

I. COMPONENTS OF THE MANAGEMENT EVALUATION PROGRAM & PROFESSIONAL DEVELOPMENT PROGRAM

The Management Evaluation Program and Professional Development Plan includes four major goal-oriented components which include annual and on-going evaluation and professional development activities for each manager in the District. The four major components are:

- First-Year Review for New Managers
 - Professional Development Plan
 - Annual Review of goals and Objectives
 - Biennial Performance Evaluation
1. First-Year Review
 - a. Within the first sixty (60) calendar days of employment and in consultation with the supervisor, each new manager shall establish performance-related goals and objectives appropriate for entering his/her new position. Such goals and objectives shall be considered by the supervisor and made part of a written review and progress report completed by the supervisor at the end of the first six (6) months of the manager's employment. Such goals and objectives shall serve as a component in the six-month review and progress report, as well as in the first year evaluation. The supervisor's six-month review and progress report shall be for the purpose of providing encouragement and direction as appropriate.
 - b. At the completion of the first year of a manager's employment, the supervisor shall complete a written report reviewing the manager's performance. As part of the review process, the supervisor and manager will discuss the supervisor's report as well as the manager's previous goals and objectives. As a result of such discussion, the manager shall establish new goals and objectives as appropriate for the forthcoming year. A copy of the manager's evaluation shall be forwarded to the Board of Trustees for its review.
 - c. At the completion of the manager's second year of employment, he/she shall be evaluated according to procedures for biannual evaluation of all continuing manager.
 2. Professional Development Plan
 - a. Integral to the success of a Management Evaluation Program is the existence of a comprehensive Professional Development Plan. It is essential that a comprehensive program, assisted by District resources, exist to support the professional growth of managers throughout the District. The Professional Development Plan has the following purposes:

- (1) To encourage improvements in college and district operations.
 - (2) To encourage individual growth, creativity, and development which will improve the performance of managers
 - (3) To encourage group activities which are planned to improve collective competencies of managers.
 - (4) To improve decision-making and to encourage and promote enthusiasm and teamwork.
 - (5) To encourage familiarity with college policies and procedures.
- b. Each manager shall develop an annual Professional Development Plan. The plan shall include goals, objectives, and methods of achievement. Where appropriate, the goals will relate to the recommendations of any previous Performance Evaluation as well as the position description/ defined responsibilities of the evaluatee. The Professional Development Plan will be developed by each manager in consultation with his or her supervisor and may include a wide range of activities such as the following:
- (1) Administrative leave
 - (2) Advanced study
 - (3) Conference attendance
 - (4) Community activities
 - (5) Externships and internships
 - (6) Job exchanges
 - (7) Teaching
- c. To the extent appropriate, a manager's Professional Development Plan should reflect, or mutually support, the annual goals and objectives which the manager develops as part of the Performance Evaluation, as well as the relationship of the activities of the manager to the ongoing and established goals of the college.
3. Annual Review of Goals and Objectives
- a. Rio Hondo Community College management supports planning as the key to successful educational administration. District, college, and staff goals must be identified, priorities set, and resources allocated in order for managers and their institutions to be mutually supportive.
 - b. Concurrent with an annual Professional Development Plan, each District manager, in mutual agreement with the supervisor, shall establish personal professional performance objectives for the forthcoming year. The objectives established each year will serve as a component in the manager's Performance Evaluation. Annual objectives for a year in which no Performance Evaluation is required shall be considered together with objectives evaluated in the following year.

- c. The manager's objectives shall relate directly to his/her employment role and responsibilities. Where appropriate, they will also reflect the broader goals of the College or District. Objectives may be of two kinds: (1) outcome objectives which are concrete enough to be measured and have a specific completion date, and (2) process objectives which are continuing, but very important and may be difficult or impossible to measure objectively. As much as possible, each objective should specify a single key result. The number of objectives established will vary depending on the position, supervisor, manager, and the amount of complexity involved.
 - d. On-going monitoring of the objectives will ensure that the manager and supervisor will periodically review the progress, related budget constraints, and any additional short-term objectives that must be accomplished. The manager's annual objectives shall be reviewed each year and will be evaluated by the manager's supervisor as part of the Performance Evaluation.
4. Biennial Performance Evaluation (Continuing Managers)
- a. The evaluation process is designed to give encouragement, motivation, and constructive feedback to managers about their job performance, defining both areas of strength and areas of needed improvement. The evaluation is based upon goals developed by the Board of Trustees and related to objectives developed by the individual and his/her supervisor, upon the individual's job description, and upon the perceptual feedback from a selected pool of employees.
 - b. The goals of the Performance Evaluation process are as follows:
 - (1) To identify standards whereby each manager's performance can be measured
 - (2) To recognize and commend individuals who are performing in an outstanding manner
 - (3) To clarify job expectations and develop a prioritization of responsibilities where needed.
 - (4) To identify and assist individuals whose performance needs improvement
 - (5) To involve the manager and supervisor in constructive dialogue focused on increased job effectiveness, job satisfaction, development of a professional growth plan, and career development.
 - c. The Performance Evaluation for each manager shall take place during the second year of employment and then every other year following. The evaluation shall comprise the following areas of input/sources of information:
 - (1) Annual goals and objectives

- (2) Leadership Functions Survey
- (3) Self-Evaluation by the Manager
- (4) Evaluation by the Supervisor
- (5) Summary of the Evaluation Team

II. ANNUAL GOALS AND OBJECTIVES

The manager's annual objectives shall be reviewed each year and will be evaluated by the manager's supervisor as part of the Performance Evaluation. The supervisor must discuss the objectives with the manager and assess the extent to which each has been accomplished. The supervisor's determination of the manager's success in attaining the objectives shall be included as a portion of the evaluation by the supervisor. Any discussions will also include a consideration of constraints identified mutually by the manager and his/her supervisor that relate to either the attainment of goals or objectives, or the application of this procedure.

III. LEADERSHIP FUNCTIONS SURVEY

- A. A Leadership Functions Survey shall be part of each manager's Performance Review during the second year of employment and part of each Performance Evaluation thereafter.
- B. At the beginning of the Performance Evaluation year, each manager will submit a list of names for participation in the survey pool. Individuals whose names are submitted should have knowledge of the manager's work performance and as much as possible reflect the diversity of students, classified staff, faculty, and peers with whom the manager regularly works. An educational manager who is directly involved in instructional programs shall have fifty (50) percent of the survey pool include faculty. The number of individuals included in the pool will, in most cases, probably include a minimum of five (5) individuals, although there will be no predetermined upper limit. When a smaller or larger survey pool is considered appropriate, the number may be adjusted accordingly by mutual concurrence between the manager and his/her supervisor. When the manager being evaluated has superintendent or deputy superintendent status, the survey pool will be assumed to include a larger number of respondents with attention to the diversity of students, faculty, classified staff, and peers at the District, and shall include either the current and/or the immediate past Executive Committee of the Academic Senate.
- C. The supervisor of the evaluatee will ask those individuals to complete the approved Behavioral Survey form. Only the supervisor will know the names of the individuals completing the survey and will be responsible for providing those individuals with the survey form, although the survey instruments will not identify the respondents. All individuals involved in the survey evaluation should understand that complete confidentiality is required during and after the process. For the purpose of comparing their perceptions with those of the survey pool, the supervisor and the manager will also each complete the survey form.
- D. Once survey forms are sent to the individuals included in the survey pool, they will be filled out and returned to the supervisor by an established date. Each returned survey response envelope must be signed by the individual responsible for completing it. No

unsigned survey forms shall be included in the evaluation of the manager. All names shall be separated from the surveys prior to any examination or tabulation of data.

- E. The supervisor will summarize via computer tabulation the results of the survey instrument; written comments will be transcribed in such a way as to maintain the anonymity of each survey respondent. In the case of the Superintendent/President, the Board of Trustee-approved writing team will handle this procedural step. The manager shall receive a copy of the recorded results from the survey and any written responses, which shall be recorded verbatim from the survey forms received. The results of the survey shall be incorporated in the manager's self-evaluation and the supervisor's final evaluation. Survey forms completed by the manager and supervisor shall not be included in the survey summary, but shall form the basis for discussion between the manager and supervisor (or in the case of the Superintendent/President, between that individual and the Board of Trustees) and for comparison with results from the survey pool.
- F. The supervisor will integrate data garnered from the Leadership Functions Survey into the evaluation. All original survey forms shall be retained by the supervisor for at least one calendar year after the final Performance Evaluation is completed and the manager has had an opportunity to request reconsideration of the evaluation and a review of the original survey materials.

IV. SELF EVALUATION BY THE MANAGER

- A. As part of the Performance Evaluation, each District manager shall also evaluate himself or herself in the following areas:
1. The extent to which the manager has fulfilled the duties and obligations set forth in his/her job description.
 2. The extent to which the manager has met his/her own annual objectives.
 3. The manager's perception of the results from the Leadership Functions Survey
 4. The extent to which the manager has met his/her Professional Development goals for that year, with attention to the relationship of those goals to the college goals.
 5. The manager's Self-Evaluation should also describe his/her professional activities which exceed those set forth in the job description. These activities should not be routine activities which would be expected or required as directly related to the manager's normal responsibilities. Acceptable other professional activities might include, for example, participation in community or statewide organizations, serving on District or campus committees, working on special projects or grants, or making other valuable contributions to the District or the community.
- B. The manager shall submit the self-evaluation to the supervisor (in the case of the Superintendent/President, this material will be submitted concurrently to both the

Board of Trustees and the chairperson of the Board-approved writing team) at an agreed upon time following the completion of the Leadership Functions Survey portion of the Performance Evaluation. The supervisor and the manager shall meet to discuss the manager's self-evaluation. The supervisor shall include the self-evaluation in his or her consideration of the manager's total performance.

V. SUMMARY OF THE WRITING TEAM

The evaluatee and his/her supervisor will mutually agree to the appointment of a Writing Team of three college employees. This team may be drawn from any employee group(s) within the institution. The Writing Team will collect all data relevant to the evaluation, including all source materials described in this procedure, and submit a written summary to the manager being evaluated and his/her supervisor. The summary of the writing team shall be a primary source for the evaluation by the supervisor. The report of the Writing Team shall address the following components:

1. Performance of responsibilities as described in the job description
2. Degree of success in completing the annual objectives, taking into consideration the degree of difficulty inherent in each of the objectives
3. Work behaviors as measured by the Leadership Functions Survey and especially in the areas of decision making, teamwork, attitude, management style, and communication
4. Other professional activities such as campus or District committee work, extra assignments, or other projects, involvement with community or state organizations, or professional development activities.

VI. EVALUATION BY THE SUPERVISOR

A. Having received and reviewed the manager's self-evaluation and all completed behavioral survey forms, the supervisor shall complete a Performance Evaluation of the manager. The supervisor and manager will meet to review the manager's Performance Evaluation in accordance with the District schedule for completion of the evaluation. As part of the Performance Evaluation, the supervisor will evaluate the manager's performance, taking the manager's self-evaluation into consideration. The total evaluation will be comprised of the following components:

1. Performance of responsibilities as described in the job description
2. Degree of success in completing the annual objectives, taking into consideration the degree of difficulty inherent in each of the objectives.
3. Work behaviors as measured by the Leadership Functions Survey and especially in the areas of decision making, teamwork, attitude, management style, and communication.

4. Other professional activities such as campus or District committee work, extra assignments, or other projects, involvement with community or state organizations, or professional development activities.
- B. It should be understood that evaluation is primarily a subjective process. The supervisor's evaluation, to the extent appropriate, should ordinarily emphasize the manager's strengths. Performance areas in which the supervisor believes improvement is needed and which are noted in the evaluation report should, as much as possible, be those which have been the subject of previous periodic reviews and support by the supervisor during the evaluation year.
 - C. Both the manager and the supervisor should retain copies of the supervisor's evaluation, the manager's self-evaluation, and summary and written comments of the Leadership Functions Survey. The manager retains the right to attach any written response he or she may wish to make to the evaluation. The originals of these materials shall be forwarded to the Director of Human Resources, who will have them placed in the manager's personnel file. The evaluation will be confidential, with access limited to those individuals who normally have access to the manager's confidential records. The results of the evaluation will be used by the supervisor and manager for planning institutional improvement, professional improvement, professional development activities, and clarifying expectations.
 - D. All parties to and participants in this procedure will recognize the confidential nature of the evaluation process.

VII. RECONSIDERATION OF THE EVALUATION

If a manager believes the results of the Performance Evaluation are inappropriate, the manager may, within ten working days after receiving the results, arrange a conference with the supervisor to discuss the evaluation. Written documentation may be presented to the supervisor at that meeting. If the manager's concerns are not thereupon resolved, the manager may arrange a meeting to include the manager, his/her supervisor, and the next higher level supervisor to discuss the evaluation. Following such a meeting, the next higher level supervisor will present a written response to the manager's concerns about the evaluation. The manager retains the right to attach any written response to the evaluation or to the written response of the next higher level supervisor.