

APPENDIX G

EVALUATION OF CANDIDATE FOR TENURE FORM

FACULTY CONTRACT

- Evaluation of Candidate for Tenure
- College of the Siskiyous

To:

From: Chair, Candidate for Tenure Evaluation Team

Subject: Evaluation of Candidate for Tenure Member

As we begin the process of evaluating \_\_\_\_\_ this year, I would like to ask for your help in assessing his/her contribution to our department and the COS community. Responses in any or all of the following categories are optional and confidential.

Please return this form to me by \_\_\_\_\_. Thanks for your help!

Rating:

1. Not applicable/insufficient data
2. Performance does not meet the standard
3. Improvement recommended
4. Performance meets the standard
5. Performance exceeds the standard

Any rating other than 'Performance meets the Standard' (#4) must be accompanied by an explanatory remark by the evaluator.

Remarks or specific suggestions for change option in "comments" space provided.

1 2 3 4 5

A. Communicates their academic subject clearly and effectively.					
B. Displays a mastery of their academic subject.					
C. Provides clear assignments and directions to students.					
D. Provides regular feedback concerning student's mastery of course-related materials or skills.					
E. Creates a learning environment which is free from harassment and prejudice.					
F. Respects the dignity of students.					
G. Demonstrates an interest in helping students learn.					

APPENDIX G (continued)

EVALUATION OF CANDIDATE FOR TENURE FORM

- H. Provides each student with information regarding academic progress on a regular basis throughout the semester.
- I. Provides each student a current and complete syllabus for each course taught.
- J. Provides each student with information regarding academic progress on a regular basis throughout the semester.
- K. Maintains scheduled office hours and is reasonably available to students.
- L. Provides clear and timely course grading standards, attendance records, and reports.
- M. Participates in appropriate department, committee and district meetings.
- N. Prepares and submits accurate records and reports to appropriate offices within established deadlines.
- O. Participates in Program Review.
- P. Participates in college governance.
- ★ Q. Works with District staff, students, and colleagues in a manner free from harassment, prejudice and bias.
- R. Overall summary of faculty peer evaluation.


Signature

Observer: \_\_\_\_\_ Date: \_\_\_\_\_

**SISKIYOU JOINT COMMUNITY COLLEGE DISTRICT  
CLASSIFIED EMPLOYEE EVALUATION**

**Multiple Measure #8**

The Siskiyou Joint Community College District Classified Employee Evaluation is based on the premise that all employees have a commitment and responsibility to continue to improve their performance. The purpose of the evaluation is to improve employees' job performance, skills, and expertise through a systematic and constructive evaluation system. In addition, the evaluation is used for corrective actions and in making personnel decisions. The Classified Evaluation:

- 1) Provides an opportunity for the supervisor and the employee to mutually develop performance goals; and
- 2) Assists the supervisor in determining areas for improvement.
- 3) Assists the employee in correcting deficiencies.

After the supervisor has rated the employee's performance, a meeting is held with the employee to discuss performance, make necessary plans for improvement, and commend the employee for good performance.

**NON-PROBATIONARY EMPLOYEES**

**All permanent classified employees are to be evaluated at least every year by their immediate supervisor and/or appropriate management personnel by the last working day of the month in which the employee was hired. All evaluations shall be sent to the Human Resources Department within five business days of completion.**

**PROBATIONARY EMPLOYEES**

Probationary employees are to be evaluated by their immediate supervisor by the end of the third (3<sup>rd</sup>), seventh (7<sup>th</sup>), and eleventh (11<sup>th</sup>) months of continuous employment. The evaluation must be conducted in accordance with Article 11 of the Contract.

**DEFINITION OF TERMS**

**Accuracy of Work:** The degree to which the employee is accurate in their job tasks.

**Adaptability and Flexibility:** Employee adapts to changes in circumstances, policies, procedures, and organizational practices; readily accepts new responsibilities and assignments; works effectively during periods of high activity and with varying personality styles; seeks out and utilizes available resources; listens and considers other points of view, ideas, and suggestions; learns and retains new information, policies and procedures.

**Attendance:** Employee is reliable as demonstrated by arriving on time both to assigned locations and providing proper notice when not going to be in attendance. Consider the employee's arrival and departure from work and time devoted to actual work. Consider the amount of time off for sick leave and personal business. Complies with standards and understands importance of attendance in providing effective service to internal and external customers.

**Collaboration:** Consider how well the employee fits into their work environment. Does the employee work in harmony and collaborate with others? Is the employee a team player?

**Communication:** Ability of employee to present accurate information to other employees, peers, and supervisors.

**Oral Communication:** Effectively gives and receives information in individual and group situations; speaks in a clear, distinct and understandable manner; explains department procedures, services, programs and activities effectively; listens attentively to what others have to say and can elicit valuable information from others.

**Written Communication:** Written expression is clear, accurate, concise, and conveys the desired message. Writing style is tailored to the varying forms of communication (instruct, persuade, inform) and the audience; summarizes a set of facts or ideas to be logical, coherent, and clear; composes letters and memos, using appropriate grammar, vocabulary, and sentence structure.

**Customer Service:** To effectively and efficiently meet the needs of customers by continually assessing performance based on customer feedback; is polite, professional and respectful of others; improves the quality and efficiency of services; actively listens and conveys understanding of customers' requests such that their needs can be anticipated and satisfied; openly communicates needs and problems; displays sensitivity to their sense of urgency.

**Decision Making:** Analyzes situations effectively; evaluates alternative courses of action and makes logical decisions; uses good judgment and common sense in making decisions; takes appropriate action in a timely manner; anticipates events and responds appropriately.

**Dependability/Reliability:** Employee can be relied upon to meet work schedules and fulfill job responsibilities and commitments; meets deadlines and follows instructions. Consider the employee's reliability in following instructions and carrying out assigned tasks with minimum direct supervision.

**Focus:** Able to put aside distractions and stays with a job until complete; able to stick to assignments and get results in spite of difficulties.

**Independence:** Works with minimal supervision, manages own time effectively, maintains control over all current projects/responsibilities; follows up on all relevant issues.

**Interpersonal Skills:** Assists and works well with others including members of the public, peers or supervisors with genuine interest and desire; deals effectively and functions cooperatively with others; treats others in a fair, consistent and non-judgmental manner; remains calm under difficult and/or pressure situations.

**Initiative:** Does the employee make suggestions for improvement in their area or undertake new work when the job at hand is complete without prompting? Is the employee a self-starter? Thinks and acts independently and promptly addresses problems; helps others when needed; takes action beyond explicit job responsibilities; sets high performance goals and originates action rather than just responding to the action of others.

**Job Knowledge:** Employee possesses necessary knowledge to effectively perform job and is able to apply what they have learned about their job; acquires new knowledge/skills/abilities as required by the job; has knowledge of subject area and related policies, procedures and technical expertise.

**Job Skills:** Effectively performs the work of the position and assigned area; understands applicable work methods, techniques, policies, procedures and systems; has a general understanding of the organization's beliefs, values, services, policies, and procedures.

**Judgment:** Able to reason, compare, understand, and think rationally on the job; makes quality work-related decisions based on sound conclusions/data; able to separate facts from opinions.

**Listening Skills:** Asks meaningful questions and listens closely and respectfully before offering comments.

**Planning and Organizing:** Uses time efficiently; plans and organizes priorities so that goals can be accomplished; keeps manager/supervisor advised of the status of projects and work assignments; establishes specific action plans to achieve short and long-term goals; identifies key activities necessary to achieve goals; allocates proper amounts of time and resources to activities and maintains an awareness of inter-relationships between activities.

**Problem Solving:** Able to identify problems and relevant issues; breaks problem into components; sees relationships and alternative solutions and arrives at sound conclusions through a logical process; uses good judgment and common sense in making decisions; anticipates events and responds appropriately.

**Quantity of Work:** The extent to which the employee produces an acceptable amount of work in order to meet schedules and deadlines. Consider neatness, skill, thoroughness and accuracy in completing job assignments; shows attention to detail, accuracy, and follow-through; stays with a task or job until it is finished or no longer attainable; maintains effectiveness in spite of rejection or disappointment.

**Quality of Work:** The extent to which the employee neatly, thoroughly and accurately completes job assignments according to established standards of quality.

**Respect:** Gains confidence of others and earns respect of peers and supervisors; values diversity and respects opposing opinions.

**Responsibility:** Consider the employee's sense of responsibility and willingness to carry out assigned duties. Does the employee think and act reasonably? Is the employee able to tell right from wrong?

**Safety:** Follows established safety practices; corrects unsafe work practices on the job.

**Teamwork:** Degree to which the employee works effectively and cooperatively with others and other departments in achieving organizational goals; establishes and maintains effective working relationships; accomplishes tasks by working with others and being an effective team player; recognizes how their decisions may impact others; seeks input from others.

**Time Management:** Employee is prompt in reporting for work and effectively and efficiently uses their time to accomplish their job tasks. Consider the amount and promptness of work produced based on specific job requirements. Does the employee use time wisely?

## THE PERFORMANCE EVALUATION MEETING

How the performance evaluation is conducted can be as important as the information that goes into it. Careful preparation and scheduling of the performance evaluation meeting may take a little time, but the results produced are worthwhile. Consider the following in conducting a performance evaluation meeting:

1. Pre-schedule a time to meet with the employee, giving the employee sufficient notice to prepare.
2. Be prepared. Review the employee's job description and review other resources related to the employee's job performance.
3. Give your full attention to the evaluation meeting. Ensure you are in a quiet place where you will not be interrupted. Create a positive atmosphere.
4. Ask open-ended questions.
5. Give honest and constructive work-related feedback.
6. Encourage an interactive discussion on the review and establishment of goals and objectives.
7. Ask the employee what you can do to assist them to be successful.
8. Discuss how you will follow-up with the employee.
9. Close the meeting by thanking the employee for participating.

### PERFORMANCE EVALUATION RATINGS

CODE	RATING	DEFINITION
NA	Not Applicable	The evaluation item is not applicable.
U	Unsatisfactory	Employee does not perform their job duties at an acceptable level; performance is clearly inadequate. Immediate corrective measures are required.
NI	Needs Improvement	Employee performs some of the job responsibilities; frequently or regularly falls short of normal acceptable standards and does not meet expectations.
ME	Meets Expectations	Employee routinely meets performance standards. Most employees should fall in this category.
EE	Exceeds Expectations	Employee consistently exceeds performance and is well above normal standards.

## CLASSIFIED EMPLOYEE EVALUATION

Evaluation Period:		to		Date:		Date of evaluation:	
Employee Name:							
Department:							
Position Title:							
Reason for Review: <input type="checkbox"/> Annual <input type="checkbox"/> Probationary <input type="checkbox"/> Other							
Probationary Employees Only: <input type="checkbox"/> Recommended for Continued Employment <input type="checkbox"/> Not Recommended							

**Instructions:** Please provide a rating for every indicator below. An explanation must be provided for each rating of "Unsatisfactory." Attach additional sheets if necessary.

<b>I. WORK SKILLS/WORK HABITS</b>					
<i>Consider as many or as few responsibilities as are necessary to ensure successful job performance.</i>					
<b>1. Quality of Work</b> – Extent of thoroughness and neatness. Employee performs duties in an acceptable manner.	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Demonstrates competence in completing job functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Accurate, neat and thorough in job tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Completes acceptable amount of work on schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Productivity/Organization of Work</b> – Extent to which employee efficiently produces a significant amount of work in a specified time. Organizes work and assignments effectively.	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Develops efficient schedules as work assignments are made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses good judgment in use of supplies, materials and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Develops long-range plans in job assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Exhibits effectiveness in daily planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Exhibits high standards and work ethic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Utilizes available resources to achieve job results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Prioritizes work and assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Demonstrates organizational skills and ability to multi-task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Manages time appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Job Knowledge</b> – Extent to which employee has knowledge of job requirements and demonstrates knowledge of work.	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Understands job and related tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Rarely requires extensive job instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Understands purposes and methods of work performed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Reliability</b> – Extent to which employee fulfills responsibilities, meets commitments, and uses time efficiently.	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Completes work on schedule (barring unforeseen disruptions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Effectively carries out daily assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prioritizes tasks well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Attendance/Punctuality</b> – Consider number of absences, work arrival and departures, lunch periods and breaks, use of annual and sick leave in accordance with District policy. Extent to which employee is punctual, has an acceptable attendance record, and observes work hours/attendance.	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Uses sick leave and compensation time appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Maintains good attendance record.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Arrives at work on time; does not leave early without authorization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provides reasonable notice when absent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>6. Independence/Judgment</b> – Extent to which employee works with little or no supervision and accepts accountability for job.	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Rarely needs direct supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sees a job through to completion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Does not blame others for mistakes or failures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Creativity</b> – Extent to which employee proposes ideas, finds new and better ways of doing things.	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. Initiative</b> – Extent to which employee seeks new assignments, assumes additional duties when necessary.	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Identifies and corrects problems before they escalate into major issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Often makes workable suggestions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrates initiative in developing new and improved procedures; able to identify problems and develop appropriate solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9. Adherence to Policy</b> – Extent to which employee follows conduct rules, adheres to and follows District policies and procedures.	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Demonstrates knowledge of District policies related to work assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Adheres to daily work guidelines, safety regulations, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Follows appropriate channels of communication when dealing with students or District personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Accepts District goals and policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Exercises discretion and confidentiality when dealing with all matters pertaining to personnel and District business. Safeguards confidential and privileged information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10. Interpersonal Relationships</b> – Extent to which employee is willing and demonstrates the ability to cooperate with coworkers, supervisors, and/or outside contacts.	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Accepts responsibility in building and maintaining positive relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicates in a polite, tactful and courteous manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrates effective listening skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Accepts feedback in a positive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Communicates concerns/needs in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Participates in problem solving in a positive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Resolves conflicts professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Work Skills/Work Habits Comments:**



## II. COMMUNICATION AND INTERPERSONAL SKILLS

How well does the employee get along with other individuals in the performance of job duties? Consider effectiveness of relations with co-workers, supervisor and, if applicable, students and the public. Consider the employee's cooperativeness, tact, and courtesy.

1. Interpersonal Skills	NA	U	NI	ME	EE
a. Exhibits a positive approach toward students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Values diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Relationship with others is appropriate to job setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Responds to student concerns appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Relates well with other staff. Communication with others is respectful, confidential and professional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Demonstrates courtesy and professionalism in all communications with the public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Maintains composure when things are not going as expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Treats all persons with respect and civility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Demonstrates a willingness to work with students, employees, and the public regardless of race, gender, age, disability, sexual preference, gender identity, or other protected class status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communication	NA	U	NI	ME	EE
a. Maintains student and staff confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Practices appropriate telephone and e-mail etiquette.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrates effective written and oral communication appropriate for job function.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Writes in a clear, concise, well-organized manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Conveys detailed information clearly and effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Communicates concerns/needs in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Communicates in a polite, tactful and courteous manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Prepares written materials utilizing various computer software programs as appropriate to job duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Greets visitors and the public appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Responds to concerns and questions in an effective, professional and courteous manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Peer Relations – Extent to which employee works with and interacts well with co-workers.	NA	U	NI	ME	EE
a. Interaction with co-workers adds to successful completion of assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Exhibits cooperation with co-workers and works well as a team member to accomplish District goals and tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Understands job-related needs of co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Understands and demonstrates professional behaviors and expectations related to interoffice/team working environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Develops and maintains professional relationships, refrains from discussing information about colleagues, staff and/or students obtained in the course of professional service for other than professional purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Employee maintains composure, demonstrates constraint and self-control in difficult situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Understands contribution to total District effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Works well with others to solve common problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Personal Appearance – Consider the employee's overall appearance in connection with the type of work performed. Is the employee's appearance clean and appropriate for their job?	NA	U	NI	ME	EE
a. Personal hygiene and grooming are appropriate to the work place and have no negative effect on work performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Positively represents the District in the work place and public environment; exhibits professional demeanor, including appropriate dress and language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Communication and Interpersonal Skills Comment:**

**III. PROFESSIONAL JUDGMENT**

*Consider the extent to which the employee can be counted on to carry out instructions and responsibilities (the degree of supervision necessary to complete work).*

<b>1. Decision Making – Extent to which employee demonstrates good judgment/makes reasonable decisions.</b>	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Practices self-control – thinks before acting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analyzes situations accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Analyzes fiscal resources, human resources and community impact before making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Researches to obtain knowledge of District’s practices and procedures before making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Uses good judgment in determining the best way to help customer (staff, students, public, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Adapts Well to Change – Extent to which employee is flexible.</b>	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Performs well in new situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Adjusts to new scheduling and/or changes in schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrates willingness to learn new tasks and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Demonstrates willingness to incorporate new ideas or methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Exhibits flexibility and adaptability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Professional Judgment Comments:**

**IV. JOB COMMITMENT**

*Consider the extent to which the employee can be depended on to perform their duties without being directed.*

<b>1. Performs Duties Willingly</b>	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Personal problems do not affect work performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provides positive reinforcement to students and staff as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Displays a desire to work with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Accepts Suggestions and Follows Directions</b>	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Considers constructive criticism and makes necessary changes in performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Follows directions of supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Job Commitment Comments:**

**V. TECHNOLOGY AND EQUIPMENT**

*Consider the extent to which the employee utilizes technology and equipment to achieve efficiencies in the delivery of their duties.*

<b>1. Skill in Technology and Use of Equipment</b>	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Exhibits adequate knowledge of applicable software systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Exhibits proficiency the use of technology systems and software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Applies technology as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Participates in training needed to have required skill level and increased skill in operation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Properly cares for and maintains technology and equipment if applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Implements technology to improve efficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Technology and Equipment Comments:**

**VI. SAFETY**

<b>1. Safety</b>	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Ensures a hazard-free environment for students, staff and him or herself, i.e. locks doors, secures equipment, maintains a clean and orderly workspace, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Follows District safety policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Equipment and Materials</b>	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Uses equipment and materials with skill and safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Practices Safe Work Habits</b>	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Maintains a safe environment in the work place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Follows safety practices as prescribed by policy and common sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Understands and follows safety guidelines associated with equipment, chemicals and other supplies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Promptly reports safety hazards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Safety Comments:**

**VII. ACCREDITATION STANDARD REGARDING STUDENT LEARNING OUTCOMES**

*For employees who are directly responsible for student progress toward achieving stated student learning outcomes.*

<b>1. Effectiveness in producing student learning outcomes</b>	<b>NA</b>	<b>U</b>	<b>NI</b>	<b>ME</b>	<b>EE</b>
a. Effectively assists faculty and others directly responsible for student progress in producing stated student learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**VIII. OVERALL COMMENTS AND RATING**

**Evaluator's Comments:** *Note employee's major strengths and accomplishments.*

**Areas Needing Improvement:** *Include action plans recommended to achieve successful work standard.*

**Overall Rating of Employee's Job Performance:**

Unsatisfactory    Needs Improvement    Meets Expectations    Exceeds Expectations

**What can the employee do to improve his or her performance?**

**Employee's Comments:**

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Title

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

\_\_\_\_\_  
Date

*My signature below indicates I have read this evaluation. It does not indicate that I agree with the evaluation. I understand I have the right to respond in writing within 10 working days. My comments will be attached to the evaluation form in my personnel file.*

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

\_\_\_\_\_  
Date

***Make 2 copies: 1 for the employee; 1 for the evaluator. Send the original to Human Resources to be placed in the employee's personnel file.***

# ADMINISTRATOR EVALUATION SURVEY

## Instructions

DIRECTIONS: Please complete the survey using your own understanding of the position and the performance of the individual being evaluated. The attached copy of the job description lists the essential functions and qualifications.

### 1. EVALUATION OF (EMPLOYEE NAME)

### 2. EMPLOYEE TITLE

### 3. PERIOD OF EVALUATION

# ADMINISTRATOR EVALUATION SURVEY

## 4. I am an/a:

- Administrator or classified manager
- Classified or confidential employee
- Faculty member
- Other

## 5. My contact or working relationship with this administrator is:

- Frequent
- Occasional
- Seldom

# ADMINISTRATOR EVALUATION SURVEY

**6. If you do not feel you can evaluate this person, please check the button below.**

I cannot evaluate this person

# ADMINISTRATOR EVALUATION SURVEY

## EVALUATION SCALE

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

If an item is not applicable, mark number 5. If you select unsatisfactory (1) or improvement needed (2), please cite an appropriate example of the area needing improvement. Confidentiality is guaranteed.



# ADMINISTRATOR EVALUATION SURVEY

## MANAGEMENT SKILLS

**7. Quality of Work: Performs work that is well organized, accurate, completed on time, a level of quality consistent with professional standards.**

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

**8. Quantity of Work: Allocates, balances, and integrates the workload; delegates where appropriate; takes initiative in areas of responsibility.**

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

**9. Planning: Establishes a systematic planning process in which objectives have been anticipated and an appropriate evaluation process developed from both short- and long-range plans.**

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

# ADMINISTRATOR EVALUATION SURVEY

**10. Use of Judgment: Demonstrates reasonable judgment in weighing alternatives and considering variables to reach decisions; keeps priorities in perspective; assumes appropriate responsibility; respects confidentiality.**

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

**11. Problem Solving: Recognizes and faces problems directly; assumes responsibility for the resolution of problems encountered; attempts to resolve conflicts in a professional manner.**

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

**12. Resource Management: Manages/allocates resources (financial, material, time, and human) effectively and in a manner consistent with established goals, objectives, and priorities.**

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

## ADMINISTRATOR EVALUATION SURVEY

**13. Accountability: Takes an active part in the decision-making process and supports the implementation of the decisions reached; accepts responsibilities for the consequences of his/her actions.**

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

**14. Personnel: Implements personnel procedures in conjunction with district policy and equal access guidelines.**

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

**15. Job Knowledge: Understands all job requirements and related functions, keeps abreast of technical developments in field, knows and understands pertinent policies and procedures, knows and makes use of organization. (Major area)**

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

# ADMINISTRATOR EVALUATION SURVEY

## HUMAN RELATIONS SKILLS

**16. Relationships: Works in a cooperative mode with diverse groups of people and ideas; facilitates participation in decision-making process.**

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

**17. Attitude: Accepts job-related assignments; is willing to accept and act upon constructive counsel.**

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

**18. Communication: (Oral) Conveys expressions of thoughts, ideas and concepts and gives directions clearly, concisely and logically. Listens actively, shares information, and understands directions from others.**

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

# ADMINISTRATOR EVALUATION SURVEY

**19. Communication (Written): Conveys thoughts, ideas, and concepts and gives directions effectively in writing, using the principles of clarity, conciseness, accuracy, logic, and appropriate language, e.g., grammar, punctuation.**

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

**20. Trustworthy: Works to establish and maintain mutual trust and openness that encourages communication.**

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

# ADMINISTRATOR EVALUATION SURVEY

## 21. Interpersonal Relations:

5 = Not applicable or not observed      4 = Excellent performance, above expectations      3 = Satisfactory performance, consistent with expectations      2 = Improvement needed      1 = Unsatisfactory performance, below expectations

Treats people with courtesy and respect.

Recognizes employee problems and deals with them promptly and in a manner which maintains the dignity of the employee.

Resolves conflicts in a sensitive and professional manner using effective interpersonal skills.

Recognizes employee efforts and contributions.

Comments:

# ADMINISTRATOR EVALUATION SURVEY

## LEADERSHIP

**22. Creativity and Innovation: Promotes and implements new ideas; presents creative solutions to problems, and initiates implementation; encourages risk-taking; is resourceful; encourages employees to work independently to achieve goals and solve problems.**

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

**23. Leadership: Guides and motivates others towards goal achievement; develops effective teams; provides vision; facilitates development; balances authority and service; accepts accountability for actions and decisions; guides and directs the development of department/programs; inspires others through unit of purpose; respects responsibilities and commitments of others.**

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

# ADMINISTRATOR EVALUATION SURVEY

## 24. Risk-Taking: Demonstrates a willingness to take risks appropriate to the situation at hand.

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

## 25. Well Informed: Works actively to keep current with developments at the national, state, and local levels which may impact upon the mission and goals of the district.

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

## 26. Commitment to Diversity: Embraces and employs the diversity of individuals, cultures, values, ideas, and communication styles.

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:



# ADMINISTRATOR EVALUATION SURVEY

## PERSONAL ABILITIES/QUALITIES

### 27. Contributes to positive staff morale.

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

### 28. Ability to manage change effectively.

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

### 29. Is ethical.

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

# ADMINISTRATOR EVALUATION SURVEY

## 30. Demonstrates cultural competence relative to a global society.

- 5 = Not applicable or not observed
- 4 = Excellent performance, above expectations
- 3 = Satisfactory performance, consistent with expectations
- 2 = Improvement needed
- 1 = Unsatisfactory performance, below expectations

Comments:

# ADMINISTRATOR EVALUATION SURVEY

## THANK YOU

Thank you for taking time to complete this evaluation!