

COMPTON COMMUNITY COLLEGE DISTRICT EVALUATION PROCEDURE FOR DISTRICT ADMINISTRATORS

A. General Provisions.

1. Unless expressly provided otherwise, the following definitions shall apply throughout this procedure:
 - a. “Comprehensive evaluation” means an evaluation that reviews an administrator’s performance based on information obtained through a process of structured data gathering.
 - b. “Basic evaluation” means an evaluation that reviews an administrator’s performance without significant structured data gathering.
 - c. “Compton” means the Compton Community College District and “El Camino” means the El Camino Community College District.
 - d. “Faculty Council” means the El Camino College Compton Center Faculty Council of the El Camino College Academic Senate.
 - e. “CEO” means the CEO of the El Camino College Compton Center, or his or her designee.
 - f. “Supervising manager” means the immediate supervisor of the administrator being evaluated, or another manager designated by the CEO to perform the administrator’s evaluation.
2. The purpose of a formal evaluation under this procedure is to:
 - a. recognize outstanding performance;
 - b. seek to improve satisfactory performance and further the development of an administrator’s professional skills;
 - c. identify weak performance and defining needed improvement; and document unsatisfactory performance.
3. Each evaluation shall review an administrator’s performance in the following areas:
 - a. fulfillment of the responsibilities of the position,
 - b. attainment of or progress towards achieving annual goals, and

- c. demonstration of leadership skills, communication skills, administrative/managerial skills, and professional knowledge and expertise, as described in Appendix A (Desirable Professional Attributes).

Frequency and Type of Evaluation.

Each administrator shall be evaluated annually. During any given year the evaluation shall be a basic evaluation unless:

- a. The administrator has not received a comprehensive evaluation within the preceding two years; or
 - b. The supervising manager calls for a comprehensive evaluation; or
 - c. The administrator requests a comprehensive evaluation.
2. During the fall of each academic year the administrator and his or her supervising manager shall meet to establish the administrator's annual goals, outcome measures by which the administrator's success in meeting his or her goals will be evaluated, and the administrator's professional development objectives for the year. They shall also determine if the evaluation to be conducted in the spring of that year will be a basic evaluation or comprehensive evaluation, as specified in Section 4, and develop an initial plan for the evaluation.
 3. At least once during the academic year the administrator and the supervising manager will meet to review the administrator's progress in meeting his or her goals and, if they determine it is appropriate, to adjust the goals.

C. Basic Evaluations. Basic evaluations shall be conducted as follows:

1. The evaluation shall be recorded on the appropriate basic evaluation form (see Appendix) completed by the supervising manager. Once completed, the evaluation shall be given to the administrator and a copy shall be placed in his or her personnel file.
2. When the completed evaluation is given to the administrator, it shall be accompanied by written advice that the administrator may submit a written comment regarding the evaluation. If the administrator chooses to submit a comment, it shall be appended to the copy of the evaluation contained in the administrator's personnel file.
3. In assessing the administrator's performance, the supervising manager shall not be required to conduct any structured data gathering. Instead, he or she shall rely on available information, but only to the extent that it is relevant and obtained from appropriate sources (for example, information derived from personal observation or experience with the administrator; from input received from the administrator's peers, faculty colleagues, or subordinates; or from self-evaluative material or prior evaluations). Nevertheless, by mutual agreement between the administrator and the supervising

manager, the parties may specify that the evaluation shall include structured data gathering from peers, faculty colleagues, subordinates, or other relevant sources to the extent they determine such data gathering will be useful and appropriate.

4. In addition to indicating ratings of the administrator's performance, the supervising manager may recommend that the administrator engage in appropriate professional development activities.
5. If an administrator's overall performance on his or her basic evaluation is rated "needs to improve" or "unsatisfactory," the administrator may request, and if requested, shall receive a comprehensive evaluation, which shall commence no later than the next regular semester.

D. Comprehensive Evaluations. Comprehensive evaluations shall be conducted as follows:

1. Based on the initial plan developed during the fall, the supervising manager shall prepare a plan for the completion of the comprehensive evaluation during the spring. Among other things, the plan shall specify the manner in which the supervising manager will collect relevant information about the administrator's performance from individuals who are knowledgeable about his or her work, the various categories of participants to be asked for information, and the number of participants in each category. At a minimum, the supervising manager shall solicit information from:
 - a. No fewer than four other administrators (employed by either Compton or El Camino) who have worked with the administrator being evaluated; and
 - b. No fewer than six faculty members who work in a department supervised by the administrator or who have recently served on a committee, panel or other working group with the administrator being evaluated (the faculty members shall be designated by the supervising manager and confirmed by the Faculty Council); and
 - c. No fewer than six classified staff members who work in a department supervised by the administrator or who have recently served on a committee, panel or other working group with the administrator being evaluated (the classified staff members shall be designated by the supervising manager and, if represented, confirmed by the President of the staff member's exclusive representative); and
 - d. where relevant, students, community members or external colleagues who have personal knowledge about some aspect of the administrator's performance.
2. Before adopting a final version of evaluation plan, the supervising manager shall share a draft of the plan with the administrator being evaluated and solicit his or her comments. Once the supervising manager adopts a final plan, the he or she shall send a copy of the plan to the administrator being evaluated.

3. The supervising manager may use survey instruments approved by the District, individual interviews or structured group interviews conducted by the supervising manager or an impartial third party, or any other reasonable means to collect relevant and useful information from the participants.
4. When data gathering has been completed, the supervising manager shall review all of the data collected, as well as any formal recommendations to the administrator contained in his or her past evaluations. Based on that information, the supervising manager shall prepare a draft comprehensive evaluation summary that, for each applicable performance category, contains the following:
 - a. a brief narrative assessment of the administrator's performance that reflects the supervising manager's analysis of the data collected;
 - b. a tabulation of relevant data collected from surveys or similar data collection instruments; and
 - b. a rating of exceeds expectations, meets expectations, needs improvement.
5. Before the end of the academic year, if feasible — and before the end of August, if not — the supervising manager and the administrator shall meet to review the administrator's goals, his or her accomplishments for the year and the supervising manager's draft comprehensive evaluation summary. Following the meeting, the supervising manager shall complete the comprehensive evaluation summary and, based on the summary, rate the administrator's overall performance as satisfactory, needs improvement or unsatisfactory.
6. Once the supervising manager has completed the evaluation summary and assigned a rating to the administrator's overall performance, he or she shall deliver the evaluation summary to the administrator and the CEO and place a copy of the summary in the administrator's personnel file.
7. The completed evaluation, when delivered to the administrator by the supervising manager, shall be accompanied by written advice that the administrator may submit a written comment regarding the evaluation. If the administrator chooses to submit a comment, it shall be appended to the copy of the evaluation contained in the administrator's personnel file.
8. The administrator may request, and if he or she does so, will receive an opportunity to meet with the CEO to discuss the supervising manager's evaluation.

Appendix A

Desirable Professional Attributes

LEADERSHIP SKILL AND ABILITY

The administrator:

- has a coherent vision of how the programs and services he or she administers can best contribute to the institution's success, takes initiative to build on that vision, and promotes useful innovation and change;
- motivates others by exhibiting enthusiasm and adhering consistently to fundamental values like honesty, integrity, fairness, and inclusiveness;
- demands high standards through clearly stated expectations and personal conduct;
- uses good judgment and responds to situations appropriately, including taking appropriate risks;
- works hard to address problems forthrightly and solve them productively; and
- fosters an environment in which all people feel genuinely included, no matter what their race, ethnicity, national origin, disability, sex, or sexual orientation.

COMMUNICATION SKILL AND ABILITY

The administrator:

- regularly exhibits the ability to inform and persuade others in oral and written communication;
- effectively articulates and conveys needs and goals to others;
- listens well and is receptive to the ideas of others; and
- keeps those who rely on the administrator for information about schedules, deadlines, policy or regulatory changes, and similar administrative information well informed.

ADMINISTRATIVE/MANAGERIAL SKILL AND ABILITY

The administrator:

- is organized and effectively structures, sets priorities for, delegates, and facilitates the accomplishment of tasks;
- demonstrates tenacity and singleness of purpose when necessary, but also adapts to and promotes change when appropriate;
- works well under pressure, responds well to crisis, and has a high tolerance for ambiguity;
- maintains a professional and cooperative attitude when working with groups, and builds consensus, trust and confidence among the people he or she works with closely;
- provides for broad participation and collaboration in planning and decision-making; and
- gives firm direction when needed, is tactful in conveying criticism, and addresses conflicts constructively.

PROFESSIONAL KNOWLEDGE AND EXPERTISE

The administrator:

- demonstrates appropriate knowledge of the important issues, trends, and developments affecting community colleges and other institutions of higher education in the nation, the state and the region;
- manifests an understanding of Center and district goals, policies, procedures, etc.
- has an appropriate level of knowledge of the systems and procedures needed to ensure effective operation of the programs and services he or she administers; and
- participates in relevant professional and service organizations and activities and uses professional contacts as a resource when appropriate.