San Jose/Evergreen Community College District
Administrator Performance Appraisal Forms

**Philosophy and Policy**
In accordance with Education Code Section 87663, the policy on evaluation of administrators is designed to recognize excellence in administration, to strengthen performance, to designate areas needing improvement, and to foster the growth and development of administrators in meeting the educational needs of faculty, staff and students engaged in the process of teaching and learning. The Administrator Evaluation Policy and Procedures applies to Supervisors, Managers, Directors, Deans, Vice Presidents, Presidents, Associate Vice Chancellors and Vice Chancellors.

The administrator evaluation addresses cultural diversity in the academic environment and is designed to evaluate an administrator’s ability to promote academic excellence, foster cultural, racial, and human understanding; and promote cultural proficiency at both an individual and institutional level. The evaluation is also designed to evaluate an administrator’s ability to provide positive role models for all students and create an inclusive and supportive educational and work environment for employees, students and the local community.

**Communication**
The administrator appraisal process is an on-going 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 San Jose/Evergreen 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 by completing the Behavioral Skill Areas Form. Effective administrators possess strong communication skills, leadership, teamwork, professional knowledge and expertise, administrative skills and diversity/cultural proficiency 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:

- **EX – Excellent**
  Performance is outstanding in all areas of position responsibility. In one or more of these areas, job performance is noticeably remarkable, superior, or noteworthy. Evaluating administrator (Evaluator) must provide written verification/explanation of this rating.

- **GSP - Good Solid Performance**
  Performance is sound and reliable; produces results consistent with expectations; fulfills management standards of the district. Performance of duties is fully effective in all areas.

- **NI – Needs Improvement**
  Performance is deficient in one or more areas of position responsibility and falls short of achieving primary goals and objectives. A plan for development or additional experience on the job is needed to achieve good, solid performance. This rating must be substantiated by supporting observations and examples and the evaluator must provide specific recommendations for improvement.

- **U - Unsatisfactory**
  Performance consistently fails to meet job expectations. Improvement is essential to continued employment in position. The Evaluator must provide specific examples of unsatisfactory performance and a specific plan for improvement.

- **NA/O Not Applicable or Observable**
  This rating is given when the rating factor does not apply or when job performance has not been observed.
San Jose/Evergreen Community College District
Administrator Performance Appraisal Forms

(Continued)

Procedures
The ratings on the previous page are used for the three major sections of the Administrator Performance Appraisal Forms: Position Responsibilities, Annual Goals and Objectives, 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 supervising administrator (Evaluator) after a review of all the evaluation material. The Evaluator must provide a written rationale for the overall rating.

Each administrator being evaluated (Evaluatee) must complete a self-evaluation by completing the Behavioral Skill Areas portion of the evaluation. The self evaluation is an opportunity for the Evaluatee to identify performance strengths, note circumstances that may have affected performance either positively or negatively, and inform the Evaluator 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/Evaluator and Administrator/Evaluatee 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/Evaluator and Administrator/Evaluatee Meet (October)
- Review progress toward goals and adjust as needed
- Begin evaluation process
- If Comprehensive Evaluation due, distribute evaluation to participants

Review/Summation Session

Immediate Supervisor/Evaluator and Administrator/Evaluatee Meet (November)
- Formal evaluation on previous year’s performance only
  - Major Position Responsibilities
  - Goals and Objectives
  - Behavioral Skill Areas
  - Administrator’s self-evaluation
- Establish new or revised goals for the subsequent year
- Issue written evaluation with placement

Three-Year Reviews
Every third year a comprehensive evaluation will be conducted. The Evaluator and Evaluatee will prepare a list of individuals to participate in the comprehensive evaluation. The individuals identified should include persons within the Evaluatee’s sphere of influence and/or persons who are knowledgeable of the Evaluatee’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 using the Behavioral Skill Areas Form. All efforts will be made to ensure the peers reviewing are both representative of the diversity of California and sensitive to equal employment opportunity and diversity concerns.

Annual Reviews
During years when comprehensive evaluations are not conducted administrators will receive annual evaluations. Annual evaluations do not include input from a broad range of responders. The administrator’s supervisor will be the sole individual completing the evaluation.
**NAME:** ___________________________  **TITLE:** ___________________________

**NAME OF EVALUATOR:** ___________________________  **TITLE:** ___________________________

Check One:  
- [ ] Annual  
- [ ] Comprehensive

**Performance Evaluation Key:**  
- **EX:** Excellent  
- **GSP:** Good Solid Performance  
- **NI:** Needs Improvement  
- **U:** Unsatisfactory  
- **NA/O:** Not Applicable/Observed

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**POSITION RESPONSIBILITIES**

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Review</th>
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</thead>
<tbody>
<tr>
<td><strong>LIST 4-7 MAJOR POSITION RESPONSIBILITIES</strong></td>
<td><strong>SUPERVISOR’S COMMENTS</strong></td>
</tr>
<tr>
<td>*1. The administrator participates in student learning outcome assessment by effectively leading those directly responsible for student progress.</td>
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<td>2.</td>
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**Position Responsibility Rating**

*For academic administrators*
## ANNUAL GOALS AND OBJECTIVES

### Implementation

**LIST 3-5 GOALS** for performance period

* Identify measurable goals and target dates with supervisor

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### Review

**SUPERVISOR’S COMMENTS**

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### Annual Goal Rating

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

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

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**Supervisor/Evaluator signature**

**Date**

**Administrator/Evaluatee signature**

**Date**

* To be signed when goals and objectives are established.
**ADMINISTRATOR EVALUATION FOR:**

**REVIEW PERIOD FROM:** ______________________ TO: ______________________

**NAME OF EVALUATOR:** ______________________


**BEHAVIORAL SKILL AREAS**

<table>
<thead>
<tr>
<th>COMMUNICATION SKILLS</th>
<th>EX</th>
<th>GSP</th>
<th>NI</th>
<th>U</th>
<th>NA/O</th>
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</thead>
<tbody>
<tr>
<td>1. The Administrator regularly exhibits the ability to inform and persuade others in oral and written communications.</td>
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<tr>
<td>2. The Administrator effectively conveys and articulates needs and goals to other Administrator/supervisors.</td>
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<td>3. The Administrator listens well and is effective in welcoming a diversity of opinions; and has conducted discussions in his/her area of responsibility regarding how they may work towards meeting the district’s diversity goals.</td>
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<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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<td>5. The Administrator regularly exhibits the ability to effectively communicate in a culturally proficient manner in his/her division/program across all areas of diversity.</td>
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**LEADERSHIP**

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<tr>
<th>LEADERSHIP</th>
<th>EX</th>
<th>GSP</th>
<th>NI</th>
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<th>NA/O</th>
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<tbody>
<tr>
<td>1. The Administrator has a highly developed sense of vision and innovation and takes initiative in building that vision.</td>
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<td>2. The Administrator motivates the work group by exhibiting high personal standards of fairness, enthusiasm, honesty, accomplishment, etc.</td>
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<td>3. The Administrator demands high standards through stated expectations and personal performance.</td>
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<td>4. The Administrator uses sound judgment and responds to situations in an appropriate manner including taking appropriate risks.</td>
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<td>5. The Administrator works hard to address and solve division/area problems.</td>
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<td>6. The Administrator actively participates in district and college committees and task groups.</td>
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<td>7. The Administrator has successfully supported, enhanced, and facilitated the district’s commitment to cultural richness, diversity goals and cultural proficiency. (provide specific examples below how this standard has been met)</td>
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<td>8. The Administrator personally models and sets standards for appropriate behavior towards all people.</td>
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<td>9. The Administrator models leadership by actively working to meet the districts goals and priorities.</td>
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<tr>
<td><em>10. The administrator participates in student learning outcome assessment by effectively leading those directly responsible for student progress. (provide specific examples below how this standard has been met).</em></td>
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</table>

Comments

Summary Rating:

*For academic administrators*
### PROFESSIONAL KNOWLEDGE AND EXPERTISE

1. The Administrator has in-depth knowledge or technical expertise in one of the areas or disciplines which he or she supervises.

2. The Administrator has an appropriate level of general knowledge about all of the areas or disciplines which he or she supervises.

3. The Administrator demonstrates understanding of college and district goals, policies, and procedures.

4. 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.

5. The Administrator participates in and has provided training and development activities designed to support a diverse working and learning environment for students and employees that include the development of a culturally proficient curriculum, student services, and management practices.

6. The Administrator demonstrates support for increasing the diversity of students and works to develop retention strategies.

7. The Administrator has made identifiable efforts to increase their level of cultural proficiency (knowledge of history, culture, language, contributions, sociopolitical perspective, of the diverse student body we serve) since their last evaluation.

### TEAM WORK

1. The Administrator maintains a professional and cooperative attitude in working with work groups and teams.

2. The Administrator provides for broad-based collaboration in area planning and decision making.

3. The Administrator demonstrates sensitivity to the needs and abilities of others, makes reasonable accommodations for mental and physical disabilities, for cultural, ethnic, gender, and religious differences, and exemplifies a supportive attitude.

4. The Administrator is tactful in conveying discipline or constructive criticism.

5. The Administrator gives firm direction when needed.

6. The Administrator resolves conflicts in a constructive way.

7. The Administrator builds consensus, trust and confidence within his/her teams.

8. The Administrator has made progress in increasing the diversity of faculty and staff and works to welcome and retain diverse faculty and staff. (During comprehensive evaluations review demographic hiring and retention data from HR for administrator’s area of responsibility)

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Comments

Summary Rating:
<table>
<thead>
<tr>
<th>ADMINISTRATIVE SKILLS</th>
<th>EX</th>
<th>GSP</th>
<th>NI</th>
<th>U</th>
<th>NA/O</th>
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</thead>
<tbody>
<tr>
<td>1. The Administrator attends to administrative details (e.g., budget, subordinate evaluations, schedule, etc.) in his/her area.</td>
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<td>2. The Administrator schedules meetings appropriately.</td>
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<td>3. The Administrator uses meeting time effectively and efficiently.</td>
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<td>4. The Administrator is organized and effectively structures, prioritizes, delegates, arranges and facilitates the accomplishment of tasks.</td>
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<td>5. The Administrator establishes work direction, sets priorities clearly, defines and 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 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 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 institutional strategies to serve needs.</td>
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<td>9. The Administrator when contracting for goods or services; making assignments to committees; developing policies, procedures and guidelines; developing programs and projects; implementing administrative duties; assigning and delegating duties; evaluating employees and when making general administrative decisions does so in a culturally proficient manner and in accordance with the district’s diversity and non-discrimination policies.</td>
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</table>

Comments

Summary Rating:

COMPUTATION OF OVERALL 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:
<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>
<tr>
<td><strong>Overall Rating</strong></td>
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</table>

**RATIONALE FOR OVERALL RATING**

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Page 8 of 9
This Performance Appraisal was conducted in accordance with Board policy and procedures.

The Appraisal was conducted by ________________________________.

_________________________________    _________________________       _________
Name                                                  Title                                   Date

Signature of College President, Vice Chancellor or Chancellor*

______________________________________________________________  ___________
President                                                  Date

*IIf there is a level of supervision between the Administrator conducting the appraisal and the
President, that individual must initial here to indicate that he/she has reviewed the appraisal.

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:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

I understand that this Appraisal/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

HR/10.30.12