

**BARSTOW COMMUNITY COLLEGE DISTRICT
CERTIFICATED / CLASSIFIED MANAGEMENT
EVALUATION**

PERSONAL / CONFIDENTIAL

SUPERVISOR EVALUATION

This packet contains the **Performance Evaluation** for an *Administrator, Certificated/Classified Management or Confidential employee*. You are to complete the enclosed forms and forward them to the designated department within the established time frames. This information is personal and confidential.

PERSONAL / CONFIDENTIAL

**BARSTOW COMMUNITY COLLEGE DISTRICT
(ADMINISTRATOR, CERTIFICATED/CLASSIFIED MANAGEMENT OR CONFIDENTIAL)**

| | |
|----------------------|--|
| EMPLOYEE NAME | |
|----------------------|--|

| | |
|-----------------------|--|
| POSITION TITLE | |
|-----------------------|--|

| | | |
|------------------------|---------------------|-----|
| EVALUATION TYPE | ANNUAL | / / |
| | PROBATIONARY | / / |

| | | |
|--------------------------|--------------------|-----|
| EVALUATION PERIOD | START DATE | / / |
| | ENDING DATE | / / |

This performance evaluation should accurately assess how the management employee is carrying out his/her assigned duties as well as indicating how he/she can increase his/her potential for performance in the future, in accordance with the position description as attached.

Evaluations are performed by the employee’s immediate supervisor. The employee and immediate supervisor are required to hold a conference to discuss the evaluation and set goals and objectives for the upcoming year.

Indicate the level of performance by checking the rating which best describes how this management employee is carrying out his/her assigned duties. The evaluator should depict his/her performance level with written comments for each measurement area but must make comments for those areas rated “Exceeds” or “Below”.

RATING DEFINITIONS:

EXCEEDS – Exceeds job requirements. (Examples: Takes a positive leadership role in the position; Inspires others in their work; Shows interest in total college program; Quality and quantity of work exceeds position requirements.)

SATISFACTORY – Meets job requirements. (Examples: Works well with other employees; Consistently and satisfactorily completes assignments in a timely manner; Rarely needs follow-up; Consistently follows District policies.)

BELOW – Often does not meet job requirements. (Examples: Requires supervision often; Some assignments not complete or not acceptable; Problems working with others; Lacks effective communication skills; Does not follow District policies.)

Evaluator may use space between “Exceeds” and “Satisfactory” and “Below” when it is believed the performance rating is between the two ratings.

PERFORMANCE EVALUATION

A. EVALUATION

| | | | | |
|----------------|---|---------------------|---|--------------|
| Exceeds | | Satisfactory | | Below |
| 5 | 4 | 3 | 2 | 1 |

1. Knowledge of Work

The understanding of basic functions, fundamentals, methods and procedures of the job including details of operations, equipment and materials.

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

2. Quantity & Quality of Work

The level and volume of acceptable work compared to what might be expected, including consistency and improved output.

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|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

3. Punctuality and Attendance

Meets work schedule and is readily accessible to others.

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|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

4. Adaptability

Ability to learn new duties or regulations and adjust to new situations encountered on the job.

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

5. Responsibility

The willingness to assume and completely carry out assigned tasks and to be accountable for actions.

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

6. Initiative

The ability to perform assigned tasks in a self-confident, eager manner, without detailed instructions including willingness to accept difficult tasks.

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

7. Planning

The ability to identify needs, analyze alternate plans to meet needs, coordinate work, and effectively utilize staff and equipment.

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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

8. Judgment

The ability to decide correct course of action including attention to details, consistency, and consideration of all available facts.

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|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

9. Flexibility

The ability to consider new ideas and situations with a positive attitude including willingness to try new approaches when feasible.

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

10. Cooperation

The willingness and ability to work effectively with others to achieve common goals including helping fellow employees and keeping supervisors well informed.

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|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

11. Communications

The ability to communicate with other employees and the public, including accurately interpreting rules, regulations, policies etc.

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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

12. Supervising Others

The ability to assign, instruct, and effectively work with supervised employees including being courteous, tactful, and fair. Has a knowledge of the pertinent details of subordinates work.

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|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

13. Budget Management

The ability to understand, prepare, and manage office or division budget.

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

14. Public Relations

The ability to create a positive image for the College through internal and external activities.

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|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

15. Goals and Objectives (Area)

The ability to establish annual goals and objectives for area of service and to attain goals and objectives.

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

16. Professional Growth

Participate in classes, seminars, workshops, and organizations to improve management skills and techniques. Keeps abreast of new developments and innovations.

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

17. Personal Traits

Individual characteristics that contribute to the job including confidence dependability, poise, tactfulness and friendliness.

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|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

18. Attitude

The interest, enthusiasm, and cooperative spirit shown toward the College and the job.

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

19. Creativity

Demonstrates ingenuity and creativity in carrying out assignments and effective solutions to problems.

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|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

20. Integrity

Adheres to an acceptable code of moral, artistic, educational and other values.

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Comments:

A. Identify any unique conditions that existed that influenced the evaluation of this employee such as; New Employee, Unusual Assignment, or Assigned Duties outside the Employee's Current Job Description.

Comments:

B. List suggestions for improvement to strengthen this management employee's knowledge, skills, attitude, and job performance.

Comments:

- C. List any special recommendation or commendations that should be part of this evaluation and not included in the above evaluation.

Comments:

- D. I recommend this management employee:

- be continued in this position.
 be conditionally continued in this position, subject to additional evaluation.
 be discontinued in this position.

- E. Advancement from one column to the next column on the Management Salary Schedule shall be dependent upon the recommendation of the manager's immediate supervisor and subject to the approval of the President and action by the District Governing Board.

I recommend this management employee:

- be advanced to the next column on the salary schedule.
 remain at the current level on the salary schedule.

F. SUPERVISOR CERTIFICATION

I certify that the evaluation above is my evaluation of this management employee and that I have discussed this evaluation during a conference with this employee on the following date: ___/___/____. Further, that I have received the employee's self-evaluation.

Immediate Supervisor

Date

