Evaluation Procedures
Management Employees
EVALUATIONS

Purpose
Evaluations serve a number of important purposes for both the manager and the manager’s supervisor at the District. Evaluations provide a manager with:

1. Feedback on his/her work quality.
2. Feedback on his/her overall work performance.
3. Feedback on his/her work behavior.
4. Feedback on his/her strengths and weaknesses.
5. An opportunity to gain insights into his/her supervisor’s perceptions of his/her work performance.
6. An opportunity to become aware of his/her supervisor’s concerns.
7. An opportunity to learn what his/her supervisor views as important to be successful at the District.
8. An opportunity to learn how to improve and enhance his/her performance.

Evaluations provide the manager’s supervisor the opportunity to:

1. Provide feedback to the manager.
2. Critique manager’s work performance.
3. Recognize manager’s achievements and accomplishments.
4. Recognize measurable progress or improvements made in manager’s performance.
5. Identify manager’s work strengths and weaknesses.
6. Provide managers with guidance and suggestions for improvement.

Frequency
Managers shall be evaluated at least annually. Additional evaluations may be conducted at the supervisor’s discretion.

Evaluation Documents (Appendix D)
Evaluations consist of three documents:

1. Manager Performance Goals Development Sheet.
Evaluation Procedure

1. **Notification**
   Human Resource Services will notify the manager and the manager’s supervisor of the annual timelines for evaluation and provide the following to the manager’s supervisor:
   a. A copy of the Evaluation Procedure
   b. A job description (of the manager to be evaluated)
   c. Manager Performance Goals Development Sheet
   d. Manager Self-assessment Report
   e. Manager Year-end Evaluation Report

2. **Manager Performance Goals Development Sheet**
   No later than August 31st, all supervising managers will meet with each manager they supervise to develop and sign the Manager Performance Goals Development Sheet. The purpose of this meeting is to reflect on the previous year, consider new/revised district objectives and discuss/develop specific performance goals to be set by each manager that will result in their respective division/department positively impacting the district objectives. Annual performance goals should be appropriate, reasonable and realistic. Goals, tied to District objectives, should be measurable and the annual assessments for performance goals should be stated with the goal.

3. **Manager Mid-year Self-assessment Report**
   Each manager should be monitoring their progress toward their annual performance goals and maintaining evidence that demonstrate this progress. Reflecting on this evidence, each manager will complete the written Self-Assessment Report updating their supervisor on their specific progress toward achieving their annual performance goals. Each manager will meet with the managers they supervise no later than February 15th to initiate this report.

4. **Manager Year-end Evaluation Report**
   Each supervising manager will meet with the managers they supervise no later than June 15th to present and review the Manager Year-end Evaluation Letter.

5. **Personnel File**
   At the conclusion of the above process, signed copies of all written evaluation documents finalized by the supervising manager will be sent to Human Resource Services for inclusion into the manager’s personnel file.
# Appendix D

## College of the Sequoias

Manager Performance Goals Development Sheet  
*(No later than August 31st)*

<table>
<thead>
<tr>
<th>Manager:</th>
<th>Management Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Supervisor’s Name:</td>
</tr>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

## Performance Goals for *(Academic year)* ______________________________

1.  
   - District Objective:
   - District Action (if applicable):
   - Unit level (Division/department) planned action(s):

2.  
   - District Objective:
   - District Action (if applicable):
   - Unit level (Division/department) planned action(s):

3.  
   - District Objective:
   - District Action (if applicable):
   - Unit level (Division/department) planned action(s):

4.  
   - District Objective:
   - District Action (if applicable):
   - Unit level (Division/department) planned action(s):

<table>
<thead>
<tr>
<th>Signature of Manager:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Manager’s Supervisor:</td>
<td>Date:</td>
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</table>
## APPENDIX E

### COLLEGE OF THE SEQUOIAS

**Manager Mid-year Self-assessment Report**

*(No later than February 15th)*

<table>
<thead>
<tr>
<th>Manager:</th>
<th>Management Position:</th>
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<tbody>
<tr>
<td>Department:</td>
<td>Supervisor’s Name:</td>
</tr>
<tr>
<td>Date of Last Evaluation:</td>
<td>Date of Evaluation:</td>
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</table>

1. Performance deficient and requires immediate improvement
2. Improvement needed for performance to meet expected standards
3. Performance meets expected standards
4. Performance frequently exceeds expected standards
5. Performance consistently exceeds expected standards

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th><strong>PERFORMANCE FACTORS</strong></th>
<th>Comments supporting self-assessment rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td><strong>MANAGEMENT SKILLS:</strong> Planning; use of judgment; problem solving; resource management; accountability; personnel decisions; and, knowledge of job.</td>
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<td></td>
<td><strong>WORKING RELATIONSHIPS:</strong> Consider relationships; attitude; ability to communicate (both written and oral); and trustworthiness.</td>
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<td></td>
<td><strong>LEADERSHIP SKILLS:</strong> Consider creativity and innovation; credibility of leadership; risk-taking; staff development; is informed; sets goals; and commitment to diversity.</td>
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<td></td>
<td><strong>PERSONAL ABILITIES/QUALITIES:</strong> Consider self-motivation; openness to change; seeks professional growth; flexibility; contributes to positive staff morale; ability to remain calm in crisis situations; and respects ethics of profession.</td>
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<td><strong>QUALITY/QUANTITY OF WORK:</strong> Consider extent to which completed work is accurate, well organized, thorough, effective, and timely.</td>
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### GOALS PROGRESS UPDATE

(Status of current performance goals)

1. Personal performance and related department goals accomplished:

2. Personal performance and related department goals in progress:
3. **Personal support requested:**

4. **Additional Comments:**

<table>
<thead>
<tr>
<th>Signature of Manager:</th>
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<tr>
<th>Signature of Manager’s Supervisor:</th>
<th>Date:</th>
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</table>
### PERFORMANCE FACTORS

#### 1. MANAGEMENT SKILLS: Consider quality of work; quantity of work; planning; use of judgment; problem solving; resource management; accountability; personnel decisions; knowledge of job.

#### 2. WORKING RELATIONSHIPS: Consider relationships; attitude; ability to communicate (both written and oral); and trustworthiness.

#### 3. LEADERSHIP SKILLS: Consider creativity and innovation; credibility of leadership; risk-taking; staff development; is informed; sets goals; and commitment to diversity.

#### 4. PERSONAL ABILITIES/QUALITIES: Consider self-motivation; openness to change; knowledge of position; seeks professional growth; flexibility; contributes to positive staff morale; ability to remain calm in crisis situations; and respects ethics of profession.

#### 5. QUALITY/QUANTITY OF WORK: Consider extent to which completed work is accurate, well organized, thorough, effective, and timely.

### COMMENTS

Attach additional sheets if necessary.

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### Additional Comments:

________ Recommend to continue in current assignment.

________ Recommend to continue in current assignment with performance improvement.

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**Signature of Manager:**

**Date:**

**Signature of Manager’s Supervisor:**

**Date:**