

ADMINISTRATIVE REGULATIONS TO BOARD POLICY H2412

PART I: EVALUATION OF ADMINISTRATIVE/CONFIDENTIAL PERSONNEL

A. PURPOSE

Classified and Academic Administrators

The purpose of evaluation is to: 1) promote and support appropriate leadership and management skills; 2) improve the overall operation of the organization; and 3) assist the administrator in growth and development of professional abilities. The evaluation process is intended to provide timely feedback to administrators regarding their work performance in order to meet program/area goals and to ensure that these employees are supporting the college's mission and values.

Confidential Employees

The purpose of evaluation is to: 1) provide timely feedback to confidential employees regarding their work performance in order to meet program/area goals; 2) improve the overall operation of the organization; and 3) assist the confidential employee in growth and development of professional abilities.

B. OVERVIEW OF PROCESS

The Office of Human Resources will maintain a schedule of administrators and confidential employees to be evaluated. No later than **September 1** of each year, the Office of Human Resources will notify administrators and confidential employees who are scheduled for evaluation that year, and their respective supervisors, of the deadline dates for evaluation materials.

No later than **September 15** of each year, administrators and confidential employees being evaluated will meet with their respective supervisors to:

- Review the NVC mission and values;
- Review the evaluation process;
- Review the employee's job description;
- Prepare a list of faculty, staff, and/or community members with whom the employee works regularly;
- Review the objectives identified in the employee's unit plan; and,
- Develop a timeline for the collection and review of evaluation materials.

The evaluation will consist of four elements:

- Employee self-evaluation
- Input from faculty, staff, and/or community members
- Supervisor assessment
- Summary evaluation from supervisor

Administrator Self-Evaluation

The administrator will complete a self-evaluation (see attachments B and C) that addresses strengths and areas for growth in relation to:

- The job description, including administrative skills, communication, leadership, professional knowledge and expertise, and team work;
- NVC Code of Ethics;
- The respective unit plan;
- The manner in which the administrator is supporting the college's mission and values; and
- Other information that is relevant to the area to which assigned.
 - For academic administrators, the self-evaluation must include a description of the administrator's participation in learning outcomes assessment activities and how he/she has used the results of outcomes assessment to improve teaching and learning.

The administrator will also include in the self evaluation the activities in which he/she has participated as part of professional development.

Confidential Employee Self-Evaluation

The confidential employee will complete a self-evaluation (see Attachment A) that addresses strengths and areas for growth in relation to:

- The job description, including administrative support skills, communication, professional knowledge and expertise, and team work;
- The NVC Code of Ethics;
- The respective unit plan;
- The manner in which the confidential employee is supporting the college's mission and values; and
- Other information that is relevant to the area to which assigned.

The confidential employee will also include in the self evaluation the activities in which he/she has participated as part of professional development.

Input from Faculty, Staff, and/or Community Members

The supervisor will gain an employee profile from a minimum of five faculty, staff, and/or community members through a telephone interview, a personal interview, or a written survey. Every effort will be made to include a representative sample of faculty, staff, and/or community members from the list developed at the first evaluation meeting.

Questions used to develop the profile should be work-related, consistent from person to person, and open-ended. The questions should be designed to elicit information related to meeting the job responsibilities and unit/college goals and objectives. Supervisors may use Attachment B (sample college contact memo) to

solicit information from campus/community members for confidential employees. For administrators, either Attachment B or Attachment C (Management Performance Evaluation Staff Questionnaire) may be used to gather information from campus/community members.

No later than **October 1**, faculty, staff, and community members will receive notice soliciting feedback into the employee's evaluation process. Faculty, staff, and community members will have three weeks to respond to the request for input into the evaluation process. While the evaluation document being used to elicit information must be signed by the individual providing feedback, the supervising administrator will read and summarize the information provided to protect the confidentiality and anonymity of the faculty, staff, and/or community members.

Any member of the college community may submit additional work-related evaluation information by means of a confidential signed letter to the supervisor. Only signed letters will be considered in the evaluation process. Information collected in this manner may be included in the summary evaluation, but the source of the information will remain confidential and anonymous.

Supervisor Assessment

The supervisor will complete a written assessment of the administrator/confidential employee that addresses the extent to which he/she is: 1) meeting the responsibilities outlined in the job description; and 2) addressing or supporting the goals and objectives of the unit plan. The supervisor will identify strengths and areas of growth in the assessment, including any recommended follow-up action or training.

The supervisor and employee will meet no later than **November 15** to review and discuss the self-evaluation, input from faculty, staff, and/or community members, and the supervisor's assessment. This meeting will allow for an open exchange between the employee and the supervisor to discuss strengths and areas for growth. During this meeting, components of the summary evaluation will be addressed.

Summary Evaluation

The summary evaluation will blend the self-evaluation material with supervisor's assessment and the college-wide input. For academic administrators, the summary evaluation must address the administrator's use of outcomes assessment results for improvements relevant to the area of assignment. Upon completion of the written summary evaluation, the supervisor will meet with the employee to review the document. Both the supervisor and employee will sign the summary evaluation prior to its being forwarded to the Office of Human Resources for inclusion in the employee's personnel file. This document must be received by the Office of Human Resources no later than **February 15** of the following year. If there have been substantive changes in the employee's job responsibilities, the summary evaluation may include recommendations from the supervisor for changes in the employee's job description.

Nothing in these procedures shall be construed to limit in any way the District's right to initiate an evaluation outside of the regularly scheduled evaluation process.

Timeline Alterations

Based on date of hire, timelines may be altered upon request by the supervisor and agreement between the employee and the district.

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