3 &amp; 5.4</td>
</tr>
<tr>
<td>SEIU New Employee</td>
<td>3rd Month</td>
<td>Work/progress towards permanency</td>
<td>Identify strengths/weaknesses; document progress</td>
<td>7.3</td>
</tr>
<tr>
<td></td>
<td>6th Month</td>
<td>Work/progress towards permanency</td>
<td>Advancement on salary schedule @ the completion of 6th month</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td>11th Month</td>
<td>Evaluate for permanency</td>
<td>Permanency or Termination</td>
<td>7.4</td>
</tr>
<tr>
<td>SEIU Permanent Employee</td>
<td>Annually</td>
<td>Performance and employee development, Identify training needs</td>
<td>Step advancement and longevity increments</td>
<td>7.10, 8.3 &amp; 8.4</td>
</tr>
</tbody>
</table>
POINTS TO REMEMBER FOR CLASSIFIED EVALUATIONS

TIMING:

New Classified: Evaluated 3 times during the first year.

Permanent Classified: Evaluated annually.

FORM:

Use the form developed jointly by a representative group of classified staff, administrators and Human Resources staff. Classified employees who complete self-evaluations usually do so on this form. However, any format for a self-evaluation is acceptable.

NOTIFICATION:

Human Resources will send all the forms to you including the employee’s copy for distribution about two months before the evaluation is due. This time line is provided to give you ample time to prepare and discuss the evaluation with the employee.

DELEGATION:

Only a supervisor or administrator is authorized to complete a classified performance evaluation. A faculty member or peer is not authorized to sign the evaluation although they may provide input.

PROCESS/TIMELINE:

Upon receipt of the evaluation form from Human Resources, contact the employee to schedule a time to meet to review the process. This is NOT the evaluation meeting…it’s designed to confer with the employee on how the two of you will proceed to complete the process.

It is recommended that the employee and the supervisor draft responses to the evaluation for discussion. Schedule an evaluation meeting to review the evaluation considering both employee and supervisor input.

Complete the final evaluation, sign it and give it to the employee for comment and signature. Return the signed form to Human Resources before the due date.

If the employee refuses to sign the evaluation please note it on the form and forward it to Human Resources.
As referenced in Articles 4 and 5 of the CSEA Contract and Articles 7 and 8 of the SEIU Contract, the following information contains the process of evaluation as well as pay and other affected areas for classified staff.

CSEA CLASSIFIED EMPLOYEES

4.2 **Probationary Employment:**

Employees who are employed for the first time or are re-employed by the District serve for a period of nine months as probationary employees. At the end of the second and fifth months of employment, they will receive written evaluations of their work and their progress toward permanency. Except as provided below for permanent employees who have been promoted or re-assigned, the District may terminate the employment of a probationary employee at any time or, with the concurrence of CSEA, extend his or her probationary period for a specified time not to exceed 12 months from the date of initial employment. The notice of termination or notice of an extension of the probationary period shall be presented to the employee in writing or mailed to his or her last known address. If an employee receives a notice of termination, CSEA may recommend to the Director of Human Resources that the employee's probationary period be extended under this action.

A permanent employee who changes jobs, because of either promotion or reassignment, automatically returns to a probationary status in the new classification. Probation will continue for a period of six months unless the employee is removed from this job before this time. At the end of the fifth month, the employee will be evaluated to determine whether performance has met the standards of the job. If the employee's supervising manager decides that he or she should not continue in the new job, the District will promptly notify the employee of the fact in person and in writing. Since the employee retains permanent status in the District and is probationary only in the new classification, he or she will be assigned to an appropriate position in which he or she holds permanent status.

4.3 **Permanent Employment:**

During the employee's eighth month of employment with the District, he or she will be reviewed for advancement to permanency. At this time the District must determine whether his or her services warrant continuation for an indefinite period or whether the probationary period should be extended. The supervising manager will review the employee's entire file in reaching this determination.

4.3.1 If the supervising manager feels that the employee deserves permanency, permanency will be recommended in writing through the regular evaluation form and will be approved by the department head and the Office of Human Resources. This decision will be reviewed with the employee.

4.3.2 If the supervising manager does not recommend that the employee be granted permanency, either termination or extension of the probationary period must be recommended.

4.3.3 A permanent employee may be dismissed only for just cause.
5.3 **Advancement on the Salary Schedule:**

An employee will advance to the next step of the salary schedule on the first of the calendar month following the completion of the first six months of service, provided that he or she has received from the supervising manager a "good solid performance" rating. If the employee's supervising manager has not completed the employee's evaluation by the date on which the employee is scheduled to receive the step increase, the step increase shall be automatically granted.

An employee's first month of service will be the month during which he or she begins working providing he or she renders service before the eleventh of the month. In all other cases, the employee's first month of service will be the calendar month following the date on which he or she begins working.

An employee will advance to subsequent steps as he or she completes an additional year with a "good solid performance" rating. A year for twelve-month employees is twelve months; for eleven-month employees, eleven months; for ten-month employees, ten months. If the employee's supervising manager has not completed the employee's evaluation by the date on which the employee is scheduled to received the step increase, the step increase shall be automatically granted.

An employee's anniversary date for salary increments shall be the anniversary of his or her first month of service after completing six months in a class. Whenever an employee is promoted or demoted, the anniversary date shall remain the same. Any month during the employee's work year during which he or she is not in paid status will not count toward the anniversary date and will advance it by one month.

An employee who demonstrates exceptional ability and diligence as an employee in the District may be given a double advancement on recommendation of the supervising manager and with the approval of the Director, Facilities, Operations and Construction Management, or the President, and the Director of Human Resources.

At any time an employee may question a step advancement or may request such an advancement of the supervising manager. If he or she is not satisfied with the response, the employee may ask the Director of Human Resources to consider the request, who will review it with the supervising manager and inform the employee of the decision, which shall be final.

5.4 **Service Recognition Award:**

When an employee has served for three years on the fifth step of the salary schedule in the same range, he or she may be awarded the Service Recognition Award upon recommendation of the supervising manager through established evaluation procedures. It is desirable to have an outstanding staff in which every member qualifies, but only those who demonstrate continued growth and continuance of the high qualities which originally merit the granting of permanency will be recommended. After three years in the same position, he or she becomes eligible for another award. Service Recognition Awards shall be $70 per month for full-time employees, prorated for employees on fractional assignments.
Supervising managers are encouraged to keep employees informed of their progress toward the Service Recognition Award by preparing special evaluations on an annual basis. However, each employee shall receive an evaluation one month before the date of eligibility for the award. If a Service Recognition Award is denied, the supervising manager shall complete a second evaluation within 90 days and will either indicate that the employee has corrected any deficiencies or recommend that consideration of the award be postponed to a specific date, not to exceed six months from the date of eligibility, thereby allowing the employee additional time to demonstrate the performance necessary to qualify for the award.

Nevertheless, whenever an employee changes classification or moves to a new position, any Service Recognition Award already earned shall be carried over to the new classification or position. Any steps toward eligibility for an Award shall be carried over to the new position if the salary placement for the new position is at Step 5. Effective August 1, 1985, if the employee is at least 18 months beyond Step 5 in the old position, and the salary placement in the new position is below Step 5, the employee shall receive a prorated Award based upon the number of months beyond Step 5 divided by 36.
SEIU CLASSIFIED EMPLOYEES

7.3 **Probationary Employment:**

7.3.1 Workers who are employed for the first time or are re-employed by the District after resignation serve for a period of one year from the date of employment or re-employment as probationary workers. At the end of the second and fifth months of employment they will receive written evaluations of their work and their progress towards permanency.

7.3.2 A probationary worker may be released at any time that the supervising manager and the Office of Human Resources determine that the worker's performance is unsatisfactory. The notice of release will be presented to the worker in writing with a copy to the Union. The probationary worker shall receive five (5) days notice or five (5) days pay. This five days does not extend the probationary period.

7.4 **Promotional Probationary Period:**

For a permanent worker who changes job classification due to promotion (except as noted in Section 7.3.3), probation shall be for six months, unless the worker is released from the new job before this time. At the end of the second month on the new job, the worker shall receive a written evaluation of his/her performance and progress towards permanency. The worker retains permanent status in the District and is only probationary in the new job. If he/she is released from the new job during the six month probationary period, the Director of Human Resources shall assign the worker to a position in the class in which he/she holds permanency. He/she will be reinstated as a permanent worker, and his/her seniority at the higher position shall be credited to his/her seniority in the lower class. Workers who successfully complete probation shall have their annual step date adjusted to reflect the six month probationary period.

7.4 **Recommendation for Permanency:**

During the month before a worker completes his/her probationary period, he/she will be reviewed for advancement to permanency. At this time, the District must determine whether to grant permanency. The supervising manager will review all of the worker's evaluations in reaching this determination.

7.4.1 If the supervising manager decides that employment will be continued, permanency will be recommended in writing through the regular evaluation form and will be approved by the supervising manager. This decision will be reviewed with the worker. The recommendation will be forwarded to the Office of Human Resources.

7.4.2 If the supervising manager does not recommend that the worker be granted permanency, employment shall be terminated.

7.4.3 Once the worker has been granted permanency, he/she may only be dismissed for cause. (See Article 16, Disciplinary Action.)
7.4.4 A permanent worker remains subject to layoff for lack of work or lack of funds in accordance with his/her seniority and displacement rights, if any. (See Article 11, Section 11.1, layoff.)

7.10 Evaluation of Performance:

Evaluations of worker performance are made on a regular schedule (see Sections 7.3 and 7.4). The evaluation process serves as an opportunity for both the worker and the administrator to clarify expectations and goals for performance of the worker's job duties and responsibilities. The evaluation is a written assessment of the worker's performance and enhances communication between the worker and administrator. The performance evaluation should communicate performance standards for the position and encourage growth and development/improvement of performance for the future. Each evaluation must be signed by the supervising manager and the worker to indicate that it has been discussed. The worker may comment in writing on the evaluation form (within 10 days of receipt of evaluation), which then is filed in the official personnel file.

8.3 Advancement on Salary Schedule:

A worker will advance to the next step of the salary schedule on the first of the calendar month following the completion of the first six months of service, provided that he/she has received from the supervising manager a satisfactory rating. If the worker's supervising manager has not completed the evaluation and given a copy to the worker by the date when the worker is scheduled to receive the step increase, the increase shall be granted automatically.

A worker's first month of service will be the month during which he/she begins work providing he/she renders service before the 11th of the month. In all other cases, the worker's first month of service will be the calendar month following the date on which he/she begins work.

A worker will advance to subsequent steps as he/she completes an additional year of service with a satisfactory rating on the annual evaluation. A year for 12-month workers is 12 months; for 11-month workers, 11 months; for 10-month workers, 10 months; for academic day workers, the academic year. However, if the worker's supervising manager does not complete the annual evaluation and give a copy to the worker by the date the worker is scheduled to receive the step increase, the increase shall be granted automatically.

A worker's anniversary date for salary increments shall be the anniversary of his/her first month of service after completing six months in a class. Any month during the worker's work year during which he/she is not in paid status will not count toward the anniversary date and will advance it by one month. A worker who demonstrates exceptional ability and diligence as a worker of the District may be given double advancement on recommendation of the supervising manager and with approval of the Director of Human Resources, the President, or the Chancellor.
8.4 **Retention Incentive:**

A retention incentive is awarded to promote continued satisfactory service with the District. The retention incentive is equal to 4% of the top step of the salary schedule. A worker is eligible to receive the retention incentive after the following criteria have been met.

8.4.1 A worker has served for two years on the top step of the salary schedule in the same range.

8.4.2 The worker has received annual evaluations of satisfactory or above during each qualifying year. Any year during which an annual evaluation is below satisfactory shall not be considered a qualifying year and shall not be credited toward the retention incentive. A worker who has received an annual evaluation which is below satisfactory shall be re-evaluated within six (6) months of the original evaluation and, if the subsequent evaluation is satisfactory, that year shall be considered a qualifying year and shall be credited toward the retention incentive. However, if the worker’s supervising manager does not complete the evaluation or re-evaluation and give a copy to the worker by the date the worker is scheduled to receive it in order to receive the retention incentive the increase shall be granted automatically.

8.4.3 When all requirements have been met for receiving the retention incentive, the effective date for the increase shall be the first day of the anniversary month.

8.5 **Longevity:**

Longevity increments are awarded to acknowledge continued satisfactory service with the District. A worker is eligible to receive a longevity increment after all the following criteria have been met.

8.5.1 The worker has received annual evaluations of satisfactory or above during each qualifying year. Any year during which an annual evaluation is below satisfactory shall not be considered a qualifying year and shall not be credited toward the next longevity increment. A worker who has received an annual evaluation which is below satisfactory shall be re-evaluated within six (6) months of the original evaluation, and if the subsequent evaluation is satisfactory, that year shall be considered a qualifying year and shall be credited toward the next longevity increment.

8.5.2 The worker has completed at least seven (7) consecutive years of service with the District.

8.5.3 A worker is eligible for a maximum of four (4) longevity increments, one after the completion of the eighth year, one after the completion of the thirteenth year, one after the completion of the eighteenth year, and one after the completion of the twenty-third year.

8.5.4 When all requirements have been met for receiving a longevity increment, the effective date for the increase shall be the first day of the anniversary month.
8.5.5 The increments will be paid at the completion of the year follows:

- Eighth Year $130 per month
- Thirteenth Year $140 per month
- Eighteenth Year $150 per month
- Twenty-third Year $170 per month

8.5.6 The SRA Program will end and all workers will be moved into the Longevity Program effective January 1, 2000.
STATEMENT OF PURPOSE

The primary purpose of the performance evaluation is employee development. The evaluation process serves as an opportunity for both the employee and the administrator to clarify expectations and goals for performance of the employee's job duties and responsibilities. It is important that this process be constructive and that the employee and administrator emerge with a mutual understanding of the standards and expectations of performance.

The Classified Performance Evaluation provides a written assessment of the employee's work performance and enhances communication between employee and administrator. The performance evaluation should communicate performance standards for the position and encourage growth and development/improvement of performance for the future.

TYPE OF EVALUATION

Probationary Evaluation

Probationary employees are evaluated three times during the first year of employment:

Second Month Evaluation

This evaluation is critical to the success of the employment relationship and should be carefully developed and discussed to identify areas of strength as well as those portions of the job that are challenging the employee.

Sixth Month Evaluation

This evaluation serves to recommend a step increase if the employee is performing satisfactorily. This mid-way evaluation should serve to clearly identify those areas in which the employee needs to improve to successfully complete probation. The administrator and employee should discuss specific work examples and agree on performance goals for the next three (CSEA) to five (SEIU) months.

Permanency Evaluation

This evaluation is to recommend "permanency" in the position. This evaluation is critical since it will change the employee's status from probationary to permanent. The administrator should carefully review the previous evaluations and assess the performance level to determine whether the employee can succeed in the position. The employee should carefully evaluate the duties and responsibilities of the position and the expectations of the administrator to determine whether the position is one in which the employee can succeed. If there is doubt about the successful performance, then permanency should not be recommended.

Annual Evaluation

Annual evaluations are conducted after an employee has successfully completed the probationary period. Annual evaluations are conducted prior to the increment date (if applicable). Satisfactory evaluations are necessary to receive step increases, service recognition awards or longevity awards. Annual evaluations are also used for:

- Service Recognition Awards - recommended after the employee has been at the top step of the salary level for three years.
- Longevity Awards - recommended prior to 8, 13, 18, or 23 years of service with the District.

Special Evaluation

Special evaluations may be conducted at any time at the request of the administrator or the employee.
Evaluation Process:

- Both the employee and the administrator have equal responsibility for initiating and maintaining a climate, work environment and relationship which encourages open communication and personal as well as professional growth.
- Human Resources will send the evaluation to the administrator and the employee three months prior to the due date.
- The administrator will schedule a meeting with the employee to discuss the process and the timeline to complete the evaluation.
- The administrator will complete the evaluation and give it to the employee for review, comment and signature.
- The employee has the right to attach written comments within ten days of receiving the evaluation. These comments will be forwarded to Human Resources, attached to the evaluation and placed in the employee personnel file.
- The employee will return the evaluation to the administrator who will sign and return it to Human Resources.
- The administrator or the employee may contact Human Resources at any time during the process for guidance and direction.

The evaluation process is a primary tool for assessing performance of an employee. It is important that the administrator make constructive comments aimed at supporting and encouraging growth. Both employee and administrator are to discuss the evaluation and have a clear understanding of the expectations of the position.

Instructions to the Administrator:

- Review the current job description. (Job Descriptions are available on the HR Server or contact the classification specialist)
- The administrator will schedule a meeting with the employee to discuss the process and the timeline to complete the evaluation.
- Complete the evaluation and schedule a conference at a time that will promote a meaningful dialogue between the administrator and the employee.
- Evaluate performance and not the person.
- Acknowledge and praise performance that contributes to the effectiveness of the division/program/department.
- Provide ongoing suggestions and assistance to help employee accomplish the assigned duties.
- Indicate training that would help enhance skills and enable the employee to perform more effectively.
- Identify those conditions which act as limitations or constraints to the performance of assigned duties.
- Provide comments in each category which reflect on the employee's performance.

Instructions to the Employee:

- Prepare for this process by reviewing your own performance during the previous year.
- Review your current job description with your administrator to determine the accuracy of this document as it relates to current duties. (Job Descriptions are available on the HR Server or contact the classification specialist)
- Discuss accomplishments and goals met during the evaluation period.
- Identify those conditions which act as limitations or constraints to the performance of assigned duties.
- Identify any training that would help you attain the desired performance standards or provide an opportunity for growth and development.
- Take advantage of the opportunity to provide feedback in the Employee Comment Section.
- Contact Human Resources or your union representative if you believe that the performance evaluation process has not been followed correctly.

NOTE: Failure to complete evaluations by the due date automatically advances the employee to the next step and/or permanency.
PERFORMANCE STANDARDS

Description of Performance Standards:

There are four (4) performance standards used in the performance evaluation of a classified employee. The following terms are to be reviewed and understood by both the employee and the administrator prior to the evaluation. It is important for consistency and enhanced communication that both administrator and employee operate with the same definition for each of the performance standards.

**Outstanding***

Performance reflects superior skills, knowledge and ability by consistently exceeding job requirements and often demonstrating exceptional performance. Makes unique and significant contributions to the department.

*This rating must be substantiated by supporting observations and examples.

**Good Solid Performance**

Performance meets the job description requirements. Employee consistently meets normally accepted standards and satisfactorily completes assignments. Employee achieves results one would expect taking into consideration training received and related background/experience.

**Needs Improvement***

Performance does not consistently meet standards; requires more direction and supervision to accomplish the task than normal; performs below minimum job requirements; does not meet performance expectations. Improvement required within a defined period of time to meet competent standards.

*This rating must be substantiated by supporting observations and examples and specific recommendations for improvement.

**Unacceptable***

Performance does not meet requirements of the job and seriously impacts department's effectiveness. Improvement in employee's performance is essential.

*This rating must be substantiated by supporting observations and examples and specific recommendations for improvement.
### PERFORMANCE INDICATORS

**INDICATORS ONE THROUGH ELEVEN MUST BE COMPLETED FOR ALL EVALUATIONS.**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of Duties</td>
<td></td>
<td>Demonstrates clear understanding and ability to perform the assigned job duties and has in-depth knowledge and technical expertise. Learns and masters applicable new skills and procedures.</td>
</tr>
<tr>
<td>2. Quality of Work/Accuracy</td>
<td></td>
<td>Performs at a high level of competency, accuracy and thoroughness. Uses initiative and creativity as appropriate in providing service.</td>
</tr>
<tr>
<td>3. Attendance/Punctuality</td>
<td></td>
<td>Schedules and uses leave in an appropriate manner that is sensitive to the department and workload priorities. Adheres to work schedule; reports to work on time.</td>
</tr>
</tbody>
</table>

**Remarks:**
4. Follow Through/Prioritize

Demonstrates good judgment in planning, organizing, and completing work.

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Good Solid Performance</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates exemplary skills in planning and organizing the completion of work.</td>
<td>Plans, organizes and completes work.</td>
<td>Insufficiently plans, is disorganized and completion of work is inconsistent.</td>
<td>Fails to plan, to organize and to complete work as required.</td>
</tr>
</tbody>
</table>

Remarks:

5. Cooperative/Team Player

Works well and effectively with others; responsive, positive attitude towards work; ability and willingness to work with associates, administrators and subordinates towards common goals; accommodating and dependable.

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Good Solid Performance</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively works with others to accomplish common tasks and reach goals.</td>
<td>Works well as a team member and contributes to the goal.</td>
<td>Reluctant to perform as team member. Unwilling to work with others towards common goals.</td>
<td>Uncooperative and will not perform as a team member. Action is detrimental to accomplishing goals.</td>
</tr>
</tbody>
</table>

Remarks:

6. Effectiveness/Efficiency

Demonstrates the ability to use time wisely in producing the volume or quantity of work required for the position.

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Good Solid Performance</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Results routinely exceed expectations in terms of time usage and quantity produced.</td>
<td>Completes assigned work and uses time wisely.</td>
<td>Uses time insufficiently and volume of work is insufficient.</td>
<td>Fails to accomplish tasks. Fails to use time efficiently. Unable to work on multiple tasks.</td>
</tr>
</tbody>
</table>

Remarks:

7. Flexibility

Demonstrates the ability to accommodate unexpected changes in the work routine.

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Good Solid Performance</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently goes above and beyond to meet the demands of the unexpected.</td>
<td>Appropriately modifies behavior and work methods in response to the unexpected.</td>
<td>Has difficulty in responding to changing conditions in the work place.</td>
<td>Unable or unwilling to respond to changing conditions in the work place.</td>
</tr>
</tbody>
</table>

Remarks:
8. Interpersonal/Communication Skills

The ability to listen, hear and respond in a sensitive, meaningful way that enhances mutual respect with others as the employee carries out his/her responsibilities.

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Good Solid Performance</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotes and builds excellent relationships with others.</td>
<td>Listens and responds effectively. Demonstrates respect for coworkers and others.</td>
<td>Lack of effective communication skills negatively impacts job performance.</td>
<td>Insensitive communication skills that cause conflict.</td>
</tr>
</tbody>
</table>

Remarks:

9. Demonstrated Sensitivity and Awareness To Diversity

Sensitivity to diverse populations that may require special effort and attention to provide equal and quality service; participates in activities designed to support a diverse working and learning environment; seeks ways to improve communication across areas of diversity.

<table>
<thead>
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<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of the challenges and opportunities that diversity brings to the workplace; works to develop relationships among diverse groups of workers and students.</td>
<td>Demonstrates support for the diversity of co-workers and students; seeks to understand differences and respects differences in the workplace.</td>
<td>Expects others to act and think the way he/she does; little effort to accommodate differences; impatient with those who are different.</td>
<td>Intolerant of those who are different; refuses to acknowledge or accommodate differences.</td>
</tr>
</tbody>
</table>

Remarks:

10. Safe Work Habits

Understanding and application of safe practices; observes safety rules. (i.e., lifting, storing, ergonomics, etc.)

<table>
<thead>
<tr>
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<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Models safe work habits. Identifies unsafe conditions and recommends solutions.</td>
<td>Practices safe work habits.</td>
<td>Neglects prescribed safety policies and procedures that define safe work habits.</td>
<td>Puts oneself, others and/or District at serious risk by failing to practice or ignoring safe work habits.</td>
</tr>
</tbody>
</table>

Remarks:

11. Adaptability

Demonstrates the ability to learn new tasks, develop new skills and to accept new ideas as the work environment changes over time.

<table>
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<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>Keeps abreast of current trends in area of expertise. Initiates the opportunity to adapt, and to learn new tasks.</td>
<td>Readily learns new tasks to keep current. Open to change and new ideas.</td>
<td>Is reluctant to adapt to a changing work environment.</td>
<td>Does not adapt to a changing work environment.</td>
</tr>
</tbody>
</table>

Remarks:
**THE FOLLOWING AREAS ARE OPTIONAL**

12. Leadership/Supervision

Effectively assigns and delegates work in a manner that promotes productive and quality work; motivates others to realize their potential; oversees systems/operations effectively.

- [ ] Not Applicable

<table>
<thead>
<tr>
<th></th>
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<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates good supervisory skills in directing and assigning work; is fair, consistent, and responsible; perceived as a leader by work group.</td>
<td>Takes initiative when necessary; sets example of self reliance and leadership; makes sound decisions; uses good judgement in the delegation or assignment of work.</td>
<td>Seldom takes initiative; cannot effectively delegate or assign work; perceived as unfair.</td>
<td>Uses bad, uninformed judgements and recommendations; fails to develop team among work unit; neglects oversight of operations.</td>
<td></td>
</tr>
</tbody>
</table>

Remarks:

13. Other Performance Indicators (Separately list all those that apply.)

Other performance indicators are defined as areas unique to the position.

Performance Indicator evaluated: _______________________________________

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Good Solid Performance</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
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<tr>
<td>Remarks:</td>
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</table>
Overall Rating Summary and Recommendations:
(To Be Completed by Administrator)

Employee Response/Comments:
(If applicable, employee should list any training requested, special accomplishments and goals for the upcoming year.)

**ADDITIONAL SHEETS MAY BE ATTACHED IF NECESSARY**

**SIGNATURE BLOCK**

☐ I agree with this evaluation. ☐ I disagree with this evaluation. ☐ I have read the evaluation and have no comment.

My signature acknowledges that I have read and discussed this evaluation with my administrator. I know that this evaluation will become part of my personnel file and that I have the right to attach written comments within ten days that will also be added to my file.

Employee’s Signature ___________________________ Date ___________

My signature indicates that I have discussed this Performance Evaluation with the employee.

Administrator’s Signature ___________________________ Date ___________

<table>
<thead>
<tr>
<th>Instructions from Administrator to Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTION RECOMMENDED – PROBATIONARY EMPLOYEE</td>
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<tr>
<td>Continuation Recommended</td>
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</table>
Supervisor Evaluations
(Teamsters)

- Performance Evaluation Chart
- Supervisor Evaluations / Chapters 2 & 3
- Evaluation Form
<table>
<thead>
<tr>
<th>Type of Employee</th>
<th>Timeline</th>
<th>Purpose</th>
<th>Consequence</th>
<th>Reference (Supervisor Employee Handbook)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisory Unit</td>
<td>3rd Month</td>
<td>Evaluate work/progress towards permanency</td>
<td>Continued employment</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>New Employee</td>
<td>6th Month</td>
<td>Evaluate work/progress towards permanency</td>
<td>Continued employment</td>
<td></td>
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<tr>
<td></td>
<td>11th Month</td>
<td>Evaluate for permanency</td>
<td>Permanency or Termination; Advancement on Salary Schedule</td>
<td></td>
</tr>
<tr>
<td>Supervisory Unit</td>
<td>Annually</td>
<td>Clarify expectations and goals; enhance communication; identify training needs; communicate performance standards to encourage growth and development</td>
<td>Step advancement and longevity increments</td>
<td></td>
</tr>
<tr>
<td>Permanent Employee</td>
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</table>
As referenced in Chapters 2 and 3 of the Supervisor Employee Handbook, the following information contains information and the process of evaluation for supervisors.

2A. **Probationary Employment:**

Supervisors who are employed for the first time or are re-employed by the District after resignation serve for a period of one year from the date of employment or re-employment as probationary supervisors. At the end of the third and sixth months of employment they will receive written evaluations of their work and their progress towards permanency.

A probationary supervisor may be released at any time that the supervising administrator and the Office of Human Resources determine that the supervisor’s performance is unsatisfactory. The notice of release will be presented to the supervisor in writing. The probationary supervisor shall receive five (5) days notice or five (5) days pay. The five days does not extend the probationary period.

**Promotional Probationary Period:**

For a permanent supervisor who changes job classification due to promotion, probation shall be for six months, unless the supervisor is released from the new job before this time. At the end of the third month on the new job, the supervisor shall receive a written evaluation of his/her performance and progress towards permanency. The supervisor retains permanent status in the District and is only probationary in the new job. If he/she is released from the new job during the six month probationary period, the Director of Human Resources shall assign the supervisor to a position in the class in which he/she holds permanency. He/she will be reinstated as a permanent supervisor, and his/her seniority at the higher position shall be credited to his/her seniority in the lower class.

2H. **Evaluation of Performance:**

Evaluations of supervisor performance are made on a regular schedule. The evaluation process serves as an opportunity for both the supervisor and the administrator to clarify expectations and goals for performance of the supervisor’s job duties and responsibilities. The evaluation is a written assessment of the supervisor’s performance and enhances communication between the supervisor and administrator. The performance evaluation should communicate performance standards for the position and encourage growth and development/improvement of performance for the future. Each evaluation must be signed by the supervising administrator and the supervisor to indicate that it has been discussed. The supervisor may comment in writing on the evaluation form (within 10 days of receipt of the evaluation), which then is filed in the official personnel file. (See Appendix E in the Supervisor’s Handbook for process and forms)
3C. **Advancement on Salary Schedule:**

A supervisor will advance to the next step of the salary schedule on the first calendar month following the completion of the first twelve months of service, provided that he/she received from the supervising administrator a satisfactory rating. If the supervising administrator has not completed the evaluation and given a copy to the supervisor by the date when the supervisor is scheduled to receive the step increase, the increase shall be granted automatically.

A supervisor’s first month of service will be the month during which he/she begins work providing he/she renders service before the 11th of the month. In all other cases, the supervisor’s first month of service will be the calendar month following the date on which he/she begins work.

A supervisor will advance to subsequent steps as he/she completes an additional year of service with a satisfactory rating on the annual evaluation. A year for 12-month supervisors is 12-months; for 11-months supervisors, 11 months; for 10-month supervisors, 10 months. A supervisor’s anniversary date for salary increments shall be the anniversary of his/her first month of service after completing twelve months in a class. Any month during the supervisor’s work year during which he/she is not paid in status will not count toward the anniversary date and will advance it by one month. A supervisor who demonstrates exceptional ability as a supervisor of the District may be given double advancement on recommendation of the supervising administrator and with the approval of the Director of Human Resources, the President, or the Chancellor.

3D. **Longevity:**

Longevity increments are awarded to acknowledge continued satisfactory service with the District. A supervisor is eligible to receive a longevity increment after all the following criteria have been met.

1. The supervisor has received annual evaluations of satisfactory (good solid performance) or above during each qualifying year. Any year during which an annual evaluation is below satisfactory shall not be considered a qualifying year and shall not be credited toward the next longevity increment. A supervisor who has received an annual evaluation which is below satisfactory shall be re-evaluated within six (6) months of the original evaluation and, if the subsequent evaluation is satisfactory, the year shall be considered a qualifying year and shall be credited toward the next longevity increment.

2. The supervisor has completed at least seven (7) consecutive years of service with the District.

A supervisor is eligible for a maximum of four (4) longevity increments, one after the completion of the eighth year, one after the completion of the thirteenth year, one after the completion of eighteenth year, and one after the completion of the twenty-third year.

When all requirements have been met for receiving a longevity increment, the effective date for the increase shall be the first day of the anniversary month.
The increments will be paid at the completion of the years as follows:

- Eighth Year: $130 per month
- Thirteenth Year: $140 per month
- Eighteenth Year: $150 per month
- Twenty-third Year: $170 per month

The SRA Program will end and all workers will be moved into the Longevity Program effective January 1, 2000.
As referenced in Appendix B, Evaluation Procedures and Forms, of the Supervisor Employee Handbook, the process of evaluation for supervisors follows:

**STATEMENT OF PURPOSE**

The primary purpose of the performance evaluation is employee development. The evaluation process serves as an opportunity for both the employee and the administrator to clarify expectations and goals for performance of the employee's job duties and responsibilities. It is important that this process be constructive and that the employee and administrator emerge with a mutual understanding of the standards and expectations of performance.

The Classified Performance Evaluation provides a written assessment of the employee's work performance and enhances communication between employee and administrator. The performance evaluation should communicate performance standards for the position and encourage growth and development/improvement of performance for the future.

**TYPE OF EVALUATION**

**Probationary Evaluation:**

Probationary employees are evaluated three times during the first year of employment:

**Second Month Evaluation:**

This evaluation is critical to the success of the employment relationship and should be carefully developed and discussed to identify areas of strength as well as those portions of the job that are challenging the employee.

**Sixth Month Evaluation:**

This evaluation serves to recommend a step increase if the employee is performing satisfactorily. This mid-way evaluation should serve to clearly identify those areas in which the employee needs to improve to successfully complete probation. The administrator and employee should discuss specific work examples and agree on performance goals for the next three to five months.

**Permanency Evaluation:**

This evaluation is to recommend "permanency" in the position. This evaluation is critical since it will change the employee's status from probationary to permanent. The administrator should carefully review the previous evaluations and assess the performance level to determine whether the employee can succeed in the position. The employee should carefully evaluate the duties and responsibilities of the position and the expectations of the administrator to determine whether the position is one in which the employee can succeed. If there is doubt about the successful performance, then permanency should not be recommended.
Annual Evaluation:

Annual evaluations are conducted after an employee has successfully completed the probationary period. Annual evaluations are conducted prior to the increment date (if applicable). Satisfactory evaluations are necessary to receive step increases, service recognition awards or longevity awards. Annual evaluations are also used for:

- Service Recognition Awards - recommended after the employee has been at the top step of the salary level for three years.
- Longevity Awards - recommended prior to 8, 13, 18, or 23 years of service with the District.

Special Evaluation:

Special evaluations may be conducted at any time at the request of the administrator or the employee.

INSTRUCTIONS

Evaluation Process:

- Both the employee and the administrator have equal responsibility for initiating and maintaining a climate, work environment and relationship which encourages open communication and personal as well as professional growth.
- Human Resources will send the evaluation to the administrator and the employee three months prior to the due date.
- The administrator will schedule a meeting with the employee to discuss the process and the timeline to complete the evaluation.
- The administrator will complete the evaluation and give it to the employee for review, comment and signature.
- The employee has the right to attach written comments within ten days of receiving the evaluation. These comments will be forwarded to Human Resources, attached to the evaluation and placed in the employee personnel file.
- The employee will return the evaluation to the administrator who will sign and return it to Human Resources.
- The administrator or the employee may contact Human Resources at any time during the process for guidance and direction.

The evaluation process is a primary tool for assessing performance of an employee. It is important that the administrator make constructive comments aimed at supporting and encouraging growth. Both employee and administrator are to discuss the evaluation and have a clear understanding of the expectations of the position.

Instructions to the Administrator:

- Review the current job description. (Job Descriptions are available on the HR Server or contact the classification specialist)
- The administrator will schedule a meeting with the employee to discuss the process and the timeline to complete the evaluation.
- Complete the evaluation and schedule a conference at a time that will promote a meaningful dialogue between the administrator and the employee.
- Evaluate performance and not the person.
• Acknowledge and praise performance that contributes to the effectiveness of the division/program/department.
• Provide ongoing suggestions and assistance to help employee accomplish the assigned duties.
• Indicate training that would help enhance skills and enable the employee to perform more effectively.
• Identify those conditions which act as limitations or constraints to the performance of assigned duties.
• Provide comments in each category which reflect on the employee’s performance.

Instructions to the Employee:

• Prepare for this process by reviewing your own performance during the previous year.
• Review your current job description with your administrator to determine the accuracy of this document as it relates to current duties. (Job Descriptions are available on the HR Server or contact the classification specialist)
• Discuss accomplishments and goals met during the evaluation period.
• Identify those conditions which act as limitations or constraints to the performance of assigned duties.
• Identify any training that would help you attain the desired performance standards or provide an opportunity for growth and development.
• Take advantage of the opportunity to provide feedback in the Employee Comment Section.
• Contact Human Resources or your union representative if you believe that the performance evaluation process has not been followed correctly.

NOTE: Failure to complete evaluations by the due date automatically advances the employee to the next step and/or permanency.

PERFORMANCE STANDARDS

Description of Performance Standards:

There are four (4) performance standards used in the performance evaluation of a classified employee. The following terms are to be reviewed and understood by both the employee and the administrator prior to the evaluation. It is important for consistency and enhanced communication that both administrator and employee operate with the same definition for each of the performance standards.

Outstanding*

Performance reflects superior skills, knowledge and ability by consistently exceeding job requirements and often demonstrating exceptional performance. Makes unique and significant contributions to the department.

*This rating must be substantiated by supporting observations and examples.
Good Solid Performance

Performance meets the job description requirements. Employee consistently meets normally accepted standards and satisfactorily completes assignments. Employee achieves results one would expect taking into consideration training received and related background/experience.

Needs Improvement*

Performance does not consistently meet standards; requires more direction and supervision to accomplish the task than normal; performs below minimum job requirements; does not meet performance expectations. Improvement required within a defined period of time to meet competent standards.

*This rating must be substantiated by supporting observations and examples and specific recommendations for improvement.

Unacceptable*

Performance does not meet requirements of the job and seriously impacts department's effectiveness. Improvement in employee's performance is essential.

*This rating must be substantiated by supporting observations and examples and specific recommendations for improvement.
### Classified Performance Evaluation

**Foothill-De Anza Community College District**

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<tr>
<th>EMPLOYEE NAME</th>
<th>CAMPUS</th>
<th>LEVEL/STEP</th>
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<th>ADMINISTRATOR</th>
<th>HIRE DATE</th>
<th>INCREMENT DATE</th>
<th>DATE ISSUED</th>
<th>DATE DUE</th>
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**PROBATIONARY EMPLOYEE EVALUATION**

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<th>SIXTH MONTH</th>
<th>PERMANENCY</th>
<th>PERMANENT EMPLOYEE EVALUATION</th>
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<td>Annual</td>
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### PERFORMANCE INDICATORS

**INDICATORS ONE THROUGH ELEVEN MUST BE COMPLETED FOR ALL EVALUATIONS.**

#### 1. Knowledge of Duties

Demonstrates clear understanding and ability to perform the assigned job duties and has in-depth knowledge and technical expertise. Learns and masters applicable new skills and procedures.

- **Outstanding**
- **Good Solid Performance**
- **Needs Improvement**
- **Unacceptable**

- Demonstrates a mastery of breadth and depth of knowledge. Is regarded as an expert.
- Has good knowledge of job responsibilities and meets standards.
- Deficient in knowledge and has limited awareness of job duties.
- Lacks required knowledge to perform job. Work is consistently below standards.

Remarks:

#### 2. Quality of Work/Accuracy

Performs at a high level of competency, accuracy and thoroughness. Uses initiative and creativity as appropriate in providing service.

- **Outstanding**
- **Good Solid Performance**
- **Needs Improvement**
- **Unacceptable**

- Demonstrates exemplary work and a high level of accuracy and creativity. Work is consistently of high quality.
- Produces quality results. Work is accurate and thorough. Pays attention to detail.
- Quality of work is below standard. Requires direction.
- Accuracy and competency is not demonstrated. Constant supervision is required.

Remarks:

#### 3. Attendance/Punctuality

Schedules and uses leave in an appropriate manner that is sensitive to the department and workload priorities. Adheres to work schedule; reports to work on time.

- **Outstanding**
- **Good Solid Performance**
- **Needs Improvement**
- **Unacceptable**

- Attendance is exemplary and uses good judgment in scheduling leave.
- Attendance is reliable and gives proper notice in advance of foreseeable absences.
- Frequently late/absent from work and does not use good judgment in scheduling leave.

Remarks:
4. Follow Through/Prioritize

Demonstrates good judgment in planning, organizing, and completing work.

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<th>Outstanding</th>
<th>Good Solid Performance</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Demonstrates exemplary skills in planning and organizing the completion of work.</td>
<td>Plans, organizes and completes work.</td>
<td>Insufficiently plans, is disorganized and completion of work is inconsistent.</td>
<td>Fails to plan, to organize and to complete work as required.</td>
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Remarks:

5. Cooperative/Team Player

Works well and effectively with others; responsive, positive attitude towards work; ability and willingness to work with associates, administrators and subordinates towards common goals; accommodating and dependable.

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<th>Needs Improvement</th>
<th>Unacceptable</th>
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<tr>
<td>Actively works with others to accomplish common tasks and reach goals.</td>
<td>Works well as a team member and contributes to the goal.</td>
<td>Reluctant to perform as team member. Unwilling to work with others towards common goals.</td>
<td>Uncooperative and will not perform as a team member. Action is detrimental to accomplishing goals.</td>
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Remarks:

6. Effectiveness/Efficiency

Demonstrates the ability to use time wisely in producing the volume or quantity of work required for the position.

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<th>Unacceptable</th>
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<td>Completes assigned work and uses time wisely.</td>
<td>Uses time inefficiently and volume of work is insufficient.</td>
<td>Fails to accomplish tasks. Fails to use time efficiently. Unable to work on multiple tasks.</td>
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Remarks:

7. Flexibility

Demonstrates the ability to accommodate unexpected changes in the work routine.

<table>
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<tr>
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<th>Unacceptable</th>
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<tr>
<td>Consistently goes above and beyond to meet the demands of the unexpected.</td>
<td>Appropriately modifies behavior and work methods in response to the unexpected.</td>
<td>Has difficulty in responding to changing conditions in the work place.</td>
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Remarks:
8. Interpersonal Communication Skills

The ability to listen, hear and respond in a sensitive, meaningful way that enhances mutual respect with others as the employee carries out his/her responsibilities.

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<tr>
<td>Promotes and builds excellent relationships with others.</td>
<td>Listens and responds effectively. Demonstrates respect for coworkers and others.</td>
<td>Lack of effective communication skills negatively impacts job performance.</td>
<td>Insensitive communication skills that cause conflict.</td>
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Remarks:

9. Demonstrated Sensitivity and Awareness To Diversity

Sensitivity to diverse populations that may require special effort and attention to provide equal and quality service; participates in activities designed to support a diverse working and learning environment; seeks ways to improve communication across areas of diversity.

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<td>Demonstrates an understanding of the challenges and opportunities that diversity brings to the workplace; works to develop relationships among diverse groups of workers and students.</td>
<td>Demonstrates support for the diversity of co-workers and students; seeks to understand differences and respects differences in the workplace.</td>
<td>Expects others to act and think the way he/she does; little effort to accommodate differences; impatient with those who are different.</td>
<td>Intolerant of those who are different; refuses to acknowledge or accommodate differences.</td>
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Remarks:

10. Safe Work Habits

Understanding and application of safe practices; observes safety rules (i.e., lifting, storing, ergonomics, etc.)

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<td>Models safe work habits. Identifies unsafe conditions and recommends solutions.</td>
<td>Practices safe work habits</td>
<td>Neglects prescribed safety policies and procedures that define safe work habits.</td>
<td>Puts oneself, others and/or District at serious risk by failing to practice or ignoring safe work habits.</td>
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Remarks:

11. Adaptability

Demonstrates the ability to learn new tasks, develop new skills and to accept new ideas as the work environment changes over time.

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<td>Readily learns new tasks to keep current. Open to change and new ideas.</td>
<td>Is reluctant to adapt to a changing work environment.</td>
<td>Does not adapt to a changing work environment.</td>
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Remarks:
THE FOLLOWING AREAS ARE OPTIONAL

12. Leadership/Supervision

Effectively assigns and delegates work in a manner that promotes productive and quality work; motivates others to realize their potential; oversees systems/operations effectively.

☐ Not Applicable

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<td>Demonstrates good supervisory skills in directing and assigning work; is fair, consistent, and responsible; perceived as a leader by work group.</td>
<td>Takes initiative when necessary; sets example of self-reliance and leadership; makes sound decisions; uses good judgement in the delegation or assignment of work.</td>
<td>Seldom takes initiative; cannot effectively delegate or assign work; perceived as unfair.</td>
<td>Uses bad, uninformed judgements and recommendations; fails to develop team among work unit; neglects oversight of operations.</td>
</tr>
</tbody>
</table>

Remarks:

13. Other Performance Indicators (Separately list all those that apply.)

Other performance indicators are defined as areas unique to the position.

Performance Indicator evaluated:

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<tr>
<td>Remarks:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SUMMARY

Overall Rating Summary and Recommendations:
(To Be Completed by Administrator)

Employee Response/Comments:
(If applicable, employee should list any training requested, special accomplishments and goals for the upcoming year.)

ADDITIONAL SHEETS MAY BE ATTACHED IF NECESSARY

SIGNATURE BLOCK

☐ I agree with this evaluation. ☐ I disagree with this evaluation. ☐ I have read the evaluation and have no comment.

My signature acknowledges that I have read and discussed this evaluation with my administrator. I know that this evaluation will become part of my personnel file and that I have the right to attach written comments within ten days that will also be added to my file.

Employee's Signature

Date

My signature indicates that I have discussed this Performance Evaluation with the employee.

Administrator's Signature

Date

Instructions from Administrator to Human Resources

<table>
<thead>
<tr>
<th>ACTION RECOMMENDED – PROBATIONARY EMPLOYEE</th>
<th>ACTION RECOMMENDED – PERMANENT EMPLOYEE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Annual Evaluation – No Action Required</td>
</tr>
<tr>
<td>Continuation Recommended</td>
<td>Yes</td>
</tr>
<tr>
<td>Step Increase Recommended (six month)</td>
<td>Yes</td>
</tr>
<tr>
<td>Performance Recommended</td>
<td>Yes</td>
</tr>
<tr>
<td>Dismissal Recommended</td>
<td>Yes</td>
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</table>
Confidential Employee Evaluations

- Performance Evaluation Chart

- Confidential Evaluations / Chapters 2 & 4

- Evaluation Form
## PERFORMANCE EVALUATION CHART

### CONFIDENTIAL EMPLOYEES

<table>
<thead>
<tr>
<th>Type of Employee</th>
<th>Timeline</th>
<th>Purpose</th>
<th>Consequence</th>
<th>Reference (Confidential Employees Handbook)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Employee</td>
<td>2\textsuperscript{nd} Month</td>
<td>Provide feedback on performance; suggest areas of improvement; acknowledge areas of strength</td>
<td>Continued employment</td>
<td>Chapter 2, Section A, B, C and Chapter 4, Section B</td>
</tr>
<tr>
<td></td>
<td>5\textsuperscript{th} Month</td>
<td>Provide feedback on performance; suggest areas of improvement; acknowledge areas of strength</td>
<td>Advancement on salary schedule @ 6\textsuperscript{th} month</td>
<td></td>
</tr>
<tr>
<td>Permanent Employee</td>
<td>11\textsuperscript{th} Month</td>
<td>Evaluate for permanency</td>
<td>Permanency or Termination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annually</td>
<td>Performance review; acknowledge strengths; identify training needs</td>
<td>Step advancement and longevity increments</td>
<td></td>
</tr>
</tbody>
</table>
As referenced in Chapters 2 and 4 of the Confidential Employees Handbook, the following information contains information and the process of evaluation for confidential employees.

2A. **Probationary Status:**

1. A person who is employed as a confidential employee for the first time or who is re-employed by the District after a break in service of any length shall serve for a period of one year as a probationary confidential employee.

2. Each confidential employee shall be evaluated at the end of the second, fifth and eleventh month of his/her one year probationary employment period. He/she will receive written evaluations of his/her work and progress toward permanency.

3. These performance evaluations are designed to provide valuable feedback to the confidential employee relative to performance, suggestions for areas that need strengthening, if any, and to acknowledge the strengths which make the confidential employee of special value to the District. Each evaluation must be signed by the supervisor and by the confidential employee to indicate that it has been read and discussed.

4. In signing, the confidential employee is not required to agree with or accept the terms of the document, but acknowledges that he/she has read and discussed the evaluation. The confidential employee may comment in writing on the evaluation form, which is then filed in the personnel file.

5. During the eleventh month of employment with the District, the confidential employee’s performance shall be reviewed for recommendation to permanent status. The District shall determine whether it will continue to require his/her services for an indefinite period. If the employee’s supervisor believes that the employee should, continue employment in the District, permanency shall be recommended in writing through the regular evaluation procedures to Human Resources. If the supervisor does not recommend that a confidential employee be granted permanency, termination of employment shall be recommended.

6. A probationary employee may be released at any time that the supervising administrator in consultation with the Vice Chancellor of Human Resources determines that the employee’s performance is unsatisfactory. The notice of release will be presented to the employee in writing. The probationary employee shall receive five (5) days notice or five (5) days pay. This five days does not extend the probationary period. The employment of a probationary confidential employee may be terminated at any time that the supervisor, in consultation with the Vice Chancellor of Human Resources or designee determine that the termination is appropriate. The notice of termination shall be presented to the confidential employee in writing.
B. **Permanent Status:**

1. If the supervising administrator determines that employment will be continued, permanency will be recommended in writing through the regular evaluation process and will be approved by the appropriate administrator and the Office of Human Resources. This decision will be reviewed with the employee.

2. If the supervising administrator does not recommend that the employee be granted permanency, employment shall be terminated.

3. Permanent confidential employees receive annual performance evaluations in accordance with established procedures as discussed in Appendix H. The purpose of evaluations is for employees to receive frank and constructive comments both in writing and in interview so they are kept aware of inadequacies, suggestions for correcting them, and of strengths which make them of special value to the District. Each evaluation must be signed by the supervising manager and the employee to indicate that it has been read and discussed. The employee may comment in writing on the evaluation form, which then is filed in the official personnel file.

4. Once the employee has been granted permanency, he/she may only be dismissed for cause.

5. A permanent employee remains subject to layoff for lack of work or lack of funds in accordance with his/her seniority and displacement rights, if any.

C. **Promotional Probationary Period:**

For a permanent confidential employee who changes job classification due to promotion, probation shall be for six months, unless the employee is released from the new job before this time. At the end of the second month in the new position, the employee shall receive a written evaluation of his/her performance and progress towards permanency. The employee retains permanent status in the District and is only probationary in the new position. If he/she is released from the new position during the six month probationary period, the Vice Chancellor of Human Resources shall assign the worker to a position in the class in which he/she holds permanency. He/she will be reinstated as a permanent employee, and his/her seniority at the higher position shall be credited to his/her seniority in the lower class.

4B. **Longevity Awards:**

1. Longevity increments are awarded to acknowledge continued satisfactory service with the District. A confidential employee is eligible to receive a longevity increment after all the following criteria have been met:

   - The employee has received annual evaluations of satisfactory or above during each qualifying year. Any year during which an annual evaluation is below satisfactory shall not be considered a qualifying year and shall not be credited toward the next longevity increment. A employee who has received an annual evaluation which is below satisfactory shall be re-evaluated within six (6)
months of the original evaluation and, if the subsequent evaluation is satisfactory, that year shall be considered a qualifying year and shall be credited toward the next longevity increment. A supervisor's failure to perform an evaluation shall not be reason for denying the employee a longevity award.

2. Increment dates are based on consecutive years of service with the District.

3. An employee is eligible for a maximum of four (4) longevity increments, one after the completion of the eighth year, one after the completion of the thirteenth year, one after the completion of the eighteenth year, and one after the completion of the twenty-third year.

4. When all requirements have been met for receiving a longevity increment, the effective date for the increase shall be the first day of the anniversary month.

5. The increments will be paid at the completion of the following years:

   - Eighth Year $130 per month
   - Thirteenth Year $140 per month
   - Eighteenth Year $150 per month
   - Twenty-third Year $170 per month

6. Employees who have awards under the previous SRA program shall receive the amount equal to the difference between their current award amount and $100 per month at the eighth year, $225 per month at the thirteenth year, $375 per month at the eighteenth year, and $550 per month at the twenty-third year.

7. All awards earned under a previous salary schedule remain with the confidential employee.
STATEMENT OF PURPOSE

The primary purpose of the performance evaluation is employee development. The evaluation process serves as an opportunity for both the employee and the administrator to clarify expectations and goals for performance of the employee’s job duties and responsibilities. It is important that this process be constructive and that the employee and administrator emerge with a mutual understanding of the standards and expectations of performance.

The Classified Performance Evaluation provides a written assessment of the employee’s work performance and enhances communication between employee and administrator. The performance evaluation should communicate performance standards for the position and encourage growth and development/improvement of performance for the future.

TYPE OF EVALUATION

Probationary Evaluation:

Probationary employees are evaluated three times during the first year of employment:

Second Month Evaluation:

This evaluation is critical to the success of the employment relationship and should be carefully developed and discussed to identify areas of strength as well as those portions of the job that are challenging the employee.

Fifth Month Evaluation:

This evaluation serves to recommend a step increase if the employee is performing satisfactorily. This mid-way evaluation should serve to clearly identify those areas in which the employee needs to improve to successfully complete probation. The administrator and employee should discuss specific work examples and agree on performance goals for the next three to five months.

Permanency Evaluation:

This evaluation is to recommend “permanency” in the position. This evaluation is critical since it will change the employee’s status from probationary to permanent. The administrator should carefully review the previous evaluations and assess the performance level to determine whether the employee can succeed in the position. The employee should carefully evaluate the duties and responsibilities of the position and the expectations of the administrator to determine whether the position is one in which the employee can succeed. If there is doubt about the successful performance, then permanency should not be recommended.
Annual Evaluation:

Annual evaluations are conducted after an employee has successfully completed the probationary period. Annual evaluations are conducted prior to the increment date (if applicable). Satisfactory evaluations are necessary to receive step increases, service recognition awards or longevity awards. Annual evaluations are also used for:

- Service Recognition Awards - recommended after the employee has been at the top step of the salary level for three years.
- Longevity Awards - recommended prior to 8, 13, 18, or 23 years of service with the District.

Special Evaluation:

Special evaluations may be conducted at any time at the request of the administrator or the employee.

INSTRUCTIONS

Evaluation Process:

- Both the employee and the administrator have equal responsibility for initiating and maintaining a climate, work environment and relationship which encourages open communication and personal as well as professional growth.
- Human Resources will send the evaluation to the administrator and the employee three months prior to the due date.
- The administrator will schedule a meeting with the employee to discuss the process and the timeline to complete the evaluation.
- The administrator will complete the evaluation and give it to the employee for review, comment and signature.
- The employee has the right to attach written comments within ten days of receiving the evaluation. These comments will be forwarded to Human Resources, attached to the evaluation and placed in the employee personnel file.
- The employee will return the evaluation to the administrator who will sign and return it to Human Resources.
- The administrator or the employee may contact Human Resources at any time during the process for guidance and direction.

The evaluation process is a primary tool for assessing performance of an employee. It is important that the administrator make constructive comments aimed at supporting and encouraging growth. Both employee and administrator are to discuss the evaluation and have a clear understanding of the expectations of the position.

Instructions to the Administrator:

- Review the current job description. (Job Descriptions are available on the HR Server or contact the classification specialist)
- The administrator will schedule a meeting with the employee to discuss the process and the timeline to complete the evaluation.
- Complete the evaluation and schedule a conference at a time that will promote a meaningful dialogue between the administrator and the employee.
- Evaluate performance and not the person.
• Acknowledge and praise performance that contributes to the effectiveness of the division/program/department.
• Provide ongoing suggestions and assistance to help employee accomplish the assigned duties.
• Indicate training that would help enhance skills and enable the employee to perform more effectively.
• Identify those conditions which act as limitations or constraints to the performance of assigned duties.
• Provide comments in each category which reflect on the employee's performance.

Instructions to the Employee:

• Prepare for this process by reviewing your own performance during the previous year.
• Review your current job description with your administrator to determine the accuracy of this document as it relates to current duties. (Job Descriptions are available on the HR Server or contact the classification specialist)
• Discuss accomplishments and goals met during the evaluation period.
• Identify those conditions which act as limitations or constraints to the performance of assigned duties.
• Identify any training that would help you attain the desired performance standards or provide an opportunity for growth and development.
• Take advantage of the opportunity to provide feedback in the Employee Comment Section.
• Contact Human Resources or your union representative if you believe that the performance evaluation process has not been followed correctly.

NOTE: Failure to complete evaluations by the due date automatically advances the employee to the next step and/or permanency.

PERFORMANCE STANDARDS

Description of Performance Standards:

There are four (4) performance standards used in the performance evaluation of a classified employee. The following terms are to be reviewed and understood by both the employee and the administrator prior to the evaluation. It is important for consistency and enhanced communication that both administrator and employee operate with the same definition for each of the performance standards.

Outstanding*

Performance reflects superior skills, knowledge and ability by consistently exceeding job requirements and often demonstrating exceptional performance. Makes unique and significant contributions to the department.

*This rating must be substantiated by supporting observations and examples.

Good Solid Performance

Performance meets the job description requirements. Employee consistently meets normally accepted standards and satisfactorily completes assignments. Employee achieves results one would expect taking into consideration training received and related background/experience.
Needs Improvement*

Performance does not consistently meet standards; requires more direction and supervision to accomplish the task than normal; performs below minimum job requirements; does not meet performance expectations. Improvement required within a defined period of time to meet competent standards.

*This rating must be substantiated by supporting observations and examples and specific recommendations for improvement.

Unacceptable*

Performance does not meet requirements of the job and seriously impacts department's effectiveness. Improvement in employee's performance is essential.

*This rating must be substantiated by supporting observations and examples and specific recommendations for improvement.
## Classified Performance Evaluation

**Foothill-De Anza Community College District**

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>CAMPUS</th>
<th>LEVEL/STEP</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CS</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>ADMINISTRATOR</th>
<th>HIRE DATE</th>
<th>INCREMENT DATE</th>
<th>DATE ISSUED</th>
<th>DATE DUE</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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<tr>
<th>PROBATIONARY EMPLOYEE EVALUATION</th>
<th>PERMANENT EMPLOYEE EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECOND MONTH</td>
<td>SIXTH MONTH</td>
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<tr>
<td></td>
<td></td>
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</table>

## PERFORMANCE INDICATORS

**INDICATORS ONE THROUGH ELEVEN MUST BE COMPLETED FOR ALL EVALUATIONS.**

### 1. Knowledge of Duties

Demonstrates clear understanding and ability to perform the assigned job duties and has in-depth knowledge and technical expertise. Learns and masters applicable new skills and procedures.

- **Outstanding**
- **Good Solid Performance**
- **Needs Improvement**
- **Unacceptable**

Demonstrates a mastery of breadth and depth of knowledge. Is regarded as an expert.  
Has good knowledge of job responsibilities and meets standards.  
Deficient in knowledge and has limited awareness of job duties.  
Lacks required knowledge to perform job. Work is consistently below standards.

**Remarks:**

### 2. Quality of Work/Accuracy

Performs at a high level of competency, accuracy and thoroughness. Uses initiative and creativity as appropriate in providing service.

- **Outstanding**
- **Good Solid Performance**
- **Needs Improvement**
- **Unacceptable**

Demonstrates exemplary work and a high level of accuracy and creativity. Work is consistently of high quality.  
Produces quality results. Work is accurate and thorough. Pays attention to detail.  
Quality of work is below standard. Requires direction.  
Accuracy and competency is not demonstrated. Constant supervision is required.

**Remarks:**

### 3. Attendance/Punctuality

Schedules and uses leave in an appropriate manner that is sensitive to the department and workload priorities. Adheres to work schedule; reports to work on time.

- **Outstanding**
- **Good Solid Performance**
- **Needs Improvement**
- **Unacceptable**

Attendance is exemplary and uses good judgment in scheduling leave.  
Attendance is reliable and gives proper notice in advance of foreseeable absences.  
Frequently late/absent from work and does not use good judgment in scheduling leave.  
High absenteeism. Ignores leave guidelines. Absenteeism adversely affects work environment.

**Remarks:**

---

66
### 4. Follow Through/Prioritize

Demonstrates good judgment in planning, organizing, and completing work.

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<tr>
<td>Demonstrates exemplary skills in planning and organizing the completion of work.</td>
<td>Plans, organizes and completes work.</td>
<td>Insufficiently plans, is disorganized and completion of work is inconsistent.</td>
<td>Fails to plan, to organize and to complete work as required.</td>
</tr>
</tbody>
</table>

Remarks:

### 5. Cooperative/Team Player

Works well and effectively with others; responsive, positive attitude towards work; ability and willingness to work with associates, administrators and subordinates towards common goals; accommodating and dependable.

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<td>Actively works with others to accomplish common tasks and reach goals.</td>
<td>Works well as a team member and contributes to the goal.</td>
<td>Reluctant to perform as team member. Unwilling to work with others towards common goals.</td>
<td>Uncoooperative and will not perform as a team member. Action is detrimental to accomplishing goals.</td>
</tr>
</tbody>
</table>

Remarks:

### 6. Effectiveness/Efficiency

Demonstrates the ability to use time wisely in producing the volume or quantity of work required for the position.

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Remarks:

### 7. Flexibility

Demonstrates the ability to accommodate unexpected changes in the work routine.

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<td>Appropriately modifies behavior and work methods in response to the unexpected.</td>
<td>Has difficulty in responding to changing conditions in the work place.</td>
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8. Interpersonal Communication Skills

The ability to listen, hear and respond in a sensitive, meaningful way that enhances mutual respect with others as the employee carries out his/her responsibilities.

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<td>Listens and responds effectively. Demonstrates respect for coworkers and others.</td>
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Remarks:

9. Demonstrated Sensitivity and Awareness To Diversity

Sensitivity to diverse populations that may require special effort and attention to provide equal and quality service; participates in activities designed to support a diverse working and learning environment; seeks ways to improve communication across areas of diversity.

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<td>Demonstrates an understanding of the challenges and opportunities that diversity brings to the workplace; works to develop relationships among diverse groups of workers and students.</td>
<td>Demonstrates support for the diversity of co-workers and students; seeks to understand differences and respects differences in the workplace.</td>
<td>Expects others to act and think the way he/she does; little effort to accommodate differences; impatient with those who are different.</td>
<td>Intolerant of those who are different; refuses to acknowledge or accommodate differences.</td>
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Remarks:

10. Safe Work Habits

Understanding and application of safe practices; observes safety rules. (i.e., lifting, storing, ergonomics, etc.)

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<td>Models safe work habits. Identifies unsafe conditions and recommends solutions.</td>
<td>Practices safe work habits.</td>
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<td>Puts oneself, others and/or District at serious risk by failing to practice or ignoring safe work habits.</td>
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Remarks:

11. Adaptability

Demonstrates the ability to learn new tasks, develop new skills and to accept new ideas as the work environment changes over time.

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<td>Readily learns new tasks to keep current. Open to change and new ideas.</td>
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</table>

Remarks:
12. Leadership/Supervision

Effectively assigns and delegates work in a manner that promotes productive and quality work; motivates others to realize their potential; oversees systems/operations effectively.

<table>
<thead>
<tr>
<th>☐ Not Applicable</th>
<th>☐ Outstanding</th>
<th>☐ Good Solid Performance</th>
<th>☐ Needs Improvement</th>
<th>☐ Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates good supervisory skills in directing and assigning work; is fair, consistent, and responsible; perceived as a leader by work group.</td>
<td>Takes initiative when necessary; sets example of self reliance and leadership; makes sound decisions; uses good judgement in the delegation or assignment of work.</td>
<td>Seldom takes initiative; cannot effectively delegate or assign work; perceived as unfair.</td>
<td>Uses bad, uninformed judgements and recommendations; fails to develop team among work unit; neglects oversight of operations.</td>
</tr>
</tbody>
</table>

Remarks:

13. Other Performance Indicators (Separately list all those that apply.)

Other performance indicators are defined as areas unique to the position.

Performance Indicator evaluated: 

<table>
<thead>
<tr>
<th>☐ Outstanding</th>
<th>☐ Good Solid Performance</th>
<th>☐ Needs Improvement</th>
<th>☐ Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remarks:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overall Rating Summary and Recommendations:
(To Be Completed by Administrator)

Employee Response/Comments:
(If applicable, employee should list any training requested, special accomplishments and goals for the upcoming year.)

ADDITIONAL SHEETS MAY BE ATTACHED IF NECESSARY

SIGNATURE BLOCK

☐ I agree with this evaluation. ☐ I disagree with this evaluation. ☐ I have read the evaluation and have no comment.

My signature acknowledges that I have read and discussed this evaluation with my administrator. I know that this evaluation will become part of my personnel file and that I have the right to attach written comments within ten days that will also be added to my file.

Employee’s Signature __________________________ Date __________________________

My signature indicates that I have discussed this Performance Evaluation with the employee.

Administrator’s Signature __________________________ Date __________________________

Instructions from Administrator to Human Resources

<table>
<thead>
<tr>
<th>ACTION RECOMMENDED – PROBATIONARY empleado</th>
<th>ACTION RECOMMENDED – PERMANENT empleado</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Annual Evaluation – No Action Required</td>
<td>☐ Annual Evaluation – No Action Required</td>
</tr>
<tr>
<td>Continuation Recommended</td>
<td>☐ Step Increase Recommended</td>
</tr>
<tr>
<td>☐ Step Increase Recommended (six month)</td>
<td>☐ Service Recognition Award Recommended</td>
</tr>
<tr>
<td>☐ Permanence Recommended</td>
<td>☐ Longevity Award Recommended</td>
</tr>
<tr>
<td>☐ Dismissal Recommended</td>
<td>☐</td>
</tr>
</tbody>
</table>
Administrative Evaluations

- Performance Evaluation Chart

- Points to Remember for Administrator Evaluations

- Administrator Evaluations / Chapter IV

- Sample Cover Sheets (Comprehensive Administrative Performance Evaluation)

- Administrative Performance Appraisal Form

- Administrative Performance Appraisal Signature Page

- Foothill College Administrative Evaluation Process
<table>
<thead>
<tr>
<th>Type of Evaluation</th>
<th>Timeline</th>
<th>Purpose</th>
<th>Consequence</th>
<th>Reference (Administrators Handbook)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
<td>1st year</td>
<td>Assist administrator in growth and development; evaluate management functions, achievement of goals, and behavioral skills to identify areas of strength and weaknesses</td>
<td>2nd One (1) year contract; Salary Schedule Advancement</td>
<td>Chapter IV, #3</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>2nd year</td>
<td>Assist administrator in growth and development; evaluate management functions, achievement of goals, and behavioral skills to identify areas of strength and weaknesses; Professional Development</td>
<td>Two (2) year contract; Salary Schedule Advancement</td>
<td>Chapter IV, #3</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>Every 3rd year thereafter</td>
<td>Assist administrator in growth and development; evaluate management functions, achievement of goals, and behavioral skills to identify areas of strength and weaknesses; Professional Development</td>
<td>Two (2) year contract renewed; Salary Schedule Advancement</td>
<td></td>
</tr>
<tr>
<td>Annual</td>
<td>Every Year</td>
<td>Evaluate performance and professional development</td>
<td>Contract Renewal; Salary Schedule Advancement</td>
<td>Chapter IV, #2</td>
</tr>
</tbody>
</table>
POINTS TO REMEMBER FOR ADMINISTRATOR EVALUATIONS

TIMING:

Administrators: Evaluated annually (July to June)

New Administrators: Comprehensive evaluation during each of the first two years of employment. Please remember to complete a comprehensive evaluation regardless of when the new administrator begins employment.

Continuing Administrators: Annual evaluations each year and comprehensive evaluations every 3rd year.

FORM:

Use the Administrative Performance Appraisal form for the annual and comprehensive evaluations.

Administrators and supervisors may agree upon a format for the administrator’s self-evaluation which must include a professional development component.

Indicate on the signature page whether the evaluation submitted is an annual or a comprehensive evaluation and note the attachments.

NOTIFICATION:

There is no formal notification of administrator evaluations since all follow the same basic timeline. That is:

Goal Setting before end of academic year
Review in December
Comprehensive evaluation forms sent in January
Evaluations completed by March 1

PROCESS:

Annual: The administrator submits a self-evaluation to his/her supervisor before meeting to review progress toward goals, performance of major duties and responsibilities, and improvements in behavioral skill areas. Administrator and supervisor agree upon evaluation and forward for appropriate signatures.

Comprehensive: The administrator and supervisor meet to determine list of participants in the comprehensive evaluation. The administrator completes and submits a self-evaluation to the supervisor before meeting to review the results of the comprehensive and the supervisor’s evaluation. Form is signed and forwarded for appropriate signatures.

Failure/refusal to sign is so noted and evaluation is forwarded as noted above.
1. The performance of all Foothill-De Anza Community College District administrators shall be evaluated annually. The performance evaluation process is 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 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.

2. Administrators are evaluated every year in three (3) categories: Position Responsibilities, Annual Goals and Objectives, and Behavior Skill Areas. In addition to this evaluation, each administrator must complete a self evaluation which includes a professional development plan. A comprehensive evaluation is one that includes input on Behavioral Skill Areas (see 4 below). During the years when a comprehensive evaluation is not conducted, the supervisor and administrator will review progress in addressing the challenges noted in the most recent comprehensive evaluation.

3. Each new administrator shall receive a comprehensive evaluation during each of the first two (2) years of service in the district. Thereafter, each administrator shall receive a comprehensive evaluation once every three (3) years (see Appendix C, Administrative Performance Appraisal Form). Such evaluations shall be retained in the district personnel files.

4. The comprehensive evaluation shall consist of input from a broad-based, sufficiently large, and representative group of respondents who are familiar with the work of the administrator. Responses shall be actively sought from supervisors, faculty, and classified staff, as well as peer administrators and students, when relevant. Where deemed appropriate, the individual being evaluated may also request input from person(s) outside the campus community.

**PROCESS:**

a. By the end of each academic year the administrator will meet with the supervisor to establish goals and objectives, agree upon major job functions and responsibilities, and a professional development plan for the next academic year.

b. In December of each year the administrator and supervisor will meet to review progress toward goals, and the administrator’s professional development plan. Adjustments may be made, as needed.

c. If the administrator is scheduled for a comprehensive review, the supervisor will send the evaluation form to participants in the process in January.

d. By March 1 the supervisor shall complete the performance evaluation. The evaluation will be forwarded to the President or Chancellor for review and signature.
6. During the annual administrative evaluation, the supervisor will address the performance qualities identified in the comprehensive evaluation, as well as those characteristics that may be more readily observed from the supervisor's perspective.

7. The evaluation will be discussed with the administrator who will have an opportunity to provide written comment before the evaluation is forwarded to the President or Chancellor.

8. The administrator has the right to respond to all evaluation materials.

9. Nothing in these procedures prevents a supervisor or an administrator from conducting a comprehensive evaluation at any time.

10. Educational administrators who have a teaching assignment as a part of load will be evaluated for teaching effectiveness on an annual basis for the first two years and once every three years thereafter in accordance with the evaluation instrument used for full-time faculty.

11. All evaluations must be signed by the administrator prior to being placed in the district personnel file. If an administrator refuses to sign an evaluation, the evaluation shall be placed in the file with a record of the refusal.
De Anza College – Sample Cover Sheet for Evaluation Process

FOOTHILL-DE ANZA ADMINISTRATIVE PERFORMANCE EVALUATION

TO: PARTICIPANTS IN THE ADMINISTRATIVE 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 four components of evaluation: major job duties and responsibilities; annual goals and objectives; behavioral skills; and professional growth and development. 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. If you are unable to assess the skill or have no data upon which to make an assessment please mark the NA/O section. A comment section is provided for each behavioral skill area. You are also asked to indicate the administrator’s greatest strength, areas for improvement, and to include any additional comments.

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 will see your response. 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 (circle one) Administrator Faculty Classified Staff Other ______

_____ I do not wish to participate in this process because ________________________________________________
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. If you are unable to assess the skill or have no data upon which to make an assessment please mark the NA/O section. A comment section is provided for each behavioral skill area. You are also asked to indicate the administrator’s greatest strength, areas for improvement, and to include any additional comments.

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. 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 (circle one) Administrator Faculty Classified Staff Other_______

_____ I do not wish to participate in this process because ________________________________________________
Foothill-De Anza Community College District

Foothill - De Anza
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 ongoing 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, team work, 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:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX</td>
<td>Excellent</td>
</tr>
<tr>
<td>GSP</td>
<td>Good Solid Performance</td>
</tr>
<tr>
<td>NI</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>NA/O</td>
<td>Not Applicable or Observable</td>
</tr>
</tbody>
</table>
Foothill-De Anza
Administrative Performance Appraisal Form
(continued)

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

In rating Behavioral Skill Areas, each of the five areas (Communication Skills, Leadership, etc.) will have a rating. This rating may come from an average of some or all of the behavioral indicators listed under each area. If the behavioral indicators provided do not fully describe a particular Behavioral Skill Area, then others may be used at the discretion of the individuals involved. The overall rating for this section is determined by the administrator's supervisor after a review of all the evaluation material. The supervisor 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.

Comments
An evaluator's comments section follows each behavioral skill area to allow extra space for further explanation of performance. If additional space is needed, a page (or pages) may be attached.

Implementation
Immediate Supervisor and Administrator Meet (Before end of the Academic Year)
> Review District and College goals
> Develop annual administrator goals and related objectives
> Review job description and identify current major responsibilities
> Review each behavioral skill area

Mid-Year Review
Immediate Supervisor and Administrator Meet (December)
> Review progress toward goals and adjust as needed

Review/Summation Session
Immediate Supervisor and Administrator Meet (Completed by March 1st)
> Formal evaluation on previous year’s performance only
  * 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 an evaluation of the Behavioral Indicators.
### Performance Evaluation Key:
- **EX**: Excellent
- **NI**: Needs Improvement
- **U**: Unsatisfactory
- **GSP**: Good Solid Performance
- **NA/O**: Not Applicable/Observed

### Position Responsibilities

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List 4-7 Major Position Responsibilities</strong></td>
<td><strong>Supervisor's Comments</strong></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
<td></td>
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<tr>
<td>7.</td>
<td></td>
</tr>
</tbody>
</table>

**Position Responsibility Rating**
## ANNUAL GOALS

**Implementation**

<table>
<thead>
<tr>
<th>LIST 3-5 GOALS* FOR PERFORMANCE PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>* identify measurable objectives with supervisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.</th>
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<tr>
<th>2.</th>
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<th>3.</th>
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<tr>
<th>4.</th>
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</table>

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<thead>
<tr>
<th>5.</th>
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</table>

**Review**

<table>
<thead>
<tr>
<th>SUPERVISOR’S COMMENTS</th>
</tr>
</thead>
</table>

---

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

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

---

80
**BEHAVIORAL SKILL AREAS**

**COMMUNICATION SKILLS**

<table>
<thead>
<tr>
<th></th>
<th>EX</th>
<th>GSP</th>
<th>NI</th>
<th>U</th>
<th>NA/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The administrator regularly exhibits the ability to inform and persuade others in oral and written communications.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. The administrator effectively conveys and articulates needs and goals to other administrators.</td>
<td></td>
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<tr>
<td>3. The administrator listens well and encourages and welcomes a diversity of opinions.</td>
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<tr>
<td>4. The administrator effectively conveys important administrative information (e.g., changes in campus/district policies, deadlines for schedule and curriculum issues, etc.) to the people who work in his/her area.</td>
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<tr>
<td>5. The administrator seeks ways to improve communication in his/her division/program across all areas of diversity.</td>
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</table>

**LEADERSHIP**

<table>
<thead>
<tr>
<th></th>
<th>EX</th>
<th>GSP</th>
<th>NI</th>
<th>U</th>
<th>NA/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The administrator has a highly developed sense of vision and innovation and takes initiative in building that vision.</td>
<td></td>
<td></td>
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<tr>
<td>2. The administrator motivates the work group by exhibiting high personal standards of fairness, enthusiasm, honesty, accomplishment, etc.</td>
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<tr>
<td>3. The administrator demands high standards through stated expectations and personal performance.</td>
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<tr>
<td>4. The administrator uses sound judgment and responds to situations in an appropriate manner including taking appropriate risks.</td>
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<tr>
<td>5. The administrator works hard to address and solve division/area problems.</td>
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<tr>
<td>6. The administrator actively participates in district and college committees and task groups.</td>
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<tr>
<td>7. The administrator makes deliberate efforts to support, enhance, and facilitate the district's commitment to cultural richness.</td>
<td></td>
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<tr>
<td>8. The administrator personally models and sets standards for appropriate behavior towards all people.</td>
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</tbody>
</table>

Comments

Summary Rating:
### PROFESSIONAL KNOWLEDGE AND EXPERTISE

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>EX</th>
<th>GSP</th>
<th>NI</th>
<th>U</th>
<th>NA/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The administrator has in-depth knowledge or technical expertise in one of the areas or disciplines which he or she supervises.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>The administrator has an appropriate level of general knowledge about all of the areas or disciplines which he or she supervises.</td>
<td></td>
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<td></td>
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<tr>
<td>3.</td>
<td>The administrator demonstrates understanding of college and district goals, policies, and procedures.</td>
<td></td>
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<tr>
<td>4.</td>
<td>The administrator participates in professional and service organizations and activities at the local, state, and national level and utilizes professional contacts as a resource for program improvement and enhancement.</td>
<td></td>
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<tr>
<td>5.</td>
<td>The administrator participates in training and development activities designed to support a diverse working and learning environment for students and employees.</td>
<td></td>
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<tr>
<td>6.</td>
<td>The administrator demonstrates support for increasing the diversity of students and works to develop retention strategies.</td>
<td></td>
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</tbody>
</table>

Comments

Summary Rating:

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### TEAM WORK

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>EX</th>
<th>GSP</th>
<th>NI</th>
<th>U</th>
<th>NA/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The administrator maintains a professional and cooperative attitude in working with work groups and teams.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>The administrator provides for broad-based collaboration in area planning and decision making.</td>
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<tr>
<td>3.</td>
<td>The administrator demonstrates sensitivity to the needs and abilities of others, makes reasonable accommodations for cultural, ethnic, gender, and ability differences, and exemplifies a supportive attitude.</td>
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<td>4.</td>
<td>The administrator is tactful in conveying discipline or constructive criticism.</td>
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<tr>
<td>5.</td>
<td>The administrator gives firm direction when needed.</td>
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<tr>
<td>6.</td>
<td>The administrator resolves conflicts in a constructive way.</td>
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<tr>
<td>7.</td>
<td>The administrator builds consensus, trust and confidence within his/her teams.</td>
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<tr>
<td>8.</td>
<td>The administrator demonstrates support for increasing the diversity of staff and works to welcome and retain diverse staff.</td>
<td></td>
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</tr>
</tbody>
</table>

Comments

Summary Rating:
<table>
<thead>
<tr>
<th>ADMINISTRATIVE SKILLS</th>
<th>EX</th>
<th>GSP</th>
<th>NI</th>
<th>U</th>
<th>N/A/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The administrator attends to administrative details (e.g., budget, subordinate</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>evaluations, schedule, etc.) in his/her area.</td>
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<tr>
<td>2. The administrator schedules meetings appropriately.</td>
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<td></td>
</tr>
<tr>
<td>3. The administrator uses meeting time effectively and efficiently.</td>
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<tr>
<td>4. The administrator is organized and effectively structures, prioritizes, delegates,</td>
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<td>arranges and facilitates the accomplishment of tasks.</td>
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<td>5. The administrator establishes work direction, sets priorities clearly, defines and</td>
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<td>breaks tasks into their components and assigns them appropriately.</td>
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<td>6. The administrator demonstrates tenacity and singleness of purpose when appropriate</td>
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<td>and also adapts to and facilitates change when necessary.</td>
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<td>7. The administrator is able to work under pressure, demonstrating ability to work</td>
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<td>effectively despite pressures of deadlines, crises, and changing demands.</td>
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<td>8. The administrator identifies, utilizes, and develops human resources and/or</td>
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<td>institutional strategies to serve needs.</td>
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</tbody>
</table>

Comments

Summary Rating:

What do you consider to be the administrator's greatest strengths?

In what areas do you think the administrator could improve? How might the administrator improve in these areas?

Optional Additional Comments:
**COMPUTATION OF OVERALL RATING**

<table>
<thead>
<tr>
<th>Ratings Category</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Responsibilities</td>
<td>40</td>
</tr>
<tr>
<td>Annual Goals</td>
<td>30</td>
</tr>
<tr>
<td>Behavioral Skills</td>
<td>30</td>
</tr>
</tbody>
</table>

Overall Rating=

**RATIONALE FOR OVERALL RATING**


ADMINISTRATIVE PERFORMANCE APPRAISAL

SIGNATURE PAGE

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

The Appraisal was conducted by ____________________________.

_________________________ ____________________________ ____________________________
Name                        Title                        Date

Signature of Administrator conducting the evaluation:

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.

_________________________

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: (additional sheets may be attached)

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
Mission Statement

Evaluations are the primary tool for assessing the effectiveness and excellence of a administrator. An administrative evaluation has six principal goals:

- to recognize and commend the administrator for good work;
- to give the administrator critical feedback to maximize performance;
- to give the institution criteria by which to recognize and enhance the effectiveness and productivity of the administrator;
- to make the administrator and the supervisor aware of the perceptions of those who work directly with the administrator;
- to help the administrator develop plans for professional development improvement and innovation; and
- to assist in the determination of the administrator's retention and, where appropriate, recommendation for awards and special recognition.

To be most effective, it is very important that Foothill's evaluation process:

- reflects a commitment to consultative processes demonstrated by participation of appropriate groups of individuals who work for or with the administrator;
- be a responsible and confidential process that protects the rights and privacy of the administrator and the evaluation committee as well as the rights and privacy of those providing feedback;
- results in a constructive and developmental evaluation designed to enhance and improve the performance of the administrator;
- demonstrates a commitment to the mission, goals, institutional values, and policies of the District and college;
- encourages innovation and creativity, short and long range planning;
- provides evidence and recognition of effective leadership; and
- recognizes outstanding performance, productivity and contributions to the College and District.

Overview of Administrative Evaluation Process

The administrative evaluation process has two components:

- **Annual Evaluation**: Administrators shall be evaluated in three categories by their immediate supervisor on an annual basis: Responsibilities, Annual Goals and Objectives and Behavior Skills Areas. In addition to this evaluation, each administrator must complete self-evaluation which includes a professional development plan.

- **Comprehensive Evaluation**: Each new administrator shall receive a comprehensive evaluation during each of the first two academic years of service in the district. Thereafter, each administrator shall receive a comprehensive evaluation once every
three years. Such evaluations shall be retained in the district personnel files. The comprehensive evaluation shall consist of input from a broad-based, sufficiently large, and representative group of responders who are familiar with the work of the administrator. Responses shall be actively sought from the supervisor, faculty and classified staff, as well as peer administrators and students, when relevant. Where deemed appropriate, the evaluatee may also request input from person(s) outside the campus community.

Specifics of Administrative Evaluation Process

ANNUAL EVALUATION

This evaluation shall be done by the administrator’s immediate supervisor on an annual basis. It can be fairly brief, but should include a discussion of the specific accomplishments and the performance strengths and weaknesses of the individual during the preceding year.

The annual evaluation may address any of the performance qualities identified in the comprehensive evaluation, as well as those characteristics that may be more readily observed from the supervisor’s perspective. Examples of performance attributes that may be addressed include, but are not limited to:

a. demonstrated ability to work in a positive and effective manner with subordinates, peers, and superiors;
b. demonstrated understanding and ability to responsibly and effectively deal with fiscal matters;
c. professional and thoughtful selection, orientation, training and evaluation of area personnel;
d. maintenance of productivity, student enrollment, etc;
e. development of both short-and long-range plans;
f. willing acceptance of additional assignments;
g. promptness, thoughtfulness, and accuracy in providing requested information (e.g., FTE requests, budget worksheets, class schedule, etc.);
h. analysis of the impact of particular changes on the future of his/her area of responsibility; and
i. participation in public relations activities.

In addition to the evaluation of performance, the evaluation shall include a professional development plan and a self-evaluation. The plan will be generated by the supervisor and the administrator and will include the specific objectives and actions both think will
facilitate growth and help the administrator improve performance for the following year. How well these objectives are met will then be the basis for the next annual performance evaluation. The supervisor will discuss the evaluation with the administrator, and give the administrator an opportunity to respond to the evaluation.

COMPREHENSIVE EVALUATION

Composition of Evaluation Committee: This committee shall consist of the following:

1) A Chairperson: This shall be the administrator’s immediate supervisor, although a designee may be appointed by the President,
2) A Peer: This individual shall be selected by the Chairperson in consultation with the administrator. (For those management levels in which there are no true “peers,” e.g., the College Dean, an appropriate level administrator will serve in this capacity.)
3) Subordinates: Two subordinates who report directly to the administrator shall serve on the committee representing the perspective of their constituencies. Whenever possible, these two individuals shall be selected from employees who report directly to the administrator, and shall consist of one appropriate faculty member and one appropriate classified staff. Faculty representatives shall be confirmed by the Academic Senate; classified representatives shall be confirmed by the Classified Senate.

Evaluation Documents:

- Administrator’s Self Evaluation or Self-Evaluation Survey
- Peer Evaluation Survey
- Subordinate Evaluation Survey
- Job Description

Administrative Comprehensive Evaluation Process

If the administrator is scheduled for a comprehensive review, the supervisor will send the evaluation form in January to participants in the process.

- Evaluation committee appointed by Chairperson in consultation with the administrator.
- Initial Meeting of Evaluation Committee: At this meeting, committee members agree on responsibilities of individuals on the committee and plan a process for gathering of information, data, and responses to evaluation surveys.
- Committee Members Gather Data: Each representative on the committee explains the process to individuals in his/her target group, distributes peer or subordinate surveys, gathers and summarizes responses, and interprets the data to whatever extent
possible. The data gathered will be anonymous to ensure frankness and honesty, but it is the responsibility of the committee member gathering the data to ensure the integrity, validity and reliability of the data. It, also, is the Chairperson’s responsibility to assess the validity of unsubstantiated and unsigned negative comments and balance negative and positive feedback so that the evaluation is truly accurate, representative, and constructive.

**Self-Evaluation:** Written by the administrator being evaluated.

**Peer Evaluation Survey:** Completed by Peer Representative on the evaluation committee. The representative may survey all peers the committee believes are appropriate.

**Subordinate Evaluation Survey:** All contracted staff directly supervised by the administrator, or other subordinates who may have direct information about the administrator’s performance (or who can provide an “at-large” perspective) shall be given the opportunity to respond to the survey. Students and, where appropriate, community members, vendors or service providers may be surveyed at the discretion of the committee.

- Follow-up meeting of Chairperson and Committee: Committee meets without administrator to discuss summary information.
- Chairperson Writes Summary Evaluation: The supervisor prepares a summary of the evaluation and discusses it with the administrator being evaluated. The administrator receives a copy of the summary and may write a response to the evaluation which will be included as part of the evaluation.
- Summary Evaluation Forwarded: The summary evaluation, along with administrator’s response, if any, is sent to the next level administrator in the department/Division reporting line and from there forwarded to the President.

11/29/99