

Begin: 7-1-13

Riverside Community College District
Management Performance Evaluation

Goals and Objectives Setting Form

Manager Evaluated: _____

Position Title: _____

This section is for setting goals and objectives for the next review period. Goals and Objectives may be related to areas of improvement, operational needs, or may contribute toward the College/District strategic plan; and, related to the core competencies. To prevent overloading, generally there should be no more than 3-4 goals identified for the upcoming year. Each objective should have a corresponding action plan with some definition of how the objective will be achieved and also a projected completion date. Objectives should be mutually discussed and agreed upon; however, the supervisor may require specific objectives to meet department needs. This section is completed separately from the evaluation but must be completed during the planning period of the evaluation (July).

Goals and Objectives for the Review Period	Action Plan
Goal 1.	Core Competency: Completion Date: Action Plan/Timetable:
Goal 2.	Core Competency: Completion Date: Action Plan/Timetable:

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Goals and Objectives for the Review Period	Action Plan
Goal 3.	Core Competency: Completion Date: Action Plan/Timetable:
Goal 4.	Core Competency: Completion Date: Action Plan/Timetable:

Manager's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

DUE DATE:

On or before July 31, the supervising manager and the manager being evaluated will meet to discuss the management evaluation process and to set goals and objectives.

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Riverside Community College District
Management Performance Evaluation
Manager Annual Self Evaluation Form

Please provide a self-evaluation on your job performance in the following areas:

1. How would you rate your effectiveness in performing the major duties for your position? Please address any major changes that have affected the overall functions as stated in the Definition section of your job description. Please also describe significant achievements in your areas of responsibility.
2. Please describe your accomplishments of the goals established with your supervisor. How would you rate your effectiveness in meeting the established goals?
3. How has the program/department under your supervision contributed to the achievement of the college/district strategic priorities?

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4. What are the critical issues in the areas of your responsibility?
5. How have you pursued professional growth and continued development of your leadership skills?
6. Please add any self-evaluation statement that you might wish to discuss with your supervisor.

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Riverside Community College District Management Performance Evaluation <u>Manager Annual Evaluation Form</u>
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Rating Scale

Exceptional (clearly outstanding performance) – Performance fall within top 5-10% of employees at current level/position.

Strong (excellent performance) – Performance falls within top 15% of employees at current level/position.

Fully Competent (solid performance) – Consistently meets expectations. Two-thirds of employees in current level/position fall within this category.

Continued Development – Needs development in current position. Overall performance is somewhat lower than expected for the current position but Manager is making progress toward developing expected skill level.

Poor (unsatisfactory performance) – Performance is clearly below what is expected at current level/position and efforts to improve performance have not been successful.

STRATEGIC PRIORITIES

The Community College leader understands the strategic planning process, advocates for it, and actively strives to implement the college's and/or district's institutional priorities into his/her day-to-day operations. The leader actively promotes the success of students and colleagues at all levels and seeks to influence them to achieve those priorities.

Examples of Competency Skill

Incorporates established institutional priorities for the college/district into day-to-day operations of area of responsibility.

Exercises critical thinking and analysis to compare the state of current outcomes to desired results to make sound decisions to improve the quality of the institution and area of responsibility.

The manager:

Identifies his/her program's (area of responsibility) goals and priorities, ensuring congruency with the college's/district's goals and priorities.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Articulates these goals and priorities to his/her colleagues at all levels.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Adopted: 11-29-11

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Incorporates and effectively implements these goals and priorities into day-to-day operations to improve his/her program and/or the college/district.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Keeps abreast of and applies current trends and practices in his/her area of responsibility.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Exercises sound critical thinking and analysis in assessing the current state of his/her program to make decisions to improve the quality of his/her program/college/district.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Encourages input on the development of strategic priorities from colleagues at all levels.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Encourages creativity and innovative ideas from colleagues at all levels that support successful outcomes.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Conducts program reviews for his/her area of responsibility ensuring the review supports strategic planning.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Overall Comments on Competency Proficiency:
(text field)

Adopted: 11-29-11

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COMMUNICATION

The leader seeks to affect the behavior of others by identifying and removing barriers to effective communication and by transmitting clear information through verbal and written discourse. The leader ensures that his/her messages sent to others, irrespective of his/her position in the college/district, convey respectfulness and unambiguous meaning and promote the success of all constituent groups to sustain the institutional mission.

Examples of Competency Skill

Conveys ideas, information, and program updates succinctly, frequently, tactfully and empathetically to all constituent groups, regardless of the verbal or written format. Exhibits the competence to identify and remove barriers to effective communication through structural or policy change, the use of effective oral and written strategies and techniques, and the use of communication skills to coach and mentor colleagues to develop his/her leadership potential.

The Manager:

Demonstrates written and verbal communication that is respectful and professional.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Articulates the mission to all constituent groups of the college/district internally and externally.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Serves as a good mentor and coach to staff.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Uses a communication style that encourages open communication from staff to manager and from management colleagues.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Initiates effective problem solving discussions that identify and lead to constructive alternatives.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

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Develops the leadership potential in staff.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Keeps staff abreast of program and District activities to keep them informed of college and RCCD activities, priorities, and/or issues.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Empathizes in communicating with others, taking the time to understand his/her perspectives.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Uses an appropriate, professional and supportive tone that reflects a consideration and regard for the self-esteem of others.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Exercises an ability to listen and respond well to others.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Overall Comments on Competency Proficiency:
(text field)

Adopted: 11-29-11

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RESOURCE MANAGEMENT

An effective leader equitably and ethically manages people, processes, and information, and physical and financial assets, to fulfill the mission, vision, and goals of the organization.

Examples of Competency Skill

Continually searches for opportunities for improvement and demonstrates effective use of resources.

Implements financial and organizational strategies to support programs, services, staff and facilities.

The Manager:

Effectively leverages available resources to invest in employee growth and professional development.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Conducts regular meetings to discuss progress toward goals and departmental strategies.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Enables employees to contribute effectively and productively to the department's development and accomplishment of objectives and goals.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Completes employee evaluations, timely and appropriately communicates the evaluation to staff.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Develops and manages resource assessment, planning, and allocation processes consistent with the District/College strategic plan and local, state and federal guidelines and policies.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Adopted: 11-29-11
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Manages and develops a comprehensive plan for categorical fund budgets, including but not limited to, developing spending plans, managing funds and meeting reporting and compliance requirements.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Creates a climate where the truth can be heard and crucial facts confronted regarding resource allocations.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Adheres to deadlines for work completion, manages time consistently and delegates authority appropriately.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Takes an entrepreneurial stance in seeking ethical alternative funding sources.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Overall Comments on Competency Proficiency:
(text field)

Adopted: 11-29-11

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PROFESSIONALISM

A leader is committed to high standards of performance, works cooperatively and collaboratively within the institution and the community, promotes organizational integrity, takes responsibility for decisions and demonstrates accountability towards the mission of the District/College.

Examples of competency skill

Develops and maintains professional relationships with staff and the community.

Provides balance, creativity and vision through organizational change and/or changing economic conditions.

The Manager:

Communicates effectively with staff in a manner that provides constructive and timely feedback.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Demonstrates the courage to take risks and proposes effective solutions to difficult decisions.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Accepts responsibility for his/her actions.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Develops and maintains professional relationships with the community.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Demonstrates civility, especially in situations involving conflict and differing opinions.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Promotes and maintains high standards for personal and organizational integrity, honesty, and respect for others.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Adopted: 11-29-11
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Demonstrates commitment to and support for the District/College strategic plans, mission and goals.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Demonstrates self-improvement and contributes to the profession through professional development programs and/or professional organizations.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Demonstrates acceptance of differences and supports non-discriminatory behavior.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Assures a professional work environment by maintaining appropriate appearance and conduct.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Overall Comments on Competency Proficiency:
(text field)

Adopted: 11-29-11
Begin: 7-1-13

COLLABORATION

The leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that promote diversity, the success of students and others, and sustains the community college mission.

Examples of Competency Skill:

Builds and maintains productive relationships.

Nurtures and develops opportunities for involvement of students, faculty, staff, and community members to advance the college mission, vision, and goals.

The Manager:

Treats others with respect and courtesy.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Embraces and employs the diversity of individuals, cultures, values, ideas, and communication styles to assure inclusive participation of others, and to foster teamwork and cooperation.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Maintains a work style that is open to constructive suggestions.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Stresses and develops cooperation within the department and with colleagues at all levels.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Facilitates group effort and teamwork toward achieving goals and objectives.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Seeks and utilizes input from stakeholders when making decisions.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Adopted: 11-29-11
Begin: 7-1-13

Promotes shared problem solving and decision making.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Actively provides opportunities for professional development and mentorship.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Works effectively and diplomatically with external constituent groups such as legislators, business leaders, community stakeholders, accreditation organizations, and others.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Overall Comments on Competency Proficiency:
(text field)

Adopted: 11-29-11

Begin: 7-1-13

MISSION ADVOCACY

The leader understands, commits to, and advocates for the mission, vision and goals of the college/district.

Examples of Competency Skill:

Promotes diversity, inclusion, equity, academic excellence and open access.

Demonstrates a passion for and commitment to student success.

The Manager:

Promotes and supports the college/district's diversity activities.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Regularly incorporates the college/district mission, values and goals into the activities of the department.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Initiates activities that support a learner-centered environment.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Regularly emphasizes the impact of services on student success.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Positively represents the organizational mission within the district, in the community and among stakeholders.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Adopted: 11-29-11
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Supports and encourages participation in college/district diversity activities.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Advocates and initiates programs and services that address the diverse population served.

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

Overall Comments on Competency Proficiency:
(text field)

OVERALL RATING

OVERALL WORK PERFORMANCE: The overall rating must be consistent with competency ratings and comments provided throughout the evaluation.

Exceptional	Strong	Fully Competent	Continued Development	Poor

Overall Comments for rating period:
(text field)

Supervisor's Signature: _____ Date: _____

Adopted: 11-29-11
Begin: 7-1-15

Riverside Community College District
Management Performance Evaluation
Part 1: Manager Comprehensive Self Evaluation

Please provide a self-evaluation on your job performance in the following areas:

1. How would you rate your effectiveness in performing the major duties for your position?
Please address any major changes that have affected the overall functions as stated in the Definition section of your job description. Please also describe significant achievements in your areas of responsibility.
2. Please describe your accomplishments of the goals established with your supervisor. How would you rate your effectiveness in meeting the established goals?
3. How has the program/department under your supervision contributed to the achievement of the college/district strategic priorities?
4. What are the critical issues in the areas of your responsibility?
5. How have you pursued professional growth and continued development of your leadership skills?
6. Please add any self-evaluation statement that you might wish to discuss with your supervisor.

Adopted: 11-29-11
Begin: 7-1-15

Riverside Community College District
Management Performance Evaluation
Part II: Manager Comprehensive Evaluation – Peer Evaluation

Please rate and comment on your observations and experiences with the Manager's accomplishment of the following competencies:

Strategic Priorities

The leader understands the strategic planning process, advocates for it, and actively strives to implement the college's and/or district's institutional priorities into his/her day-to-day operations. The leader actively promotes the success of students and colleagues at all levels and seeks to influence them to achieve those priorities.

Communication

The leader seeks to affect the behavior of others by identifying and removing barriers to effective communication and by transmitting clear information through verbal and written discourse. The leader ensures that his/her messages sent to others, irrespective of his/her position in the college/district, convey respectfulness and unambiguous meaning and promote the success of all constituent groups to sustain the institutional mission.

Resource Management

An effective leader equitably and ethically manages (though this idea/language may need to be massaged) people, processes, and information, and physical and financial assets, to fulfill the mission, vision, and goals of the organization.

Professionalism

An exemplary leader is committed to high standards of performance, works cooperatively and collaboratively within the institution and the community, promotes organizational integrity, takes responsibility for decisions and demonstrates accountability towards the mission of the District/College.

Collaboration

The leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustains the community college mission.

Mission Advocacy

The leader commits to, and advocates for the mission, vision and goals of the community college.

Adopted: 11-29-11

Begin: 7-1-15

Riverside Community College District Management Performance Evaluation

Part III: Manager Comprehensive Evaluation – Narrative Feedback

(Evaluator selects and responds to at least one question for each competency by rating each competency and providing commentary and examples.)

Strategic Priorities

The leader understands the strategic planning process, advocates for it, and actively strives to implement the college's and/or district's institutional priorities into his/her day-to-day operations. The leader actively promotes the success of students and colleagues at all levels and seeks to influence them to achieve those priorities.

- To what extent does the manager engage in the college's/district's strategic planning process to develop institutional priorities and to incorporate those priorities into the day-to-day operations of his/her area of responsibility?
- To what extent does the manager exercise critical thinking and analysis to make sound decisions to improve the quality of the institution and his/her area of responsibility?

Communication

The leader seeks to affect the behavior of others by identifying and removing barriers to effective communication and by transmitting clear information through verbal and written discourse. The leader ensures that his/her messages sent to others, irrespective of his/her position in the college/district, convey respectfulness and unambiguous meaning and promote the success of all constituent groups to sustain the institutional mission.

- How does the manager foster trust and respect among colleagues to improve programmatic outcomes in his/her area of responsibility?
- To what extent does the manager exhibit good communication skills with all constituent groups to elicit, exchange, and convey ideas, suggestions, and information in a manner that demonstrates the principles of integrity, inclusiveness, dignity, and respect?

Resource Management

An effective leader equitably and ethically manages (though this idea/language may need to be massaged) people, processes, and information, and physical and financial assets, to fulfill the mission, vision, and goals of the organization.

- How has the manager utilized time, staff, and processes to meet the requirements and accomplished performance standards and outcomes set by your department while leveraging resources?
- How does the manager's leadership ability create a positive climate where the truth can be heard and crucial facts confronted? This may include timely and appropriate employee evaluations, enabling employee contribution towards the accomplishment of goals, and investing in professional development opportunities.

Adopted: 11-29-11
Begin: 7-1-15

Professionalism

An exemplary leader is committed to high standards of performance, works cooperatively and collaboratively within the institution and the community, promotes organizational integrity, takes responsibility for decisions and demonstrates accountability towards the mission of the District/College.

- To what extent does the manager work cooperatively and collaboratively in a manner that demonstrates the principles of integrity, honesty, and respect for others?
- How has the manager developed and maintained professional relationships with the community through active participation in college/district activities, professional development programs and/or professional organizations?

Collaboration

The leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustains the community college mission.

- To what extent does the manager demonstrate an understanding of the diversity of individuals, cultures, values, ideas and communication styles when promoting inclusive participation, teamwork and cooperation of others?
- How does the manager develop and sustain teamwork through shared problem-solving and cooperation with colleagues?

Mission Advocacy

The leader commits to, and advocates for the mission, vision and goals of the community college.

- How has the manager aligned his/her department goals to the strategic initiatives of the college and accreditation standards?
- How has the manager incorporated the college/district mission and goals of promoting diversity, inclusion, equity, academic excellence and student success into the activities of the department/program area?

Adopted: 11-29-11
Begin: 7-1-15

Riverside Community College District
Management Performance Evaluation
Manager Comprehensive Evaluation

Rating Scale

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable

- Exceptional (clearly outstanding performance) – Performance fall within top 5-10% of employees at current level/position.
- Strong (excellent performance) – Performance falls within top 15% of employees at current level/position.
- Fully Competent (solid performance) – Consistently meets expectations. Two-thirds of employees in current level/position fall within this category.
- Continued Development – Needs development in current position. Overall performance is somewhat lower than expected for the current position but Manager is making progress toward developing expected skill level.
- Poor (unsatisfactory performance) – Performance is clearly below what is expected at current level/position and efforts to improve performance have not been successful.

Riverside Community College District
Management Performance Evaluation
Evaluations Signatures Form

Manager Evaluated: _____

Position Title: _____

I. Manager's Signature:

The signature affixed below indicates that the manager being evaluated has discussed the evaluation with the supervisor and has received a copy of the evaluation forms. Also, the manager is aware that the evaluation forms will be placed into his/her personnel file and will be made available for his/her review. Further, the manager is aware that he/she may submit a "response to the evaluation" within ten (10) work days from the date of the signature affixed below. The manager's signature does not necessarily indicate agreement with the evaluation.

Manager's Signature

Date

II. Supervisor's Signature:

The signature affixed below indicates that the evaluation program has been conducted in accordance with established procedures and that the evaluation has been discussed with the manager being evaluated.

Supervisor's Signature

Date

III. Director, Diversity & Human Resources, Signature:

The signature affixed below indicates that the evaluation documents pertaining to the above named manager have been placed into the personnel file.

Director, Diversity & Human Resources, Signature

Date

DUE DATE: No later than ***JUNE 30***, the supervising manager will submit the completed packet of evaluation forms to Director, Diversity and Human Resources, for review and placement into the personnel file.