Performance evaluation is a process whereby the effectiveness of the professional staff member is assessed in relation to his or her job description, college/department goals and objectives, Board of Trustees expectations and employee competencies, administrative procedures, and normally assigned job-related responsibilities. The evaluation is designed to recognize achievement as well as to assist an administrator’s self-improvement, growth, and increased effectiveness in the performance of his or her duties.

The evaluation shall consider, but not be limited to, the following competencies:

I. Leadership Skill and Ability.
   Performance of responsibilities as defined in the job description and demonstration of leadership in carrying out those duties. This includes the ability to take initiative, build on a vision, motivate others, exercise good judgment and ethical behavior and foster a campus climate of inclusion.

II. Communication Skill and Ability.
    Communicates clearly and regularly in written and oral form. Listens well and keeps all appropriately informed about his or her area of responsibility.

III. Administrative/Managerial Skill and Ability.
    Demonstrates the ability to organize, delegate and fulfill responsibilities of the position. Works well under pressure. Accepts input and gives direction as appropriate.

IV. Professional Knowledge and Expertise.
    Understands the basic fundamentals of the position duties and continues to grow professionally to expand creative problem solving skills. Participates professionally at college, district, community and state levels.

V. Authority and Support.
    Demonstrates ability to carry out duties and has authority and support to do so.

EVALUATION PROCEDURES

A. Annual Evaluation Process.
   1. Each year the President shall complete a self-evaluation by doing the following:
      - Complete of the district’s Presidential Self-Assessment Instrument.
      - Update annual goals for the next year.
      - Meet with the Chancellor to review the self-assessment and the annual goals.
   2. At the conclusion of the process the Chancellor will prepare a summary evaluation memo to be shared with the President.

B. Comprehensive Evaluation Process.
   At least once every three years the President shall undergo a formal comprehensive evaluation comprised of the following: (Nothing in these procedures precludes the Chancellor from requiring a comprehensive evaluation at any time.)
   2. Update annual goals for the next year.
   3. Identify constituents who will complete the district’s Presidential Evaluation Data Collection Instrument.
   4. Identify fellow Presidential peers who will complete the peer review form.
   5. Meet with the Chancellor to review the self-assessment, annual goals and compilation of data collected from the evaluation committee.
   6. The Chancellor shall prepare a summary evaluation memo which he/she shall share with the President. The Chancellor may conduct an additional conference with the President to review the evaluation memo.
   7. Negative observations shall include specific recommendations for improvement and provisions for assisting the President in implementing any recommendations made, including training or retraining and time frame for assessing progress toward improvement.
   8. Unsatisfactory performance is a basis for dismissal for cause under the Education Code, in keeping with its notice requirements.
   9. The Chancellor will sign the summary evaluation memo, and the President sign that he or she has received a copy. The summary evaluation memo, along with appropriate attachments, will be forwarded to the District Division of Human Resources to be placed in the President’s Personnel File.
   10. Should the President choose to, he/she may also add his/her own statement to the file.