

AP 7150 EVALUATION

Reference:

Accreditation Standard III.A.1.b

The process of evaluation will support and encourage long-range planning, and will recognize successful performance, administrative skills and abilities. The evaluation process will encourage and support innovation and risk taking that aim to enhance institutional programs and goals.

The Office of Human Resources establishes and maintains current forms and procedures for evaluation. These forms and processes are maintained on the Human Resources website.

Further information regarding evaluation of represented employees can be found in the respective collective bargaining agreement.

- ❖ **From the current CLPCCD Administrative Rules and Procedures 4212 titled Performance Evaluation – Confidential & Supervisory**

Procedure for Performance Evaluation for Confidential and Supervisory

1. ~~Written Evaluation~~

~~Written evaluations will be made on the prescribed District performance evaluation forms provided by the Human Resources Office. Following completion of the evaluation report, the assigned supervisor or manager will hold a conference with the employee to discuss the evaluation and areas of commendation, unsatisfactory performance which requires improvement, and career plans and interests. The employee may make written comments on any item. The form will be completed in triplicate, with all copies signed by the evaluator and the employee. A copy shall be given to the employee at the time of the conference. Two (2) copies will be transmitted to the next higher in the administrative channels for review and comment. Following this review, the Vice President or Vice Chancellor of Business Services, or designee will sign both copies and transmit the original copy through the Director of Human Resources~~

to the Chancellor for appropriate action and retention in the employee's personnel folder. The other copy will be given to the employee.

2. Review and Appeal of Evaluation Report

An employee who has reason to question a performance evaluation report may request in writing within five (5) days from the date the evaluation is signed by the employee, a review of the evaluation and/or meeting with the President or Chancellor (for employees assigned to District Services), or designee. The President, Chancellor or designee will respond within ten (10) working days of receipt of request. This review process shall serve in place of the regular grievance procedure.

All performance evaluation reports will be available for review in connection with job promotions, disciplinary actions and other changes in employment status.

An employee may submit a written response to any evaluation within five (5) working days from the date the evaluation was signed by the employee. The response shall be attached to the evaluation and placed in his/her personnel file.

3. Non-Participation of Members of the Immediate Family

No employee shall participate in the review and evaluation of the performance of another employee who is a member of the immediate family. A "member of the immediate family" means the mother, father, grandmother, grandfather, or a grandchild of the employee or of the spouse of the employee; and the spouse, son, son-in-law, daughter, daughter-in-law, brother, sister, brother-in-law or sister-in-law of the employee; any relative living in the immediate household of the employee or domestic partner.

4. Written Responses

A unit member may submit a written response to any evaluation within five (5) working days from the date the evaluation was signed by the employee. The response shall be attached to the evaluation and placed in his/her personnel file.

NOTE: The following language in current CLPCCD Administrative Rules and Procedures 4120 is addressed in the Administrator Performance Evaluation System posted on the Human Resources website.

- ❖ **From the current CLPCCD Administrative Rules and Procedures 4120 titled Evaluation of Management Personnel**

PHILOSOPHY

Assessment and evaluation are at the core of the work of any academic institution. The evaluation of managers is a necessary part of the total assessment process since it greatly affects the teaching and learning which takes place there and ultimately finds its

expression in student success. The process of evaluation at Chabot-Las Positas District reflects the following philosophical principles and values.

The District evaluates administrative effectiveness in order to recognize and improve the work of its personnel and the total effectiveness of the institution.

The process of evaluation will pave the way for the professional development of the individual administrator. Both the individual being evaluated and those responsible for facilitating the evaluation are to be held accountable in this endeavor. The self-evaluation of the administrator, the supervisor's evaluation and the summary evaluation of the supervisor and committee are, therefore, equally important in fostering good job performance and setting standards for development.

The process of evaluation, as a continued commitment to shared governance, is collegial, and involves the participation of individuals from all groups who work with the administrator.

As institutional needs change and evolve, the skills of the administrator should reflect those changes.

The process of evaluation will support and encourage long-range planning, and will recognize successful performance, administrative skills and abilities. The evaluation process will encourage and support innovation and risk taking that aim to enhance institutional programs and goals.

PURPOSE

The evaluation process at the Chabot-Las Positas Community College District assists the individual whose work is assessed, improves the unit to which the individual is assigned and benefits the District as a whole. It causes individuals involved in the process to consider institutional priorities and values, to discuss the relationship between policies and actions, and to clarify and define leadership attributes. The process encourages team-building and leads to the improvement of the institution as a whole.

Clear and current position descriptions and role definitions for administrators will be the basis for effective evaluations. Each evaluation process will be tailored to the individual position to the extent possible and conducted for the following primary purposes:

1. to guide professional development for the administrator;
2. to recognize and enhance the effectiveness and productivity of the administrator;
3. to make the administrator and the supervisor aware of the perceptions of those who work directly with the administrator;
4. to develop plans for improvement and innovation.

OVERVIEW OF MANAGEMENT EVALUATION PROCESS

The management evaluation process is two-tiered:

1. **Supervisor's Evaluation:** Managers shall be evaluated by their immediate supervisor annually as well as the comprehensive evaluation described below. The supervisor's evaluation will result in a written summary that will include an assessment of the role, function and work performance of the manager.
2. **Comprehensive Evaluation:** Managers shall be evaluated by an appraisal team chaired by the supervisor. Managers shall write a narrative self-evaluation based on the units goals and objectives and her/his job description; and be evaluated by a respondent group (of faculty and/or staff supervised by the manager), by peers, and by the immediate supervisor on a revolving calendar. Probationary managers shall be evaluated annually for the first two years of service to the District. Continuing managers shall be evaluated every three years. During the initial three year evaluation cycle, managers may be chosen by lot or other means to ensure that roughly one third of the managers are evaluated each year. (The calendar for these evaluations will be published and available in a central location, and every effort will be made to adhere to this calendar.)

SPECIFICS OF MANAGEMENT EVALUATION PROCESS

Supervisors' Evaluation

The Supervisor's Evaluation occurs annually and may address any of the performance qualities identified in the comprehensive evaluation, as well as those characteristics that may be more readily observed from the supervisory perspective. Examples of performance attributes that may be addressed include, but are not limited to:

- Timeliness, thoughtfulness, and accuracy in providing requested information (e.g. FTES data requests, counseling coverage, maintenance schedule, budget worksheets, requisition processing, personnel reports, etc.).
- Demonstrated ability to work in a positive and effective manner with respondent groups (subordinates, peers and superiors).
- Demonstrated understanding and ability to responsibly and effectively deal with fiscal matters as appropriate.
- Ability to develop both short and long-range plans.
- Demonstrated understanding of and initiative in the principles of shared governance.
- Professional and thoughtful selection, orientation, training, evaluation and leadership of area personnel.

In addition to the evaluation of performance, the evaluation shall include a "Goals and objectives Plan." This plan will be generated by the supervisor and the manager and will include the specific objectives and actions both feel will facilitate growth and help the manager improve performance for the following years. How well these goals and objectives are met will then be reviewed during the next annual performance evaluation with the manager providing a retrospective statement on the past year. The supervisor will discuss the evaluation with the manager and give the manager an opportunity to respond to the evaluation.

The manager's goals and objectives should reflect the following:

- Unit mission statement
- Institutional goals for the prior year
- Where applicable, service area and unit "Goals and Priorities"
- Other goals and objectives unique to the manager's assignment and interests

The length of the document should be only a few pages - three or four goals, each with a few objectives. There should be a focus on these, rather than attempting to be all-inclusive.

Comprehensive Evaluation

Composition of Appraisal Team — This team shall consist of the following:

Chairperson: This shall be the manager's immediate supervisor, and where the manager reports to more than one supervisor, an appropriate designee may be appointed by the President or Chancellor.

Peer: This individual shall be selected by the supervisor in consultation with the manager. (For those management levels in which there are not true peers, an appropriate level manager will serve in this capacity.)

Respondent group: Two people who report directly to the manager shall serve on the team representing the perspective of the manager's subordinates. Whenever possible, these two people shall be selected from people who report directly to the manager, and shall consist of one appropriate faculty member/unit member and one appropriate classified staff, with care being given to ensuring that the different constituencies are represented. Both of the people shall be selected by the supervisor in consultation with the manager. Faculty representatives shall be confirmed by the Academic Senate, unit representative confirmed by the unit, and classified representatives shall be confirmed by the Classified Senate.

- Evaluation Documents
- Supervisor's Evaluation
- Manager's Narrative Self-Evaluation
- Peer Evaluation Survey
- Respondent Evaluation Survey
- Job Description
- Goals and Objectives Plan
- Supervisor's Summary Evaluation

NOTE: Delete the evaluation instruments below from new AP 7150 titled Evaluation (see the following pages) and instead include these evaluation documents in a management handbook or on the Human Resources website (or in Human Resources Guidelines).

MANAGEMENT COMPREHENSIVE EVALUATION PROCESS

1. Appraisal team appointed by supervisor in consultation with the manager.
2. **Initial meeting of appraisal team:** At this meeting, committee members review the responsibilities of members of the committee and plan process for gathering of information, data and responses to evaluation surveys.
3. **Committee members gather data:** Each representative on the committee explains the process to individuals in his/her target group, distributes peer surveys, gathers and summarizes responses, and interprets the data to whatever extent possible. The data gathered will be anonymous to ensure frankness and honesty, but it is the responsibility of the committee member gathering the data to ensure the integrity and reliability of the data. It is the supervisor's responsibility to oversee the data collection to ensure its integrity and reliability, so that the evaluation is truly accurate, representative, and constructive.
 - a. **Peer Evaluation Survey:** Conducted by peer representative on the appraisal team. The representative may survey all peers the committee feels are appropriate.
 - b. **Respondent Group Evaluation Survey:** All contracted staff directly supervised by the manager, or other subordinates selected at the discretion of the committee who may have direct information about the managers performance (or who can provide an "at-large" perspective) shall be given the opportunity to respond to the survey. Non-contracted staff may be surveyed at the discretion of the committee.
4. **Manager prepares self-evaluation:** The manager being evaluated prepares her/his self-evaluation and submits it to the chairperson. The narrative self-evaluation will be submitted as one of the documents to be discussed in the follow-up meeting of chairperson and committee.
5. Supervisor prepares evaluation.
6. **Follow-up meeting of supervisor and committee:** Committee meets without manager to discuss evaluation documents: Supervisor's evaluation, manager's narrative self-evaluation, summary of surveys and job description.
7. **Supervisor meets with manager:** The purpose of this meeting is to review the supervisor's evaluation and data gathered by the committee, and to generate a "Goals and Objectives Plan." The meeting is intended to give the chairperson as opportunity to acquire necessary clarification and give the manager an opportunity to ask questions and to respond to negative feedback with additional information.

- ~~8. **Supervisor writes summary evaluation:** The supervisor prepares a summary evaluation and this document will be reviewed and signed off by all members of the Appraisal Committee. The summary evaluation is given to the manager and signed off by the manager. The manager may write a response to the evaluation which will be included as part of the evaluation.~~
- ~~9. **Summary evaluation forwarded:** Summary evaluation, supervisor's evaluation, summary of surveys, along with manager's response, if any, is sent to the highest level administrator in the service unit's reporting line and from there forwarded to the President or Chancellor.~~
- ~~10. Summary evaluation, self-evaluation, supervisor's evaluation, summary of surveys and the manager's response, if any, are placed in personnel file.~~

MANAGEMENT SELF-EVALUATION NARRATIVE

Name of Manager

Management Position

Evaluation Period

Self-evaluation is an important element in the evaluation process because it gives you an opportunity to list accomplishments and identify strengths and weaknesses that may not be included elsewhere in the evaluation. It is also an important component from which to develop goals and objectives for future growth. Please participate in two self-evaluation activities. 1) Fill out for yourself the Respondent Group Evaluation form rating yourself on how you think you perform in that area (not as you believe others perceive your performance.) This will be useful in that the Evaluation Committee chair can compare your responses to the actual responses of your subordinates. 2) Please respond to the following questions:

1. Give an over-all list of your accomplishments, activities, committee work, etc., since our last comprehensive evaluation.
2. What was your most important accomplishment as a manager in the years since your last comprehensive evaluation? Describe those arenas where you had a leadership role, enhanced vision and planning, and implemented change.
3. What are some of the things you would like to change about your administrative performance? Are there institutional barriers to your making these changes and if so, what are these barriers?
4. Within the constraints (if any) identified above, what can you do to implement each of these changes?
5. What can your unit or supervisor do to help you bring about these changes?
6. In which area of your management responsibilities do you consider yourself strongest?
7. In which area of your management responsibilities do you consider yourself needing improvement?

COVER LETTER FOR PEER EVALUATIONS

To: ~~Participants in Management Evaluation~~

From: ~~(Original signature or optional initial)~~

Subj: ~~Evaluation of (Name)~~

Dear Colleague,

The evaluation process at Chabot-Las Positas District is the primary tool for assessing the effectiveness and excellence of a manager. It has four principal goals:

1. ~~to give a manager critical feedback to maximize professional development;~~
2. ~~to give the institution criteria by which to recognize and enhance the effectiveness and productivity of the manager;~~
3. ~~to make the manager and the supervisor aware of the perceptions of those who work directly with the manager; and~~
4. ~~to help the manager develop plans for improvement and innovation.~~

As one of the manager's peers, you have been selected to receive the attached survey. Please read each statement carefully, and then circle the response that best reflects your assessment of the manager's performance in that area. A narrative portion is included at the end of the survey for you to include examples to support your responses and for you to give specific recommendations for development if you wish. If you are unable to assess the performance in question or have no data upon which to make an assessment, mark "Don't Know."

You have the option of signing the survey. Be assured that confidentiality will be observed throughout the process; no individual responses will be shown to the manager being evaluated. Only the committee will see these data. Please return the completed survey by (date) to (name).

~~_____ I do not know the work of this manager well enough to participate in this review.~~

Signature

Date

PEER EVALUATION SURVEY

Manager's Name

Management Position

Evaluation Period

GENERAL

This section focuses on the skills, behaviors and characteristics that link all managers as a professional group. Excellent managers possess strong communication skills, leadership, human relations skills, professional knowledge and expertise and effective administrative skills.

Please assess the manager's performance in the following areas according to the following evaluation scale: 1 = Outstanding; 2 = Very Good; 3 = Satisfactory; 4 = Needs Improvement; and 5 = Don't Know.

Communication Skills

1. The manager regularly exhibits the ability to inform and persuade others in oral communication.

1 — 2 — 3 — 4 — 5

2. The manager regularly exhibits the ability to inform and persuade others in written communication.

1 — 2 — 3 — 4 — 5

3. The manager effectively articulates the needs and goals of his/her area of responsibility.

1 — 2 — 3 — 4 — 5

4. The manager is clear and forthright.

1 — 2 — 3 — 4 — 5

5. The manager listens well and is receptive to the ideas of others.

1 — 2 — 3 — 4 — 5

Leadership

6. The manager exhibits vision.

1 — 2 — 3 — 4 — 5

7. The manager takes initiative in building that vision.

1 — 2 — 3 — 4 — 5

8. The manager works hard to address and contain divisional/area problems.

1 — 2 — 3 — 4 — 5

9. The manager demands high standards through stated expectations and personal performance.

1 — 2 — 3 — 4 — 5

10. The manager has sound judgment and responds in an appropriate manner.

1 — 2 — 3 — 4 — 5

Human Relations

11. The manager maintains a professional and cooperative attitude in dealing with colleagues.

1 — 2 — 3 — 4 — 5

12. The manager provides for broad-based collaboration in area planning and decision-making.

1 — 2 — 3 — 4 — 5

13. The manager demonstrates general sensitivity to the needs and abilities of others and exemplifies a supportive attitude.

1 — 2 — 3 — 4 — 5

14. The manager exhibits respect for and sensitivity to people regardless of race, culture, ethnicity, sexual preference, age, religion or physical limitation.

1 — 2 — 3 — 4 — 5

15. The manager is able to give firm direction when needed.

1 — 2 — 3 — 4 — 5

Professional Knowledge and Expertise

~~16. The manager has in-depth knowledge or technical expertise in the area that he or she supervises.~~

~~1 — 2 — 3 — 4 — 5~~

~~17. The manager makes a positive contribution to committees.~~

~~1 — 2 — 3 — 4 — 5~~

~~18. The manager maintains currency and quality of programs or products in area of responsibility.~~

~~1 — 2 — 3 — 4 — 5~~

~~19. The manager demonstrates understanding of fiscal and other relevant administrative issues.~~

~~1 — 2 — 3 — 4 — 5~~

~~20. The manager demonstrates understanding of college and district policies, plans, mission, etc.~~

~~1 — 2 — 3 — 4 — 5~~

~~21. The manager 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.~~

~~1 — 2 — 3 — 4 — 5~~

Management/Administrative Skills

~~22. The manager establishes work direction, setting priorities clearly, defining and breaking tasks into their components and assigning them appropriately.~~

~~1 — 2 — 3 — 4 — 5~~

~~23. The manager is able to work under pressure, demonstrating ability to work effectively despite pressures of deadlines, crises, and changing demands.~~

~~1 — 2 — 3 — 4 — 5~~

~~24. The manager is organized and effectively structures, prioritizes, delegates, arranges, and facilitates the accomplishment of tasks.~~

1 — 2 — 3 — 4 — 5

~~25. The manager identifies, utilizes and develops human resources/institutional strategies to serve needs.~~

1 — 2 — 3 — 4 — 5

~~26. The manager's greatest strengths are:~~

~~27. The manager needs to improve on:~~

Signature (Optional) _____ Date _____

~~Optional Narrative Summary and Recommendations for Development:~~

COVER LETTER FOR RESPONDENT GROUP EVALUATION

To: ~~Participants in Management Evaluation~~

From: ~~(Original signature or initial)~~

Subj: ~~Evaluation of (Name)~~

Dear Colleague:

~~The evaluation process at Chabot-Las Positas District is the primary tool for assessing the effectiveness and excellence of a manager. It has four principal goals:~~

- ~~1. to give a manager critical feedback to maximize professional development;~~
- ~~2. to give the institution criteria by which to recognize and enhance the effectiveness and productivity of the manager;~~
- ~~3. to make the manager and the supervisor aware of the perceptions of those who work directly with the manager; and~~
- ~~4. to help the manager develop plans for improvement and innovation.~~

~~As someone who works under the supervision of the manager being evaluated, or who has information that the administrative appraisal team feels would be useful in the evaluation of this manager, you have been selected to receive the attached survey. Please read each statement carefully, and then circle the response that best reflects your assessment of the manager's performance in that area. A narrative portion is included with each question for you to include examples to support your response and for you to give specific recommendations for development if you wish.~~

~~You have the option of signing the survey. Be assured that confidentiality will be observed throughout the process; no individual responses will be shown to the manager being evaluated. Only the committee will see these data. Please return the completed survey by (date) to (name).~~

~~_____ I do not wish to participate in this review. (It would be helpful if you would specify why you do not wish to participate in this review.)~~

 Signature _____ Date _____

RESPONDENT GROUP EVALUATION SURVEY

Name _____ Evaluation Period _____

Manager _____ Faculty _____ Staff _____ Full Time _____ Part-time _____

Excellent managers possess strong communication skills, leadership, human relations skills, professional knowledge and expertise, and effective administrative skills. The following questions address each of these areas, and ask that you rate the manager's effectiveness in that area. A narrative section following each question has been provided to give you the opportunity to give additional information or clarification if you wish.

Please assess the manager's performance in the following areas according to the following evaluation scale: 1 = Outstanding; 2 = Very Good; 3 = Satisfactory; 4 = Needs Improvement; and 5 = Don't Know.

Communication Skills

1. The manager regularly exhibits the ability to inform and persuade others in oral and written communication.

1 — 2 — 3 — 4 — 5

Reason:

2. The manager is clear and forthright.

1 — 2 — 3 — 4 — 5

Reason:

3. The manager listens well and is receptive to the ideas of others.

1 — 2 — 3 — 4 — 5

Reason:

4. The manager 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.

1 — 2 — 3 — 4 — 5

Reason:

5. ~~The manager appears to effectively convey and articulate our needs and goals to other managers.~~

1 — 2 — 3 — 4 — 5

Reason:

Leadership

6. ~~The manager has a highly developed sense of vision and innovation and takes initiative in building that vision.~~

1 — 2 — 3 — 4 — 5

Reason:

7. ~~The manager motivates our work group by exhibiting high personal standards of fairness, enthusiasm, honesty, accomplishment, etc.~~

1 — 2 — 3 — 4 — 5

Reason:

8. ~~The manager demands high standards through stated expectations and personal performance.~~

1 — 2 — 3 — 4 — 5

Reason:

9. ~~The manager has sound judgment and responds to situations in an appropriate manner.~~

1 — 2 — 3 — 4 — 5

Reason:

~~10. The manager works hard to address and solve division/area problems.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~11. The manager has made deliberate efforts to support, enhance and facilitate his or her individual ability and the division/area's efforts to meet the challenges of cultural pluralism. ⁴~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~⁴ Because this question is not typical of most evaluation forms, we are providing the following examples to give you guidance on how a manager might demonstrate outstanding performance in this area: For example, the manager has participated in training on how to hire, manage or communicate with a diverse workforce; has implemented accountability policies or procedures to ensure that efforts in include cultural perspectives are included in the curriculum and relevant assignments; knows how to use influence as well as position to motivate other key players within the division/are to endorse and carry out diversity policies; personally models and sets the standards for appropriate behavior toward people who are different; and can manage communication breakdowns and critical situations where diversity is the central or a significant element in such a way as to respect the rights and meet the needs of all people involved.~~

~~12. The manager maintains a professional and cooperative attitude in working with subordinates.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~13. The manager provides for broad-based collaboration in area planning and decision-making.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~14. The manager generally demonstrates sensitivity to the needs and abilities of others and exemplifies a supportive attitude.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~15. The manager exhibits respect for and sensitivity to people regardless of race, culture, ethnicity, sexual preference, age, religion or physical limitation.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~16. The manager is able to give form direction when needed.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~17. The manager is able to resolve conflicts in a constructive way.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~18. The manager has developed a spirit of teamwork among my colleagues.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~19. The manager is tactful in conveying discipline or constructive criticism.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

Professional Knowledge and Expertise

~~20. The manager has in-depth knowledge or technical expertise in one of the areas or disciplines which he or she supervises.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~21. The manager has an appropriate level of general knowledge about all of the areas or disciplines which he or she supervises.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~22. The manager demonstrates understanding of college and district goals, policies, procedures, etc.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~23. The manager 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.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

Administrative Skills

~~24. The manager sufficiently attends to the administrative details (e.g., budget, subordinate evaluations, schedule, etc.) in his/her area.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~25. The manager schedules meetings appropriately.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~26. The manager uses meeting time effectively and efficiently.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~27. The manager is organized and effectively structures, prioritizes, delegates, arranges and facilitates the accomplishment of tasks.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~28. The manager establishes work direction, setting priorities clearly, defining and breaking tasks into their components and assigning them appropriately.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~29. The manager demonstrates tenacity and singleness of purpose when appropriate.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~30. The manager is able to work under pressure, demonstrating ability to work effectively despite pressures of deadlines, crises, and changing demands.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~31. The manager is organized and effectively structures, prioritizes, delegates, arranges, and facilitates the accomplishment of tasks.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~32. The manager identifies, utilizes, and develops human resources/institutional strategies to serve needs.~~

~~1 — 2 — 3 — 4 — 5~~

Reason:

~~33. What do you consider to be the manager's greatest strengths?~~

~~34. In what ways do you think the manager should improve? Do you have suggestions for how the manager might improve in that area?~~

Optional Additional Comments:

Signature (Optional) _____ Date _____

NOTE: The **red ink** signifies language that is **suggested as good practice** by the Policy and Procedure Service and its legal counsel. The language in **black ink** is current CLPCCD Administrative Rules and Procedures 4120 titled Evaluation of Management Personnel issued on January 21, 1997 and current CLPCCD Administrative Rules and Procedures 4212 titled Performance Evaluation – Confidential & Supervisory issued on March 19, 1996 and revised on April 19, 2002. The language in **blue ink** is included for consideration. The language in **green ink** was added on July 31, 2013 during the review with Wyman, David, Diana, and Kit.

Date Approved:

(Replaces current CLPCCD Administrative Rules and Procedures 4120 and 4212)

Legal Citation for AP 7150

Accreditation Standard III.A.1.b

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.⁴

b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.