



Monterey Peninsula Community College District Management Team Evaluation Process

INTRODUCTION

The evaluation process is designed to evaluate/assess administrative effectiveness in order to recognize and improve the work of College personnel and the total effectiveness of the College as a whole. The process of evaluation is collegial and involves the participation of individuals from all groups who work with the administrator.

PHILOSOPHY

The evaluation process lays the groundwork for the administrator's professional development. The individual being evaluated and those responsible for facilitating the evaluation are held accountable in this endeavor through the annual goals and objectives, the supervisor's evaluation, self-assessment, and summary information from a formal feedback system. These are all equally important in fostering good job performance and setting standards for development.

This process should support and encourage long-range planning, and recognize successful performance, administrative skills, and abilities. The process should also encourage and support innovation and thoughtful risk-taking that aims to enhance programs and goals.

It is important that this process be constructive and that the management team employee and supervisor emerge with a mutual understanding of the standards and expectations of performance.

The process requires on-going communication throughout the evaluation year, but does not prescribe a specific meeting schedule. While there is no set schedule of when these meetings should happen, they should be taking place organically throughout the evaluation period. Ideally, meetings between a manager and their supervisor should take place a minimum of once a month, but may be more appropriately scheduled as frequently as on a weekly basis. The important thing is that there is ongoing dialogue, feedback, support, encouragement and exchange of information throughout the evaluation year.

PURPOSE

The purpose of each evaluation process can be summarized as follows:

- 1. To recognize and enhance the effectiveness and job performance of the administrator.***
- 2. To guide professional development for the administrator.***
- 3. To make the administrator and the supervisor aware of the perceptions of those who work directly with the administrator.***
- 4. To develop plans for improvement and innovation.***

OVERVIEW

Evaluations for management team members are conducted annually on a fiscal year (July – June) basis.

The first year a manager is in their role, they will receive a standard evaluation.

In the second year and every other year thereafter, a comprehensive evaluation will be conducted. In a comprehensive evaluation, confidential feedback on performance factors is solicited from a minimum of 10 MPC employees, which should include faculty, classified, and management staff. The evaluated manager will create the list in collaboration with the supervisor. The feedback will be solicited during the spring semester toward the end of the evaluation year. In addition, the evaluated manager will complete a self-assessment as a part of the comprehensive evaluation.

(The first comprehensive survey will be conducted in Spring 2023. Surveys distributed during the Spring 2023 term will be conducted for management team members who have been in their roles at least three years as of January 1, 2023. In the years thereafter, comprehensive evaluations will take place every second year.)

Evaluations will be reviewed by the Superintendent/President and/or the appropriate Vice President.

TIMETABLE

July	Supervisor and evaluated manager discuss goals for the year. Evaluated Manager completes the Goals portion of FORM A. Written goals are developed and agreed to during this month. Adjustments to goals may be made during the evaluation period.
February	(Comprehensive Only) <ul style="list-style-type: none"> Evaluated manager meets with supervisor to develop the list of those individuals who will be solicited for confidential feedback. This list is provided to Human Resources (HR).
March/April	(Comprehensive Only) HR sends out surveys (Form D) to designated respondents, then follows up and collects responses from surveyed employees.
May	(Comprehensive Only) HR provides the survey results to the supervisors.
May 30	Evaluated manager completes Status Report on Form A. Provides to supervisor.
May 31	<ul style="list-style-type: none"> Supervisor schedules Summary Conference meeting in June with evaluated manager. Supervisor shares survey feedback with evaluated manager.
June 15	(Comprehensive Only) Evaluated manager submits their self-assessment (FORM C) to their supervisor. <i>(If the evaluated manager will be out of the office on this date or in the period leading up to June 15, they are responsible for submitting their self-evaluation prior to the June 15 date.)</i>
June 16 - 30	Supervisor conducts Summary Evaluation (Form B) with evaluated manager that includes comprehensive feedback, if applicable.
July 1	Completed Form A and Form B are filed with HR. (Comprehensive Only) Form C is also filed with HR, which will add the survey feedback summary to the evaluation materials.

FORM A – Annual Goals and Objectives/Status Report

(Prepared by Evaluated Manager)

Management Employee Being Evaluated	Title	Evaluation Year
Supervising Manager	Title	Date

Check One: Standard Evaluation Comprehensive Evaluation

JULY: List 3 – 5 annual goals and objectives below. For each goal, list the target date for completion. Review these goals with the supervising manager during the first month of the evaluation period. As a part of the initial discussion with the supervising manager, discuss how these goals relate to College/District goals and talk about problems/challenges anticipated in reaching the goal. The supervising manager should also share their perspective on any problems/challenges they foresee in the evaluated manager may encounter in reaching the goals.

Goals should address 1) **day-to-day operations**, 2) **new initiatives**, and 3) **professional development**.

All goals should be *programmatic or individual, described in operational terms, placed in priority order, related to college/district goals, attainable, and measurable.*

MAY: For each goal, *briefly* assess the progress made and summarize the activities accomplished, timelines, and challenges/problems encountered, etc.

Goal/Objective	Target Completion Date
1.	
STATUS REPORT <i>(To be completed at the end of the evaluation period):</i>	
2.	
STATUS REPORT <i>(To be completed at the end of the evaluation period):</i>	

FORM B – Summary Evaluation*(Prepared by Supervising Manager)*

Management Employee Being Evaluated	Title	Evaluation Year
Supervising Manager	Title	Date

Check One: Standard Evaluation Comprehensive Evaluation

This assessment represents the supervisor’s annual evaluation of the evaluated manager. The following components are considered:

- Part I – Supervisor’s Assessment (Comments in each area should include commendations.)
 - a. Job and Functional Knowledge
 - b. Planning, Initiative, and Contributions to College Goals
 - c. Leadership and Supervision (If applicable)
 - d. Analysis, Problem-Solving and Decision-Making
 - e. Teamwork, Collegiality, Cooperation, and Sensitivity to Diversity
 - f. Dependability and Quality of Work
- Part II – Overall Performance Rating

Part I – Supervisor’s Assessment**a. Job and Functional Knowledge:**

(Evaluate the employee’s understanding of the job, responsibilities, and procedures/policies to successfully perform the requirements of the position.)

 Meets/Exceeds Expectations Needs Improvement Unsatisfactory

FORM B – Summary Evaluation (continued)**b. Planning, Initiative, and Contributions to College Goals**

(Evaluate the employee's execution of skills in planning and organizing to successfully meet College goals.)

Meets/Exceeds Expectations Needs Improvement Unsatisfactory

c. Leadership and Supervision (if applicable)

(Evaluate employee's performance at leading subordinates or others, to direct their activities, guide their development, and achieve results.)

Meets/Exceeds Expectations Needs Improvement Unsatisfactory

FORM B – Summary Evaluation (continued)**d. Analysis, Problem-Solving and Decision-Making**

(Evaluate employee's performance at analyzing situations, and taking appropriate action.)

Meets/Exceeds Expectations Needs Improvement Unsatisfactory

e. Teamwork, Collegiality, Cooperation, and Sensitivity to Diversity

(Evaluate employee's attitude towards the job, fellow employees, the District and/or college, and their ability to interact effectively with others. Evaluate the employee's demonstration of an understanding of, sensitivity to, and appreciation for the diverse academic, socio-economic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students and staff.)

Meets/Exceeds Expectations Needs Improvement Unsatisfactory

FORM B – Summary Evaluation (continued)**f. Dependability and Quality of Work**

(Evaluate employee's reliability completing assignments in a timely manner, thoroughness and accuracy in performing roles.)

Meets/Exceeds Expectations Needs Improvement Unsatisfactory

Part II – Recommendations (if applicable)

FORM B – Summary Evaluation (continued)**Part III****Overall Performance Rating**

- Meets/Exceeds Expectations
- Needs Improvement*
- Unsatisfactory*

*This rating is to be substantiated by supporting comments and examples in the Supervisor's Assessment and Recommendations.

Conference with management team employee held on (date) _____

Supervisor's Signature

Date

I have received and reviewed this evaluation with my supervisor.

Evaluated Manager's Signature

Date

The administrator may submit a written response to this evaluation within ten (10) working days from the date of this evaluation. The original written response (if applicable) will be attached and filed with the original Form B – Summary Evaluation to be included in the personnel file. The supervising manager is provided a copy as well. (Ed Code §87031)

Original to: Human Resources (Personnel File)

Copy to: Evaluated Manager
Superintendent/President
Area Vice President

FORM C – Self Assessment

(Prepared by Evaluated Manager)

Management Employee Being Evaluated	Title	Evaluation Year
Supervising Manager	Title	Date

Self-assessment is an important element in the administrator performance evaluation process because it gives you an opportunity to list accomplishments and identify strengths and areas for growth and development. This is performed during the *Comprehensive Evaluation* year. Your supervising manager must provide you the results of the Feedback Survey **prior** to completing your self-assessment. The analysis and interpretation of information should facilitate increased self-awareness of work behaviors and interactions with faculty, staff, students, colleagues, and clients.

The Self-Assessment is not a form. Rather, it is a narrative written by the evaluated manager that addresses some or all of the areas listed below.

- 1) Progress on annual performance goals and objectives.
- 2) Highlight overall accomplishments (e.g. activities, committee work, community involvement, etc.) since your last Comprehensive Administrator Performance Evaluation.
- 3) What was your most important accomplishment? Describe area(s) where you played a leadership role, enhanced District/College priorities, and implemented change.
- 4) Activities you have led or participated in that support a learner-centered institution.
- 5) Issues, opportunities, and problems that emerged that you did not, or could not anticipate, and how you responded to them.
- 6) What inhibits you from doing your job as well as you would like (e.g. organizational structures, administrative procedures, etc.)?
- 7) Example(s) of your participation in a team effort involving people from other units. What parts of the effort succeeded? What parts did not work well, and to what degree did your participation make a difference?
- 8) What are some of the areas where you would like to improve? Are there institutional barriers preventing you from making those changes? If so, what are these barriers?
- 9) What support can your unit or supervisor provide to help you make these changes?
- 10) In which area of your management responsibilities do you consider yourself strongest?
- 11) Describe your response to the feedback information from the Feedback Survey.
- 12) Identify areas for growth and development within your area of management responsibilities.

(CONFIDENTIAL)

FORM D – EVALUATION FEEDBACK SURVEY *(Conducted as an electronic Survey)*

Management Employee Being Evaluated	Title	Evaluation Year
Supervising Manager	Title	Date

Complete this survey by: _____
 (Date Due)

INSTRUCTIONS:

For each performance area below, select the rating scale number which best reflects your personal assessment. If you have no knowledge of the specific item listed, select the number, “0”. Space is provided after each item for supporting comments or examples.

Your response should be based not on the reaction of others, but on your own firsthand knowledge and experience with the management employee, focusing on the management employee’s performance at the present time. As with all evaluations, the ultimate goal is to improve performance; therefore, any comments should be constructive, assisting the individual to improve his/her/their performance.

I interact with the management employee Daily Weekly Monthly Less often

Performance Area	* Strongly disagree	* Disagree somewhat	Agree somewhat	Strongly agree	Unable to Rate
1. The management employee is knowledgeable about their areas of responsibility. Supporting comments/examples:	1*	2*	3	4	0
2. The duties within the management employee’s scope of responsibility are effectively performed. Supporting comments/examples:	1*	2*	3	4	0
3. The management employee demonstrates effective decision making by weighing alternatives, considering variables, analyzing data and information, and communicating decisions with clarity. Supporting comments/examples:	1*	2*	3	4	0
4. The management employee exercises a District-wide perspective in decision-making, and follows practices, including District policies and procedures, that support the college mission. Supporting comments/examples:	1*	2*	3	4	0

*** Supporting comments required when “strongly disagree” (rating number 1) or “disagree somewhat” (rating number 2) are selected.**

FORM D (continued)	* Strongly disagree	* Disagree somewhat	Agree somewhat	Strongly agree	Unable to Rate
5. The management employee communicates effectively and clearly, both verbally and in writing. Supporting comments/examples:	1*	2*	3	4	0
6. The management employee actively participates in committee work and meetings. Supporting comments/examples:	1*	2*	3	4	0
7. The management employee actively participates in participatory governance processes. Supporting comments/examples:	1*	2*	3	4	0
8. The management employee works cooperatively for organizational effectiveness. Supporting comments/examples:	1*	2*	3	4	0
9. The management employee is approachable about concerns and issues. Supporting comments/examples:	1*	2*	3	4	0
10. The management employee demonstrates sensitivity and the ability to work effectively with others from culturally different backgrounds. Supporting comments/examples:	1*	2*	3	4	0
11. The management employee is an effective supervisor of staff, develops effective teams, and provides guidance and direction for their office/departments. (if applicable) Supporting comments/examples:	1*	2*	3	4	0
12. The management employee provides leadership and effective management for the college. (if applicable) Supporting comments/examples:	1*	2*	3	4	0

*** Supporting comments required when “strongly disagree” (rating number 1) or “disagree somewhat” (rating number 2) are selected.**

COMMENDATIONS:

OTHER GENERAL COMMENTS

THE CONFIDENTIALITY OF RESPONSES WILL BE MAINTAINED. A SUMMARY OF THE RESULTS WILL ONLY BE SHARED WITH THE MANAGEMENT EMPLOYEE BEING EVALUATED.