

**Academic Program Review**



**OAKLAND COMMUNITY COLLEGE®**



**College Brain Trust**

**Dr. Ed Buckley  
Dr. Diane Troyer  
Julie Slark  
Consultants**

**Dr. George R. Boggs  
Team Leader**

**September 20, 2013**

## EXECUTIVE SUMMARY

OCC has taken initial steps toward the creation of academic program review and now needs to build on those steps to develop a comprehensive program review process supported by formal policies and procedures. Martin Orłowski, the Executive Director of Curriculum & Student Learning, currently oversees two processes: an administrative review of common data points (Academic Performance Review) and a program level information gathering process (Curriculum/Student Learning Review). This approach is currently in the pilot stage. Taken together, the two processes incorporate most program review functions. The CBT Team believes they should be combined into a unified academic program review process with links to the College Academic Master Plan and the college's resource allocation plans and procedures. This report makes several recommendations for developing such a unified process, with emphasis on formalizing and documenting program review components and significantly improving faculty and staff engagement and participation.

## TASK OVERVIEW

CBT Consultants Ed Buckley, Diane Troyer, and Julie Slark were assigned to 1) review college program review processes, 2) help establish improved program review criteria, and 3) help create data-informed processes and tools to evaluate future program needs and develop academic priorities. Prior to the CBT visit to OCC in October of 2012, the consultants made contact via email and telephone with Academic Leadership Team (ALT) members Richard Holcomb, Nancy Showers, and Martin Orłowski regarding the current program review functions, scope, and procedures. The CBT team also reviewed a number of documents provided by Martin Orłowski. During the visit the ALT members were very helpful in clarifying how academic programs are currently being reviewed.

## FINDINGS & OBSERVATIONS

OCC has initiated the first steps of a formal, college-approved program review process for its academic programs. This process was designed by Martin Orłowski, Executive Director of Curriculum and Student Learning, and includes both an administrative review of common data points (Academic Performance Review) and a program level information gathering process (Curriculum/Student Learning Review). These two separate processes, taken together, incorporate most program review functions.

### *Academic Performance Review*

In 2005-2006 the college developed a dashboard on its web site displaying a set of metrics considered useful for gauging the health of all academic disciplines. However, stakeholders (i.e. academic deans, chairs, and discipline leaders) were not required to make use of the data in a systematic way. The dashboard was replaced by Academic Performance Review (APR), "a dynamic, multi-dimensional data driven model that classifies existing curriculum into meaningful and intuitive categories which support quality improvement initiatives" (*Academic Performance Review, Working Draft, January 2012*). The metrics are divided into four categorical dimensions: Student Interest Index, Community Need, Revenue and Expenditure, and Quality. The Executive Director of Curriculum and Student Learning manages the review process, monitoring how well disciplines are

functioning in terms of the metrics and various benchmarks and contacting stakeholders to discuss the implications of the data. The process appears to be a kind of "wellness check" for disciplines that are not undergoing a formal program review, with the Executive Director intervening if there appear to be problems.

#### *Curriculum/Student Learning Review*

This review process was developed by the Curriculum Review Committee (CRC) in 2009-2010 to be a rigorous, comprehensive examination of the major components of all academic disciplines. Finalized in 2010-2011, it was piloted by the philosophy and culinary arts disciplines. Seven additional disciplines are currently piloting the process. A faculty member from each discipline takes the lead in a six-step process, beginning with gathering and analyzing data from stakeholder groups, then answering twelve questions having to do with the analyzed data, and then concluding with a summary describing plans for the future. The CRC and the Senate review the report, and portions of it may be used for federal or state occupational self-studies. The Curriculum/Student Learning Review (C/SLR) is currently in a pilot phase with planned implementation on a 5-year cycle. Participation is currently voluntary, with no mechanism to require a review if a discipline declines to participate. Data from the Academic Performance Review can be cited in the discipline Curriculum/Student Learning Review, but there is no requirement to cite or apply that data from the APR.

#### ANALYSIS

Effective program review models typically share a number of critical features or standards. They are listed below, each followed by comments about the review processes at OCC.

#### **Critical Features of Effective Program Review**

*1. Departments or programs participate in program review on a regular, periodic basis, and update their reviews, if needed, so that reports are current.*

At OCC, the unit undergoing Curriculum/Student Learning Review is the discipline rather than the program or department. The process requires significant participation from the discipline faculty. Participation in Academic Performance Review is less significant, unless the data suggest that action needs to be taken to improve a discipline's performance.

As noted, this project is now in a pilot stage, and much needs to be done in order to create a strong program review process. As yet, disciplines are not required to participate in C/SLR. The College has yet to establish a framework that integrates the two processes or that specifies processes and tasks that should occur periodically over the course of each 5-year cycle. Responsibilities of the various stakeholders (the Curriculum and Student Learning Executive Director, the academic deans, and the discipline leaders) have not been documented. The Curriculum Review Committee's role may need to change, assuming that the College acts on CBT's recommendation to merge the two processes.

*2. Reviews include an assessment of previous plans.*

There is an assumption that disciplines will follow up periodically over the C/SLR five-year period. The follow-up should include a comparison of data from the previous review, analysis of data across the years within the current review, and assessment of whether the recommendations from the previous review were implemented and their subsequent impact.

*3. Reviews are informed by quantitative and qualitative data and information.*

Both the APR and the C/SLR gather a great amount of data and information. It is unclear whether the data from the APR are formally included in the review process and reviewed by the faculty and staff involved. It is unclear whether the standards for “satisfactory” performance have been developed and widely discussed and applied.

*4. Quantitative data uses common definitions and data sources.*

For both processes, the Executive Director of Curriculum and Student Learning is committed to providing useful data and continues to explore ways to improve their usefulness. The information utilized in the review is developed through the Office of Institutional Research (OIRQP) and then reconfigured by the Executive Director. This may be an unnecessary step if the ALT develops a common data set for program review that is then automated through the OIR and widely disseminated to users.

*5. Discipline faculty and academic administrators work together to complete an evidence-based program review that has integrity and rigor.*

OCC's review processes do not completely meet this standard. The roles and responsibilities of academic deans and discipline faculty have not been formally documented.

*6. All faculty in the reviewed department engage in dialog about review processes, results, and “next steps” for improvement.*

The model for C/SLR assumes that such dialog occurs, but it is not clear whether it actually does. There is no formal requirement for such a dialog, nor is there a requirement that all disciplines undergo a program review.

*7. All stakeholders (e.g., students, employers, articulating colleges and schools, and other department staff members, as appropriate) are consulted for their feedback.*

Stakeholder feedback is one of the formal steps taken in the C/SLR. It is not clear whether the feedback is integrated and shared across stakeholder groups to form conclusions for improvement.

*8. The findings result in documented “next steps,” changes needed, actions steps, or department plans, with clear assignments and responsibility for action*

These are some of the formal steps taken during the C/SLR. As noted above, the roles of administrative stakeholders in the vetting of the discipline steps and plans are not clear.

*9. Reviews are used as internal self-studies to plan for continuous improvement.*

This is an expected outcome of the C/SLR.

*10. Reviews are connected to college-level mission and goals, other planning activities, student learning outcomes, and the various resource allocation processes (e.g., needs for faculty and staffing, equipment, facilities, supply funding). All program reviews should contain a clear vision for student success.*

At the present time, the review processes are not formally connected to other planning activities or to resource allocation processes.

*11. Overall, reviews address the effectiveness of achieving a discipline's goals for improved outcomes for students.*

The current C/SLR process poses a number of questions to engage the discipline in the development of goals for improved student outcomes.

## RECOMMENDATIONS

### **1. The ALT should develop a written framework for a unified, discipline-based program review process in a format that outlines the following:**

- Vision, purpose and goals;
- Clear alignment with the Strategic Plan, CAMP and other institutional plans, i.e., how discipline priorities reflect CAMP objectives;
- Clearly delineated links to the college's resource allocation processes demonstrating how discipline priorities are used to develop resource requests;
- Roles and responsibilities of faculty, staff, administrators, (e.g. discipline deans) and community stakeholders including employers, as well as the college governance system or planning committees;
- Description and timelines for the 5-year cycles, including activities within the cycle such as annual updates and a calendar including the review cycles for all disciplines. The timelines need to be carefully aligned with other institutional planning cycles and resource allocation cycles;
- Official policies and procedures documenting the program review process and its role in the college's commitment to improved student success. Policy language must also make clear that Discipline Program Review is required of all disciplines, and that each discipline's review is also a critical planning document for the college, providing the rationale for the discipline's plans, priorities, and resource allocation requests.

**2. As the pilot phase continues, the ALT should make sure that the program review model is vetted by the appropriate stakeholders and groups and modified as needed, with the goal of having a final version approved by the college by June 2013.**

**3. The title "Curriculum/Student Learning Review" should be dropped, as it suggests a narrower focus than may be intended.**

For the proposed unified process, CBT suggests the title of "Discipline Program Review" because it focuses not only on curriculum and student learning but also on enrollment management, planning, and resource allocation issues.

**4. The Academic Performance Review should continue to provide the disciplines with the basic data and evidence to support their 5-year reviews but not as a separate component. Rather, APR should become an integrated part of Discipline Program Review. The Discipline Program Review should continue to be faculty driven but with clear roles for the administrators responsible for that discipline.**

**5. Given the current climate at the college, the Academic Leadership Team needs to join with faculty leadership in an effort to clarify the role of all faculty members and train them how to effectively engage in the Discipline Program Review process.**

This presupposes a commitment on the part of college leadership to align Discipline Program Review with resource allocation plans and also with the CAMP. Without a concerted effort to increase vertical integration of planning and communication throughout the college, continuous quality improvement will not occur.

**6. Discipline Program Review should require all disciplines to develop goals to align with the college's mission and with the CAMP Objectives and Action Steps.**

**7. The college needs to develop a resource allocation system that requires disciplines to demonstrate that their resource requests align with their stated goals and action steps and that the calendars for discipline resource requests are in sync with college calendars for resource decision-making. The budget process recommendations in this report will clarify and support this recommendation.**

**8. Disciplines, through their discipline leads, should be held formally accountable to revisit their Discipline Program Review on a periodic basis. The periodic review should be monitored by a designated member of the Academic Leadership Team.**

This could take one of several forms—for example, a brief written status update sent to the program chair, academic dean, and the CRC by a certain date each year. Priorities for resource allocation to disciplines should be based primarily on the evidence and goals outlined in the Discipline Program Reviews. Special requests for major investment could allow disciplines to request their reviews before the end of their 5-year cycle.

**9. Each year (or other time frame), the appropriate college-wide planning committee should conduct an assessment of the effectiveness of the Discipline Program Review process and make recommendations to the Academic Leadership Team and the CRC for improvement.**

APPENDIX 1

*Academic Performance Review, A Model for Quality Improvement, Working Draft, January 12*

APPENDIX 2

*Curriculum Review Committee Process* (Revised 10/18/2012. Table of administrative, senate, and faculty reviewer actions taken through nine "stages" over an academic year)

*Report Form for Curriculum /Student Learning Review* (18-page document that guides faculty through the C/SLR process)



## **EL PASO COUNTY COMMUNITY COLLEGE DISTRICT**

### **BOARD POLICY**

#### **3.22.01**

#### **PERFORMANCE EVALUATIONS**

The purpose of performance evaluation shall be to improve employee performance of duties; to insure duties performed are consistent with institutional goals and objectives; and to enhance personal and professional development. Procedures for assessing the performance of administrative, faculty, professional support, and classified staff shall be developed by the President of the College. A copy of the performance evaluation shall be provided to the employee and the employee shall have the right to respond to his/her evaluation.

Performance evaluations will be retained in the personnel file of the employee, which is maintained by the Human Resources, Risk Management, & Safety Department.

**Adopted: Aug. 28, 1978**

**Amended: Jan. 20, 1988**

**3.22.01 - 1 of 1**



# Long Beach Community College District

## Manager Performance Evaluation

### Procedural Information

#### **Statement of Philosophy**

The Performance Evaluation Procedure is designed to improve District services by:

1. establishing a system for setting individual goals and objectives on an annual basis.
2. assessing the degree to which those goals and objectives were met.
3. conducting an annual comprehensive evaluation of performance.

Evaluations will be in written form and will follow the prescribed format. All managers will receive copies of the College's Education Master Plan and the Board of Trustee's, the Superintendent-President's and the immediate supervisor's goals. Completed evaluation forms will become a part of the manager's permanent personnel file.

#### **Introduction to the Evaluation Process**

##### ***Purpose:***

1. Recognize excellence.
2. Provide rationale for decisions on retention, non-retention or reassignment.
3. Identify areas of performance needing improvement.
4. Identify areas for general management development training.

##### ***Evaluation Cycle:***

All employees holding a manager/supervisor or administrative appointment shall be evaluated annually by their immediate supervisor. Completed evaluations must be submitted to Human Resources no later than January 15 of each calendar year.

##### ***Role of the Performance Evaluation in Employment/Assignment:***

Although the evaluation process is an integral part in decisions on retention, non-retention, or reassignment of managers, it should be noted that such decisions are based upon the needs of the District and are reserved for the Board of Trustees. These actions need not be based upon performance evaluations and shall not be affected by failure to adhere to specific procedural steps in the evaluation process or by the lack of one or more evaluations required by this document.

#### **Annual Performance Evaluation Procedures**

##### **1. Manager (Evaluatee) Notification**

- Supervisor schedules initial performance evaluation meeting.
- Manager receives an Employee Performance Evaluation Packet to utilize as a basis for developing next year's manager objectives. The packet contains: the Performance Evaluation Procedures, the Performance Evaluation Forms, the College's Education Master Plan goals, the Board of Trustees' goals, and the Superintendent-President's goals.

##### **2. Initial Performance Evaluation Meeting**

- Supervisor reviews the performance evaluation process which includes an overview of the goals of the College's Educational Master Plan, the Board of Trustees, the Superintendent-President, and the supervisor.
- Manager is charged with developing objectives (for upcoming year) that are aligned with the aforementioned goals.
- Supervisor and manager collaboratively discuss developing the manager's objectives.
- Supervisor directs the manager to prepare and return a draft of his/her objectives to the supervisor within two weeks of the initial performance evaluation meeting.

##### **3. Supervisor Preparations for Final Meeting**

- Supervisor receives manager's first draft of his/her objectives (within two weeks of initial meeting).
- Supervisor reviews and, if necessary, revises manager's objectives.
- Supervisor completes the three part performance evaluation form which includes both the evaluation of the previous year's objectives and the proposed objectives for the upcoming year.
- Supervisor schedules the final performance evaluation meeting.

##### **4. Final Performance Evaluation Meeting**

- Supervisor and manager establish the manager's final objectives.
- Supervisor discusses the manager's performance evaluation.
- Manager is provided with an opportunity to respond and comment in writing.
- Supervisor and Manager sign off on the documents

##### **5. Final Performance Evaluation Documents**

- Due to Human Resources by January 15.

*Please Note: All managers must be evaluated a minimum of once a year.*

# Long Beach Community College District

## Manager Performance Evaluation

### Procedural Information

#### Manager Objectives

Although the setting of objectives is an interactive process, its context is essentially framed by the direction set in the college's Educational Master Plan. The goals and strategies set in the Plan guide the college's collaborative efforts for improvement in relation to its mission. Thus, the supporting goals adopted by the Board of Trustees for itself, and the Superintendent's President's goals developed in consultation with the Board of Trustees, model how each role and area aligns with the college direction. Executive level managers who report directly to the Superintendent-President develop a set of management objectives that cover their area(s) of responsibility and are in concurrence with the Plan. Development of said objectives is made in consultation with the Superintendent-President. Collegiality and coordination are the hallmarks of successful goal development and implementation.

Thus, the objectives developed by each manager in their area of responsibility should integrate specific unit development needs with the direction the college is taking. What is achievable with existing resources depends on increased coordination, collaboration, creativity, leadership, and resources sharing. Some of the unit objectives may overlap, but the final agreed-upon objectives will ensure that the manager and supervisor will periodically review the progress, related budget constraints, and any additional short-term objectives that must be accomplished. Annual progress is marked by the impact of the results.

The number of objectives established will vary depending on the supervisor, manager, the amount of risk-taking involved, and the resources available.

#### Guidelines for Developing Objectives:

- Tie objectives to college goals, where appropriate.
- Start with an action verb.
- Specify a single key result.
- Specify a target date for accomplishment.
- The objective relates directly to the accountable manager's role and responsibilities and to higher-level roles, responsibilities, and objectives.
- The objective is understandable by those who will be contributing to its attainment.
- The objective is realistic and attainable, yet represents a significant challenge.
- The objective is consistent with resources available.
- If complex, the objective lends itself to the development of an action plan that details what, why, who, were, when, and how.
- Separate objectives into (1) outcome objectives (those that have concrete, measurable results in terms of effectiveness); and, (2) process objectives (those which are continuing, important but may be difficult to measure in terms of direct impact, but contribute to efficiencies of operations.)

#### Responsibilities of Individual Managers

1. **Interdependence of Operation** – Managers endeavor to operate as a team, recognizing that any action by one manager has an impact on others.
2. **Authority** – Managers are authorized to make judgments and decisions which commit the college to various courses of action within the scope of their position descriptions.
3. **Team Management** – Managers are an integral part of the total college operation that participate in and contribute to the broad educational and support processes. Managers must work together in the planning stages of college-wide programs for effective implementation, solution of problems, and the attainment of high quality in all services delivered.
4. **Cost Effectiveness** – Managers are responsible for integrating and coordinating all programs and services used that respond to program users and broad management needs of the college within a fiscally responsible environment.
5. **Planning and Awareness** – Managers are responsible for anticipating and responding to needs and problems, many of which are not covered by existing policy or guidelines and which require the development of new programs, techniques, or other innovative methods.
6. **Competence** – Managers are expected to possess the knowledge, skills, and abilities in their field of expertise to understand and to implement the principles and concepts underlying the program, to administer it effectively, to communicate its value to others, and to encourage colleagues to provide necessary courses of action for program support.
7. **Collaboration and Networking** – Managers develop procedures and/or recommendations through collaboration with staff and other areas, and through networking with constituent groups as appropriate to reach consensus that underscores the interest(s) of the District.

**OAKLAND COMMUNITY COLLEGE  
COLLEGE OFFICER EVALUATION  
PEER EVALUATION PROCESS  
2005-2006**

\_\_\_\_\_  
Senior Officer

**Directions:** Provide a number from 1 (low) to 10 (high)—including .5—to score your peer on each of the following five dimensions. The descriptions identify types of observable behaviors included in that component and are designed to provide a consistent vocabulary for evaluation.

Collaboration Teamwork	Leadership Skills	Communication Skills	Goal Attainment	Professional Skills
1 - 10	1 - 10	1 - 10	1 - 10	1 - 10

***Component***

***Score***

**1. Collaboration/Teamwork**

\_\_\_\_\_

Builds consensus, trust and confidence among the people she/he works with. Encourages participation and collaboration in planning and decision-making. Is tactful in conveying criticism, and addresses conflicts constructively. Uses good judgment and responds to situations appropriately, including being sensitive to individuals' strengths and limitations. Is open and sharing with ideas and knows how to put the good of the team ahead of her/his own specific interests. Adheres consistently to fundamental values like honesty, integrity, fairness, and inclusiveness.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2. Leadership Skills

---

Works effectively toward the vision and goals of the College. Works effectively to accomplish goals and objectives within the area of responsibility. Motivates group effort and teamwork toward achieving objectives. Uses good judgment. Acts with honesty, integrity and fairness. Sets appropriate priorities. Addresses problems forthrightly. Fosters an environment that is inclusive and respectful of diverse populations.

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## 3. Communication Skills

---

Is able to inform and persuade others orally. Has effective written communication skills. Effectively articulates goals and needs. Keeps peers and subordinates regularly informed. Maintains appropriate confidentiality. Communicates effectively with key external audiences and constituents. Listens effectively.

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## 4. Goal Attainment

---

Review the stated and approved goals submitted in September 2005 to make a determination about whether progress has been or is being achieved in the four areas identified. The intended outcomes should be considered in assessing whether the goals are being attained.

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**5. Professional Skills**

---

Is well organized, sets priorities and delegates appropriately. Works effectively in a crisis and has a high tolerance for ambiguity. Maintains a professional and cooperative attitude when working with groups. Supports staff training and development. Demonstrates knowledge of important community college and higher education issues and trends. Manifests a knowledge of College goals, policies and procedures. Demonstrates subject matter knowledge in the specific area of responsibility. Understands the systems and procedures necessary to the effective functioning of a large complex organization.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Thank you for your assistance and thoughtful input.***

**OAKLAND COMMUNITY COLLEGE  
COLLEGE OFFICER EVALUATION  
360° FEEDBACK EVALUATION SURVEY  
2005-2006**

**Purpose**

This survey tool is designed and intended to provide performance feedback for College Officers: the Campus Presidents, the Vice Chancellors, the Chief Information Officer and the Chief Human Resources Officer. This feedback helps to support the strategic and operational activities of the College's leadership team. It encourages self-reflection, and professional improvement, and the setting of goals for future performance. This year it will also provide the Chancellor external input in preparing the individual's overall evaluation.

The survey assesses performance in several areas: leadership skill and ability, communication skill and ability, and administrative/managerial skill and ability. It complements the self-assessment of performance submitted separately by the Officer.

**Methodology**

360° feedback surveys of College Officers will occur contractually every year. Additional evaluations may occur at the request of the Officer or discretion of the Chancellor.

Each Officer (in consultation with the Chancellor) identifies faculty and staff from whom 10 are selected to receive the survey. Every effort is made to include a representative sampling of faculty, staff, and administrators/managers and not to ask any individual to complete more than one such feedback evaluation. As Chancellor, I also identified 5 more individuals to complete the survey. The College Officers are also evaluated by each of their peers. The instrument is distributed in March in preparation for the self-assessment of performance and returned to the Chancellor's Office within two weeks of distribution.

The Chancellor's Office collects the results and provides anonymous individual rating results with comments to the Officer and a copy to the Chancellor. This feedback will be considered by the Officer in completion of the self-assessment and by the Chancellor in her performance evaluation of the Officer.

March 2006

Evaluation for \_\_\_\_\_

**Ratings Legend**

- 4 Exceeds Expectation
- 3 Meets Expectations
- 2 Needs Improvement
- 1 Unsatisfactory
- 0 Cannot Rate/No Chance to Observe

**Leadership Skill and Ability**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
1. Works effectively toward the vision and goals of the College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Works effectively to accomplish goals and objectives within the area of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Motivates group effort and teamwork toward achieving objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Uses good judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Acts with honesty, integrity and fairness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Sets appropriate priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Addresses problems forthrightly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Fosters an environment that is inclusive and respectful of diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Communication Skill and Ability**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
9. Is able to inform and persuade others orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Has effective written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Effectively articulates goals and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Keeps peers and subordinates regularly informed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Maintains appropriate confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Communicates effectively with key external audiences and constituents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Listens effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluation for \_\_\_\_\_

**Ratings Legend**

- 4 Exceeds Expectation
- 3 Meets Expectations
- 2 Needs Improvement
- 1 Unsatisfactory
- 0 Cannot Rate/No Chance to Observe

**Administrative/Managerial Skill and Ability**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
16. Is well organized, sets priorities and delegates appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Works effectively in a crisis and has a high tolerance for ambiguity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Maintains a professional and cooperative attitude when working with groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Builds consensus, trust and confidence among the people she/he works with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Encourages participation and collaboration in planning and decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Supports staff training and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Demonstrates knowledge of important community college and higher education issues and trends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Manifests a knowledge of College goals, policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Demonstrates subject matter knowledge in the specific area of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Understands the systems and procedures necessary to the effective functioning of a large complex organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

***Thank you for your assistance and thoughtful input.***





## NON- FACULTY PART-TIME EMPLOYEE ANNUAL EVALUATION FORM

Employee Name \_\_\_\_\_ ID \_\_\_\_\_ Employment Date \_\_\_\_\_

Position \_\_\_\_\_ Department \_\_\_\_\_

### PERFORMANCE RATING

<b>1. OUTSTANDING</b>	Outstanding performance of a level rarely achieved by others. Assignments are accomplished at the highest level of performance. (This rating requires supporting comments.)
<b>2. COMMENDABLE</b>	Consistently exceeds job requirements with above average quality and quantity. Assignments are accomplished in a highly effective manner with only general guidance.
<b>3. COMPETENT</b>	Performance expected of the experienced employee. Performs all aspects of the job requirements. Assignments and responsibilities are accomplished effectively with a minimum amount of supervision and direction.
<b>4. NEEDS IMPROVEMENT</b>	Performs most of the duties but needs further development or doesn't perform on a consistent basis. (This rating requires supporting comments.)
<b>5. SIGNIFICANTLY BELOW STANDARDS</b>	Does not meet job requirements. Performance well below standard and not acceptable. Requires continual close supervision and direction. Producing inadequate results that require immediate improvement. (This rating requires supporting comments.)

FACTORS Rate Applicable Factors in accordance to current position description	SELF EVALUATION (Choose rating 1 thru 5)	SUPERVISOR EVALUATION (Choose rating 1 thru 5)	REMARKS Note Factors Which Exceed Expectations and/or Need Improvement and Method of Improvement
<b>Attendance/Punctuality</b>			
<b>Accountability</b> (Willingness to accept responsibility)			
<b>Organization/Planning</b> (Ability to plan/schedule work, demonstrates economy of time and materials.)			
<b>Judgment/Decision</b> (Consistent, effective, accurate.)			
<b>Professional Job Knowledge</b> (Current, in-depth, comprehensive, technical skills and abilities.)			
<b>Quality of Work</b> (Accurate, timely, meets deadlines.)			
<b>Quantity of Work</b> (Amount of work produced during an extended period of time.)			
<b>Communication (Oral)</b> (Ability to communicate with clarity and economy.)			
<b>Communication (Written)</b> (Ability to write concise, clear letters, reports, emails, etc..)			
<b>Adaptability</b> (Manages stress, flexible, accepts constructive comments, demonstrates improvement.)			
<b>Initiative/Responsibility/Effectiveness</b> (Creative, self-starter, thorough.)			
<b>Problem Solving</b> (Ability to recognize courses of action to existing/potential problems.)			
<b>Safety</b> (Observes safety procedures on the job.)			

(Continued on Reverse Side)

Employee Name \_\_\_\_\_ ID \_\_\_\_\_ Evaluation Date \_\_\_\_\_

*Continuation of Comments Relating To Factors:*

---

---

---

---

---

---

---

---

---

---

**Goals:**

---

---

---

---

---

---

---

---

---

---

OVERALL PERFORMANCE RATING (Supervisor Only)				
Outstanding	Commendable	Competent	Needs Improvement	Significantly Below Standards

**Recommendations for Part-time Employee:**

**Continuation of Employment**

**Non-continuation of employment  
(Attach recommendation for administrative approval.)**

*Employee's Remarks:*

---

---

---

---

---

---

---

---

---

---

*My signature means that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement or disagreement with the aforementioned comments.*

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Employee Signature                      Date

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Supervisor Signature                      Date

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Second Level Supervisor Signature                      Date

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Vice President Signature                      Date



# Administrative/Professional Performance Profile

## Employee Information

<b>Name</b>	
<b>Position Title</b>	
<b>Employee ID</b>	<b>Date of Evaluation</b>
	<a href="#">Click here to enter a date.</a>

<b>College Campus</b>	
Choose an item.	
<b>Department</b>	<b>Division</b>
<b>Type of Evaluation</b>	
<input type="radio"/> <b>Initial Performance Appraisal (90-days)</b> <input type="radio"/> <b>Annual</b> <input type="radio"/> <b>Other:</b>	

<b>Period of Evaluation</b>	
<b>To:</b>	<b>From:</b>

## Supervisor/Reviewer Information

<b>Name</b>	
<b>Position Title</b>	<b>Dept/Unit</b>

## Reviewing Administrator (Second Line Supervisor) Information

<b>Name</b>	
<b>Position Title</b>	<b>Dept/Unit</b>

<b>Reviewer Name:</b>	<b>Date:</b>

**Part I – Professional Planning Instrument (To be enclosed with profile)**

**Part II-Administrative Performance Profile**

**Definitions of Ratings**

<i>Needs Greater Emphasis:</i>	Performance is less than expected, less than standard. Supervisor and employee should review job expectations, and the supervisor should provide specific comments when marking this column.
<i>Standard:</i>	Performance more than meets minimum requirements of the position.
<i>Excellent:</i>	Performance goes well beyond expectations; Recognized strength.
<i>Not Applicable (NA)</i>	These standards of behavior and performance are not expected of this position.
<i>Not Observed (NO)</i>	No opportunity to observe.
<i>Process</i>	Part I-A and I-B are completed by the employee and submitted to his/her manager;  Part II and I-B are completed by the manager in draft form;  Manager and employee meet and discuss all parts of the profile. The manager finalizes part II and I-B after meeting with employee and submits to the next level manager for final approval.

**Administrative Performance Profile – Part II**

Directions: Each quality is viewed as a continuum ranging from “Needs Emphasis” to “Excellent”. Comments on each area are encouraged.

**1. Planning and Organization**

- a. participates in planning based on a sound understanding of the institution’s total mission
- b. formulates effective plans to achieve objectives and goals
- c. functions in a manner compatible with the plans, philosophy, and policies of the institution

Needs Emphasis	STD	EXC	NA	NO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**2. Implementation**

- a. assists faculty in providing an environment conducive to good learning situations
- b. meets objectives and goals on time
- c. consults with others and makes appropriate referrals
- d. properly accepts and follows directions

Needs Emphasis	STD	EXC	NA	NO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**3. Decision Making**

- a. evaluates problems objectively
- b. reaches decisions effectively without unnecessary delay
- c. accepts responsibility for outcomes of his/her decisions

Needs Emphasis	STD	EXC	NA	NO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**4. Supervisory Ability**

- a. is sensitive to the needs and abilities of subordinates
- b. effectively supervises work of subordinates
- c. properly delegates responsibilities
- d. helps professional development of subordinates

Needs Emphasis	STD	EXC	NA	NO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**Administrative Performance Profile – Part II****5. Communicative Skills**

- a. listens to and communicates with subordinates, peers, supervisors, and other institutional constituencies
- b. contributes effectively to staff discussions and meetings
- c. produces clear reports and correspondence

Needs Emphasis	STD	EXC	NA	NO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**6. Initiative (overall)**

- a. shows drive and energy
- b. is innovative in meeting job responsibilities
- c. is willing to work beyond ordinary requirements when necessary

Needs Emphasis	STD	EXC	NA	NO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**7. Professional Self-Improvement**

- a. has knowledge of current developments in the field
- b. pursues professional growth opportunities
- c. is able to adapt to changing situations

Needs Emphasis	STD	EXC	NA	NO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**8. Interpersonal Skills**

- a. maintains professional demeanor in appearance and manner
- b. promotes and atmosphere of cooperation, mutual trust, and high professional morale
- c. practices open-minded thinking and is receptive to others' opinions

Needs Emphasis	STD	EXC	NA	NO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

---

**9. Institutional commitment**

- a. has concern for welfare of the total institution as well as specific responsibilities
- b. shows interest and involvement in institutional activities
- c. promotes good public relations

Needs Emphasis	STD	EXC	NA	NO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

---

**Administrative Performance Profile – Part II**

**10. Career Development** – List names and dates of LSCS sponsored professional development seminars, course(s) attended during the past year; also honors, awards, conference papers presented, etc:

---

---

**11. Other Proficiencies** – (Describe any special skills, aptitudes, accomplishments; or specific areas of evaluation, e.g., risk taking, flexibility, and tolerance for stress)

---

---

**12. Comments and Recommendations**

---

---

From a review of the total evaluation instruments the following general summary of overall effectiveness in the position held is:

<input type="checkbox"/>	Satisfactory
<input type="checkbox"/>	Satisfactory with improvements needed as noted
<input type="checkbox"/>	Corrective action required*

\*If this item is checked, the evaluator is to prepare a memorandum outlining the corrective action to be taken and indicating the points in which the evaluator and others will provide assistance, and the possible relationship of corrective action to contractual decisions. The memo will also include the signatures of both parties, and will be attached hereto.

<b>This review has been discussed with me:</b>	<b>Date</b>
<b>Employee Signature</b>	
<b>Rater's Signature</b>	<b>Date</b>
<b>Printed Rater's Name</b>	
<b>Second Level Supervisor's Signature</b>	<b>Date</b>
<b>Printed Second Level Supervisor's Name</b>	

**Administrative Performance Profile – Part I-A**  
Professional Planning Instrument

<b>Plan for:</b>	<b>Date:</b>
<b>Reviewed by:</b>	<b>Date (1<sup>st</sup> Review):</b>
	<b>Date (Final Review):</b>

<i>Specific Objectives</i>	<b>Specific Action To Achieve Objectives</b>	<i>Review</i> ♠	<i>Comments</i> ♠♠

- ♠ Indicate the status of each item using the following scale: 1 = Achieved; 2 = Partial Achievement; 3 = Not Achieved; 4 = Plans Changed.
- ♠♠ This section should contain pertinent details supplied by the Supervisor. It should not be left blank. Include information important to describe performance and special accomplishments for the past year.



**Administrative Performance Profile – Part I-B**  
Professional Planning Instrument

Plan for:	Date:
-----------	-------

**I. Career Interests:** (Indicate specific preferences and alternatives)

a. Next:

b. Longer Range:

**II. Self-Evaluation:** (Describe technical, interpersonal, managerial qualifications, etc. and comment on areas in which you need further development)

a. Strengths:

b. Development Needs:

Note: Development actions and plans should be reflected in statement of objectives in Part I-A, next cycle.

Signed \_\_\_\_\_

# LONE STAR COLLEGE SYSTEM

## NEW EMPLOYEE PERFORMANCE REVIEW (ADMINISTRATIVE/PROFESSIONAL)

Employee Name: \_\_\_\_\_ Title: \_\_\_\_\_

Dept./Location: \_\_\_\_\_ Hire Date: \_\_\_\_\_ Review Date: \_\_\_\_\_

First Review (30 days)       Second Review (90 days)       Third Review (6 months)

Check the appropriate level of competence and describe performance of key job responsibilities below.

RATING FACTORS	OUTSTANDING	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	N/A
PLANNING AND ORGANIZATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IMPLEMENTATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DECISION MAKING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUPERVISORY ABILITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMUNICATIVE SKILLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INITIATIVE (Overall)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROFESSIONAL SELF-IMPROVEMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTERPERSONAL SKILLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INSTITUTIONAL COMMITMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CUSTOMER SERVICE (Cooperate and communicate with customers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL PERFORMANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**DISCUSSION OF KEY JOB RESPONSIBILITIES:**

*What Went Right:*

---

---

---

---

*What Went Wrong:*

---

---

---

---

*What's Next:*

---

---

---

---

- This employee should be retained.
- Performance is unacceptable, but employee will be retained up to the next review date to determine if performance will improve.
- This employee should be dismissed.

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Department Head: \_\_\_\_\_ Date: \_\_\_\_\_

### Long Beach Community College District Classified Confidential Employee Evaluation

Employee Name \_\_\_\_\_ Classification \_\_\_\_\_

Department/Division \_\_\_\_\_ Employment Date \_\_\_\_\_ Evaluation Period: \_\_\_\_\_

Permanent Employee \_\_\_\_\_ Probationary Employee \_\_\_\_\_ Third Month \_\_\_\_\_ Seventh Month \_\_\_\_\_ Final \_\_\_\_\_

Review the dimensions of performance. Under each category, comment on the employee's accomplishments and challenges during the evaluation period. Indicate level of performance achieved using the following scale:

4=Outstanding 3=Meets Expectations 2=Needs Improvement 1=Unsatisfactory

PLEASE NOTE: Individual category ratings must be in whole numbers

- 1) **Quality of Work:** Demonstrates accuracy and thoroughness; displays commitment to excellence; looks for ways to improve and promote quality; applies feedback to improve performance; monitors own work to ensure quality.

<b>Rating:</b>	4	3	2	1
<b>Comments:</b>				

- 2) **Productivity:** Completes work in a timely manner.

<b>Rating:</b>	4	3	2	1
<b>Comments:</b>				

- 3) **Working Relations:** Acts in a manner that reflects respect, courtesy, civility, and appreciation. Establishes and maintains effective work relationships. Offers assistance and support to co-workers. Understands lines of reporting, responsibility, and accountability. Provides accurate information.

<b>Rating:</b>	4	3	2	1
<b>Comments:</b>				

- 4) **Skills and Abilities:** Select all which are applicable to the work assignment. Evaluators may identify other relevant criteria if desired.

- a) **Attendance and Punctuality:** Reports to work as scheduled and on time and complies with standards for attendance, rest periods, and meal periods.

<b>Rating:</b>	4	3	2	1
<b>Comments:</b>				

- b) **Dependability and Reliability:** Carries out the responsibilities of the position with minimal supervision and guidance.

<b>Rating:</b>	4	3	2	1
<b>Comments:</b>				

- c) **Communication:** Writes clearly, edits work for spelling and grammar, presents numerical data effectively, expresses thoughts clearly, verbally and in writing.

<b>Rating:</b>	4	3	2	1
<b>Comments:</b>				

- d) **Team Work:** Balances individual and unit responsibilities; works effectively as part of a group.

<b>Rating:</b>	4	3	2	1
<b>Comments:</b>				

- e) **Safety:** Complies with District safety policies and practices. Operates equipment and/or vehicles in a safe manner. Reports unsafe conditions.

<b>Rating:</b>	4	3	2	1
<b>Comments:</b>				

- f) **Trade and Industrial:** Knowledge of industry standards and practices; maintenance, operation, and storing of tools supplies and equipment; proper handling of chemicals.

<b>Rating:</b>	4	3	2	1
<b>Comments:</b>				

- g) **Analytical and Data Analysis:** Recognizes what information is critical; plans and conducts research and analyses in clear and concise manner.

<b>Rating:</b>	4	3	2	1
<b>Comments:</b>				

- h) **Information Technology:** Demonstrates ability to use current technology in performing job duties.

<b>Rating:</b>	4	3	2	1
<b>Comments:</b>				

- i) **Leading Others:** Prioritizes and plans work activities of others to meet unit, department and college priorities and timelines; motivates others towards common goals, integrates changes, demonstrates ability to coach, mentor, train and develop others.

<b>Rating:</b>	4	3	2	1
<b>Comments:</b>				

**Overall Work Performance**

Please check the employee's overall rating:

\_\_\_ Outstanding      \_\_\_ Meets Expectations      \_\_\_ Needs Improvement      \_\_\_ Unsatisfactory

If appropriate, for permanent employee only:

Re-evaluation within 60 to 90 working days of evaluation conference:

\_\_\_ Initiated by supervisor      \_\_\_ Initiated by employee

For probationary employee only, recommend:

- Grant Permanent Status
- Continue Probationary Period (third and seventh month evaluation)
- Discontinue Employment

**Evaluator's Comments:** (Ratings of "Needs Improvement" or "Unsatisfactory" must be supported by a statement of the facts and suggestions for improvement. Comments may also include special commendations.)

---



---



---



---



---



---



---



---



---



---

Employee Signature: My signature below signifies that I have read and/or discussed this evaluation with my supervisor. It does not necessarily imply that I agree with the evaluation. I understand that I may submit written comments or rebuttal to this evaluation within fifteen (15) working days.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

**OAKLAND COMMUNITY COLLEGE  
COLLEGE OFFICER EVALUATION  
PEER EVALUATION PROCESS  
2005-2006**

\_\_\_\_\_  
Senior Officer

**Directions:** Provide a number from 1 (low) to 10 (high)—including .5—to score your peer on each of the following five dimensions. The descriptions identify types of observable behaviors included in that component and are designed to provide a consistent vocabulary for evaluation.

Collaboration Teamwork	Leadership Skills	Communication Skills	Goal Attainment	Professional Skills
1 - 10	1 - 10	1 - 10	1 - 10	1 - 10

***Component***

***Score***

**1. Collaboration/Teamwork**

\_\_\_\_\_

Builds consensus, trust and confidence among the people she/he works with. Encourages participation and collaboration in planning and decision-making. Is tactful in conveying criticism, and addresses conflicts constructively. Uses good judgment and responds to situations appropriately, including being sensitive to individuals' strengths and limitations. Is open and sharing with ideas and knows how to put the good of the team ahead of her/his own specific interests. Adheres consistently to fundamental values like honesty, integrity, fairness, and inclusiveness.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2. Leadership Skills

---

Works effectively toward the vision and goals of the College. Works effectively to accomplish goals and objectives within the area of responsibility. Motivates group effort and teamwork toward achieving objectives. Uses good judgment. Acts with honesty, integrity and fairness. Sets appropriate priorities. Addresses problems forthrightly. Fosters an environment that is inclusive and respectful of diverse populations.

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## 3. Communication Skills

---

Is able to inform and persuade others orally. Has effective written communication skills. Effectively articulates goals and needs. Keeps peers and subordinates regularly informed. Maintains appropriate confidentiality. Communicates effectively with key external audiences and constituents. Listens effectively.

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## 4. Goal Attainment

---

Review the stated and approved goals submitted in September 2005 to make a determination about whether progress has been or is being achieved in the four areas identified. The intended outcomes should be considered in assessing whether the goals are being attained.

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**5. Professional Skills**

---

Is well organized, sets priorities and delegates appropriately. Works effectively in a crisis and has a high tolerance for ambiguity. Maintains a professional and cooperative attitude when working with groups. Supports staff training and development. Demonstrates knowledge of important community college and higher education issues and trends. Manifests a knowledge of College goals, policies and procedures. Demonstrates subject matter knowledge in the specific area of responsibility. Understands the systems and procedures necessary to the effective functioning of a large complex organization.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Thank you for your assistance and thoughtful input.***



**OAKLAND COMMUNITY COLLEGE  
COLLEGE OFFICER EVALUATION  
360° FEEDBACK EVALUATION SURVEY  
2005-2006**

**Purpose**

This survey tool is designed and intended to provide performance feedback for College Officers: the Campus Presidents, the Vice Chancellors, the Chief Information Officer and the Chief Human Resources Officer. This feedback helps to support the strategic and operational activities of the College's leadership team. It encourages self-reflection, and professional improvement, and the setting of goals for future performance. This year it will also provide the Chancellor external input in preparing the individual's overall evaluation.

The survey assesses performance in several areas: leadership skill and ability, communication skill and ability, and administrative/managerial skill and ability. It complements the self-assessment of performance submitted separately by the Officer.

**Methodology**

360° feedback surveys of College Officers will occur contractually every year. Additional evaluations may occur at the request of the Officer or discretion of the Chancellor.

Each Officer (in consultation with the Chancellor) identifies faculty and staff from whom 10 are selected to receive the survey. Every effort is made to include a representative sampling of faculty, staff, and administrators/managers and not to ask any individual to complete more than one such feedback evaluation. As Chancellor, I also identified 5 more individuals to complete the survey. The College Officers are also evaluated by each of their peers. The instrument is distributed in March in preparation for the self-assessment of performance and returned to the Chancellor's Office within two weeks of distribution.

The Chancellor's Office collects the results and provides anonymous individual rating results with comments to the Officer and a copy to the Chancellor. This feedback will be considered by the Officer in completion of the self-assessment and by the Chancellor in her performance evaluation of the Officer.

March 2006

Evaluation for \_\_\_\_\_

**Ratings Legend**

- 4 Exceeds Expectation
- 3 Meets Expectations
- 2 Needs Improvement
- 1 Unsatisfactory
- 0 Cannot Rate/No Chance to Observe

**Leadership Skill and Ability**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
1. Works effectively toward the vision and goals of the College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Works effectively to accomplish goals and objectives within the area of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Motivates group effort and teamwork toward achieving objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Uses good judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Acts with honesty, integrity and fairness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Sets appropriate priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Addresses problems forthrightly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Fosters an environment that is inclusive and respectful of diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Communication Skill and Ability**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
9. Is able to inform and persuade others orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Has effective written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Effectively articulates goals and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Keeps peers and subordinates regularly informed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Maintains appropriate confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Communicates effectively with key external audiences and constituents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Listens effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluation for \_\_\_\_\_

**Ratings Legend**

- 4 Exceeds Expectation
- 3 Meets Expectations
- 2 Needs Improvement
- 1 Unsatisfactory
- 0 Cannot Rate/No Chance to Observe

**Administrative/Managerial Skill and Ability**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
16. Is well organized, sets priorities and delegates appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Works effectively in a crisis and has a high tolerance for ambiguity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Maintains a professional and cooperative attitude when working with groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Builds consensus, trust and confidence among the people she/he works with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Encourages participation and collaboration in planning and decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Supports staff training and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Demonstrates knowledge of important community college and higher education issues and trends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Manifests a knowledge of College goals, policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Demonstrates subject matter knowledge in the specific area of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Understands the systems and procedures necessary to the effective functioning of a large complex organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

***Thank you for your assistance and thoughtful input.***