



Peralta Community College District


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Human Resources & Employee Relations

Memorandum

Date: June 16, 2022

To: PCCD Administrators

From: Dr. Ronald McKinley 
Ronald McKinley (Jun 16, 2022 10:51 EDT)
Interim Vice Chancellor for Human Resources & Employee Relations

Subject: **Guidance Regarding the 2022-2023 Management Performance Evaluation Process**

In accordance with Administrative Procedure 7124 (Management Evaluations), the 2022-2023 management performance evaluation process will begin on July 1, 2022, and end on June 30, 2023.

To assist you in planning for the evaluation process per the established timeline (**Attachment #1**), the following guidance is provided.

STEP ONE:

- The evaluator schedules a planning conference with the evaluatee to discuss expectations.
 - The evaluator and the evaluatee jointly establish the evaluatee's goals and objectives for FY 2022-2023 using the *Management Goals and Measurable Outcomes Form 2* (**Attachment #2**) with timelines and expected outcomes. The evaluatee's management goals and objectives must be based on the PCCD Aligned Goals (**Attachment #3**).
 - The evaluator and the evaluatee review the evaluatee's job description, and the evaluator chooses between four to seven responsibilities for the evaluatee's position to be evaluated. The evaluator completes Column 1 of the *Position Responsibilities Form #1* (**Attachment #4**). Column 2 of *Form #1* will be completed by the evaluator and will be discussed with the evaluatee during the evaluation review in May 2023.
- The evaluator reviews with the evaluatee each area on the *Core Leadership Competencies Form #3* (**Attachment #5**).

STEP TWO:

- The Evaluator and the evaluatee mutually identify 20-25 individuals who will participate in the evaluatee's Peer/Staff Evaluation Feedback process (**Attachment #6**). The evaluator sends the *Peer/Staff Evaluation Feedback (Form #7)* (**Attachment #7**) to the identified individuals with a requested response date of October 28, 2022. Note: Only the managers who are new hires, or were appointed to a new position (both regular and interim managers) on or after March 2022, or were not evaluated in 2021-2022 will be required to participate in the Peer/Staff Evaluation Feedback process. Managers who are on a three-year comprehensive evaluation cycle will not participate in this process. For new managers hired between July-October 2022, the response date is March 13, 2023. Constituents' responses will be compiled, summarized, and shared with the evaluatee during the performance evaluation review in May 2023.
- Peer/Staff Evaluation Feedback forms are returned to the evaluator.
- For College Presidents and District Administrators who report directly to the Chancellor, submit forms to Sasha Amiri, Assistant to the Chancellor & Board Clerk. For all other Academic and Classified Administrators at the Colleges and the District, submit the feedback forms to the evaluator.

STEP THREE:

- The evaluator schedules the evaluatee's performance review.
- Before the scheduled evaluation review, and using the *Management Goals and Measurable Outcomes Form # 2* (Attachment 2), which was completed during the initial planning conference, the evaluatee completes and submits to the evaluator a self-assessment of progress made on the goals and objectives established for the evaluatee for FY 2022-2023.
- At the scheduled date and time, the evaluator and the evaluatee meet to discuss the following:
 - The evaluatee's self-assessment of progress made on the established goals and objectives
 - The evaluator's assessment of the evaluatee's position responsibilities
 - The evaluator's assessment of the evaluatee's core leadership competencies
 - If applicable, the responses received from peer and staff evaluators
 - The evaluatee's overall performance rating and rationale.
 - The evaluator's recommendation (retention/conditional retention/non-retention).
- The evaluator and the evaluatee sign the following forms:
 - *Position Responsibilities Form #1* (**Attachment #4**)
 - *Management Goals and Measurable Outcomes Form #2* (**Attachment #2**)
 - *Core Leadership Competencies Form #3* (**Attachment #5**)
 - *Overall Rating Form #4* (**Attachment #8**)
 - *Signature Page Form #5* (**Attachment #9**)
 - *Supervisor's Recommendation and Signature Page Form #6* (**Attachment #10**)
- The evaluator sends the completed evaluation forms to the Office of the Vice Chancellor for Human Resources & Employee Relations.

Key Highlights to Remember:

1. All new regular and interim managers (newly hired by the District or current employees who have been appointed as interim or regular managers) must be given a performance evaluation at the end of the sixth month of their assignments.
2. Managers who received a “Needs Improvement” evaluation rating and/or a recommendation of “Conditional Retention” during the 2021-2022 evaluation period that ended on June 30, 2022, must be provided with a “Performance Improvement Plan” (PIP), no later than July 30, 2022. The assessment of the manager’s performance who is on PIP should be an ongoing dialogue between the evaluator and the evaluatee. The assessment and the report regarding the employee’s performance (in memo form), with a recommendation for *Retention* or *Non-Retention* is due to Human Resources & Employee Relations, no later than January 20, 2023.

The 2022-2023 management evaluation forms are attached to this memorandum and will be posted on the Human Resources web page.

Attachments

ATTACHMENT #1

PERALTA COMMUNITY COLLEGE DISTRICT
Timeline for the 2022-2023 Management Performance Evaluations

Activity	Completion Date
<p>1. Evaluator schedules initial planning conference with the evaluatee to discuss expectations.</p> <ul style="list-style-type: none"> • Evaluator and evaluatee jointly establish the evaluatee's goals and objectives with timelines and expected outcomes for FY 2022-2023, using <i>Management Goals and Measurable Outcomes Form #2</i>. The goals and objectives must be based on the PCCD Aligned Goals. • Evaluator reviews the evaluatee's job description and chooses between four to seven responsibilities to be evaluated for FY 2022-2023. Evaluator completes Column 1 of the <i>Position Responsibilities Form #1</i>. Column 2 of <i>Form #1</i> will be completed by the evaluator and discussed with the evaluatee during the performance review in May 2023. • Evaluator reviews with the evaluatee each area on the <i>Core Leadership Competencies Form #3</i>. 	<p>No later than July 1, 2022</p>
<p>2. Performance Evaluation process begins.</p>	<p>July 1, 2022</p>
<p>3. <i>Performance Improvement Plan (PIP)</i> is issued to evaluatees who were given a <i>Conditional Retention</i> recommendation during the FY 2021-2022 evaluation period.</p>	<p>No later than July 29, 2022</p>
<p>4. Evaluator and evaluatee mutually identify 20-25 individuals who will participate in the evaluatee's <i>Peer/Staff Evaluation Feedback</i> process. Evaluator send forms to the identified individuals with a requested response date of October 28, 2022.</p> <p>Please note that only managers who are new hires, or were appointed to a new position (both regular and interim managers) on or after March 2022, or were not evaluated in 2021-2022, will be required to participate in the Peer/Staff Input Feedback Evaluation process. All other managers, for the purpose of this evaluation period, who are on a three-year comprehensive evaluation cycle, will not participate in this process.</p> <p>The Office of Human Resources & Employee Relations will provide to the College Presidents and Vice Chancellors a list of managers who are required to participate in the Peer/Staff Evaluation process.</p> <p>For new managers hired between July-October 2022, the response date is March 13, 2023.</p>	<p>No later than October 3, 2022</p>
<p>5. <u><i>Peer/Staff Evaluation Feedback Forms Due to Supervisors</i></u></p> <ul style="list-style-type: none"> • For College Presidents and District Administrators who report directly to the Chancellor: Submit forms to Sasha Amiri, Assistant to the Chancellor & Board Clerk. • For all other Academic and Classified Administrators at the Colleges and District: Submit forms to the evaluator. 	<p>October 28, 2022</p>

PERALTA COMMUNITY COLLEGE DISTRICT
Timeline for the 2022-2023 Management Performance Evaluations

6. Performance Period ends for managers who received a <i>Conditional Retention</i> rating for the FY 2021-2022 evaluation period.	January 6, 2023
7. Progress Report for employees on <i>Performance Improvement Plan</i> for FY 2021-2022 evaluation period due to Human Resources & Employee Relations with supervisors' recommendations for retention or non-retention.	January 20, 2023
8. Vice Chancellor for Human Resources & Employee Relations reviews and forwards all recommendations for the <i>March 15th Notices</i> to the Chancellor.	February 10, 2023
9. Chancellor makes recommendations to the Board for non-renewal of contracts, if applicable.	February 24, 2023
10. Chancellor makes contract renewal recommendations to the Board for managers whose contracts expire on June 30, 2023.	March 14, 2023
11. Peer/Staff Evaluation Feedback forms for new managers (both regular and interim) hired between July–October 2022 due to the evaluator (refer to #5 above).	March 13, 2023
12. Evaluatee completes and submits to evaluator a self-assessment of progress made on the goals and objectives established during the initial planning conference (<i>Management Goals and Measurable Outcomes Matrix Form #2</i>).	May 1 – May 5, 2023
13. Evaluator meets with the evaluatee to discuss the following: <ul style="list-style-type: none"> ▪ Evaluatee's self-assessment of progress made on the established goals and objectives. ▪ Evaluator's assessment of the evaluatee's position responsibilities (Complete Column 2 of the <i>Position Responsibilities Form #1</i>). ▪ Evaluator's assessment of the evaluatee's core leadership competencies (<i>Form #3</i>). ▪ If applicable, feedback received from peer and staff evaluators (<i>Form #7</i>). ▪ Evaluatee's overall performance rating and rationale. ▪ Evaluator's recommendation (retention/conditional retention/non-retention). <p>Evaluator and evaluatee sign the following forms:</p> <ul style="list-style-type: none"> ▪ <i>Position Responsibilities Form #1</i> ▪ <i>Management Goals and Measurable Outcomes Form #2</i> ▪ <i>Core Leadership Competencies Form #3</i> ▪ <i>Overall Rating Form #4</i> ▪ <i>Signature Page Form #5</i> ▪ <i>Supervisor's Recommendation and Signature Page Form #6</i> 	No later than May 19, 2023
14. Evaluator submits completed performance evaluation forms to Human Resources and Employee Relations.	No later than May 25, 2023
15. Evaluator submits to Human Resources & Employee Relations Office a brief evaluation summary for the evaluatee for the 27 th Board Meeting.	No later than May 26, 2023

Peralta Community College District
 2022-2023 Management Performance Evaluation
 Management Goals and Measurable Outcomes Matrix (Form #2)

Name and Title of Evaluatee:		Location:		
Name and Title of Evaluator:				
Goal 1:				
College/District Strategic Goal:				
Activities	Expected Outcomes	Timeline	Resources Required	Outcomes /Evaluation
Goal 2:				
College/District Strategic Goal:				
Activities	Expected Outcomes	Timeline	Resources Required	Outcomes or Evaluation
Goal 3:				
College/District Strategic Goal:				
Activities	Expected Outcomes	Timeline	Resources Required	Outcomes /Evaluation

Peralta Community College District
 2022-2023 Management Performance Evaluation
 Management Goals and Measurable Outcomes Matrix (Form #2)

Goal 4:				
College/District Strategic Goal:				
Activities	Expected Outcomes	Timeline	Resources Required	Outcomes /Evaluation
Goal 5:				
College/District Strategic Goal:				
Activities	Expected Outcomes	Timeline	Resources Required	Outcomes /Evaluation

Evaluator's Signature: _____ Date: _____

Evaluatee's Signature: _____ Date: _____



Goal One: Completion

Vision for Success Goal: Over five years, increase by at least 20 percent the number of CCC students annually who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Current PCCD Data on State Goals: Using 2017-18 as the baseline year there were 3,279 degrees, and certificates awarded including noncredit courses taken. To meet the five year goal, we will need to increase the number of awards by 656.

A. Advance Student Access, Equity and Success

1. Complete the implementation of OnePeralta, which focuses on improving the student experience with registration, customized application (CCC Apply), online education and degree audit.
2. Implement professional development training for all Information Technology (IT) staff.
3. Implement early alert and degree audit districtwide.

B. Engage and Leverage Partners

1. Continue to work with CCC Technology Center to support better student onboarding experience and analyze results to see how it relates to program completion.
2. Colleges work with high schools, four-year institutions and industry partners to create seamless pathways for completion of the programs and CE skill attainment.
3. District and colleges' strengthen partnership with the Promise program supporters by enhancing recruitment, admission/registration, and overall onboarding process.

C. Build Programs of Distinction

1. Strengthen Learning Communities, Adult Education, Promise Programs, Career Education, Dual Enrollment, and Non Credit.
2. Ensure student services areas have appropriate resources to support student completion.

D. Strengthen Accountability, Innovation and Collaboration

1. Enhance and customize Power BI to strengthen enrollment management and datadriven resource allocation.
2. Create a system to identify, track, and retain students who meet the criteria of performance base funding (special populations and those near completion).
3. Ensure that the District conducts annual program reviews and assessment of Service Area Outcomes.

E. Develop and Manage Resources to Advance Our Mission

1. Provide resources to support successful student completion every semester.

2. Strengthen the Peralta Foundation to increase financial resources to support successful student completion beginning immediately.

Goal Two: Transfer

Vision for Success Goal: Over five years, increase by 35 percent the number of CCC students systemwide transferring annually to a UC or CSU.

Current PCCD Data on State Goals: In 2017-18, the number of Peralta transfer students receiving an AS-T or and AA-T was 1568. In order to meet the 35% increase in transfers districtwide, we will need to transfer an additional 548 students.

A. Advance Student Access, Equity and Success

1. Implement auto awarding degrees by Fall 2020.
2. Increase the number of ADT's (Associate Degree for Transfer to CSU) beginning Spring 2020.

B. Engage and Leverage Partners

1. Increase the number of four-year institution partners (including private and independent colleges and Historically Black Colleges and Universities at least two per academic year.
2. Increase collaboration with UC and CSU partners to develop 2+2+2 pathways that lead to transfer to UC and/or CSU by 2020.

C. Build Programs of Distinction

1. Strengthen Learning Communities, Adult Education, Promise Programs, Career Education, Dual Enrollment, and Non Credit.
2. Ensure academic programs and student services areas have appropriate resources to support student completion.

D. Strengthen Accountability, Innovation and Collaboration

1. Enhance and customize Power BI to strengthen enrollment management and datadriven resource allocation.
2. Support the implementation of Guided Pathways to increase student transfer to UC and/or CSU, independent and private colleges, and Historically Black Colleges and Universities.

E. Develop and Manage Resources to Advance Our Mission

1. Complete the implementation of OnePeralta, which focuses on improving the student experience related to registration, customized application (CCC Apply), online education.
2. Provide resources to support successful student completion.
3. Strengthen the Peralta Foundation to increase financial resources to support students' successful completion.

Goal Three: Decrease Units

Vision for Success Goal: Decrease the average number of units accumulated by CCC students earning associate's degrees from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.

Current PCCD Data on State Goals: Our current estimate in reviewing associate degrees conferred for 2017-18 shows on average our students have 93 cumulative units. We will reduce it by 14 units over the next 5 years.

A. Advance Student Access, Equity and Success

1. Implement a degree planner and an audit system by Spring 2020.
2. Ensure 100% of students have accurate SEPs (Student Educational Plan) by Spring 2020.
3. Increased development of ADTs by four (4) each academic year.
4. Implement Guided Pathways and revise high-unit degrees to focus on well-sequenced pathway programs through Guided Pathways by Fall 2020.
5. Educate students more effectively regarding the financial aid implications of high unit accumulation by each college conducting two Financial Aid workshops on this topic per academic year and clearly posting this to each college's financial aid website immediately.

B. Engage and Leverage Partners

1. Collaborate with Counseling Departments to increase frequency of districtwide professional development training for counselors and advisors to ensure all students are receiving accurate, timely, and consistent information.
2. Collaborate with Counseling Departments to develop a districtwide policy and procedures manual for advisement by Spring 2020.

C. Build Programs of Distinction

1. Align all academic programs to Guided Pathways model and leverage dual enrollment to decrease time for student completion.

D. Strengthen Accountability, Innovation and Collaboration

1. Sequence course offerings across academic programs for student completion in a timely manner.
2. Strengthen collaboration across academic departments to streamline curriculum processes.

E. Develop and Manage Resources to Advance Our Mission

1. Eliminate unnecessary process or procedures thereby allowing faculty, staff and administrators at each College to focus on the review, revision, or development of programs with reasonable units for completion.

Goal Four: Career Education

Vision for Success Goal: Increase the percent of exiting career technical education students who report being employed in their field of study from the most recent statewide average of 60% to an improved rate of 69%—the average among the quintile of colleges showing the strongest performance on this measure.

Current PCCD Data on State Goals: Peralta’s current average is 70% based upon 2017-18 data reflected in the CTEOS survey. Over the next 5 years, we will increase by 12.8% or more.

A. Advance Student Access, Equity and Success

1. Align current and new CE curriculum with industry required skills to ensure that PCCD students are industry-ready upon completion of the programs.
2. Utilize active CE advisory committees to create employment pathways at each College.

B. Engage and Leverage Partners

1. Leverage partnerships with local companies like Facebook, Apple, Google, Kaiser Permanente and other to increase CE awareness and develop students’ in-demand skills through internships.
2. Use LMI (Labor Market Index), Center for Excellence, SWP data source to ensure that CE course offerings and programs at the colleges to align with regional industry and occupation needs.

C. Build Programs of Distinction

1. Offer CE certificate programs with work-based learning or internships, and include flexible class schedules that allow certificate completion.
2. Increase number of CE courses based on industry demand, with a focus on career pathways to employment.

D. Strengthen Accountability, Innovation and Collaboration

1. Leverage SWP or CCC to create accurate and easy data access to students' employment data.
2. Enhance District research, IT and data access capacity for CE. Align data needs with the SWP and other state-wide indicators to eliminate unnecessary detours to get data.

E. Develop and Manage Resources to Advance Our Mission

1. Develop District partners with the CCCCCO and other state-wide agencies to develop mechanisms to obtain employment data of our students.
2. Align Strong Workforce (local and regional), Perkins, Adult Education, CTE online funding to increase student enrollment in CE programs and ensure student successful completion.

Goal Five: Equity

Vision for Success Goal: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years.

Current PCCD Data on State Goals: Institutional research just completed a 2017-18 districtwide disproportion study to review the measures listed above to serve as a baseline. We will utilize all four colleges' data to identify equity gaps for degree completion.

A. Advance Student Access, Equity and Success

1. Adopt and integrate CCC Technology initiatives like MyPath to improve application process.
2. Implement technology and processes that increase FAFSA Application completion and shorter award time for Pell Grants and other funds.
3. Increase degree and certificate completion for underserved populations through Guided and Student Equity and Achievement activities for example, early alert, embedded counseling, tutoring, mentoring.

B. Engage and Leverage Partners

1. Work with CCC Technology Center to support better student onboarding experience and analyze data in relation to program completion.
2. Leverage community and industry partnerships to expand resources and raise funds to address unmet needs of underserved student populations and support Student Equity Achievement programs such as Punte, Umoja, APASS, First Year Experience, Promise Programs, Formerly Incarcerated, Foster Youth, Undocumented Community Resource Centers, expansion of Food Pantries and other Affordability programs.

C. Build Programs of Distinction

1. Strengthen Student Equity Achievement programs such as Punte, Umoja, APASS, First Year Experience, Promise Programs, Formerly Incarcerated, Foster Youth, Undocumented Community Resource Centers, expansion of Food Pantries and other Affordability programs.

D. Strengthen Accountability, Innovation and Collaboration

1. Enhance and customize Power BI to strengthen enrollment management and datadriven resource allocation.
2. Create a system to identify, track, and retain students who meet the criteria of performance base funding (special populations and those near completion).
3. Provide districtwide culturally responsive customer service training for Business Services, Financial Aid, HR, Admissions & Records, Counseling, and front-line staff in academic year 2019-20.
4. Provide districtwide equity focused professional development training to increase culturally responsive student services and instruction.

E. Develop and Manage Resources to Advance Our Mission

1. Allocate funding and resources to develop educational environments conducive to students' learning, including enhancing multimedia technologies in all classrooms, labs, and career education facilities.
2. Develop and implement safety and health standards across all teaching and learning spaces, including CE classrooms and facilities. Allocate funding and resources to address outstanding safety and health facilities requirements.

**Peralta Community College District
2022-2023 Management Performance Evaluation
Position Responsibilities (Form #1)**

Name & Title of Evaluatee: _____

Location: _____

Name & Title of Evaluator: _____

Evaluation Period: From: _____

Through: _____

Performance Evaluation Key:

NI: Needs Improvement

D: Developing

MS: Meets Standards

ES: Exceeds Standards

NA/O: Not Applicable/Observable

Implementation

Review

LIST 4-7 MAJOR POSITION RESPONSIBILITIES	SUPERVISOR'S COMMENTS
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Position Responsibilities' Overall Rating: _____

Evaluator's Signature: _____

Date: _____

Evaluatee's Signature: _____

Date: _____

**Peralta Community College District
2022-2023 Management Performance Evaluation
Core Leadership Competencies (Form #3)**

Name & Title of Evaluatee: _____

Name & Title of Evaluator: _____

Review Period: From: _____ Through: _____

Performance Evaluation Key: **NI:** Needs Improvement **D:** Developing **MS:** Meets Standard
 ES: Exceeds Standard **NA/O:** Not Applicable/Observable

COLLABORATION	NI	D	MS	ES	NA/O
1. Identifies key stakeholders and invites them to the table. Knows when and who to get involved.					
2. Works effectively and diplomatically with unique groups.					
3. Acts as a facilitator when solving shared problems and identifying important elements and challenges using available data and input from stakeholders.					
4. Seeks and includes input from diverse constituencies, including those with diverse cultures, values, and ideas.					
5. Demonstrates personal respect for others and conveys an understanding of others' needs, feelings, and perspectives. Ensures each member of the team is given equal opportunity to provide input.					
6. Works to establish and maintain mutually advantageous relationships with others by promoting the benefits of collaboration.					
7. Comments:					
ACCOUNTABILITY	NI	D	MS	ES	NA/O
1. Regularly solicits information from, and promotes participation and involvement in, group/department/division plans, activities, decisions, goal setting and goal assessment.					
2. Builds working partnerships outside the college community, as appropriate, to accomplish the goals of the unit.					

3. Builds trust among colleagues by being honest, ethical, and transparent. Accepts constructive criticism when offered and works toward increased collaboration.					
4. Empowers and support staff, individually or in groups, to contribute to desired outcomes of the division, department, or work unit.					
5. Manages conflict and change by building and maintaining productive relationships.					
6. Using a continuous feedback loop in the decision-making process, asks for input from multiple stakeholders before making decisions. Uses input as appropriate, and seeks feedback on results.					
7. Accepts feedback and uses critical thinking consistently to improve style, strategies, and techniques of communicating.					
8. Trusts and empowers others to complete assignments, provide input/suggestions, make appropriate decisions, and take action.					
9. Demonstrates integrity through offering and accepting genuine feedback, maintaining open-mindedness, and acting with kindheartedness.					
10. Allows room for growth and for failure in self and others. Shares successes with others and takes responsibility for failures. Admits to, and learns from, mistakes. Does not lay blame for failures on others.					
11. Creates environment where all input is valued and diversity, equity, and workplace accommodations are recognized and accommodated.					
12. Comments:					
COMMUNICATION	NI	D	MS	ES	NA/O
1. Demonstrates active listening through appropriate body language, check-ins, effective questioning, and summarizing.					
2. Adjusts strategies, styles, and tone to establish rapport and meet the needs of a group.					
3. Creates a non-judgmental atmosphere by using respectful, tactful, personable, and non-defensive language.					

4. Translates difficult ideas or concepts into concrete, tangible terms. Provides examples or draws comparison, where appropriate, and seeks more effective and creative ways of communicating to achieve impact and ensure the right message gets across.					
5. Creates and maintains open communication regarding District/college/divisional/departmental priorities, expectations, and activities.					
6. Articulates the shared mission, vision, and values of the District/college to a wide variety of audiences using varied strategies and mediums.					
7. Keeps constituency groups informed on critical issues that may impact their work, both now and into the future, through appropriate channels for information distribution.					
8. Openly shares information, opinions, and ideas with others. Understands when information may be unpopular or sensitive and presents this to others in a way that conveys an appreciation for their position or the situation.					
9. Comments:					
INTEGRITY	NI	D	MS	ES	NA/O
1. Consistently behaves in a way that is in alignment with intentions to achieve desired outcomes.					
2. Follows through on promises and agreements.					
3. Displays high standards of ethical conduct and can coach and counsel others on the impact of violating these standards.					
4. Current knowledge of organizational ethics, state laws and guidelines, and other guiding documents.					
5. Maintains employee confidentiality and is trusted by employees at all levels. Is direct and truthful in all situations and does not misrepresent for personal gain.					
6. Comments:					

STEWARDSHIP	NI	D	MS	ES	NA/O
1. Respectful of and accountable for the effective and appropriate use of public resources.	1.				
2. Ensures the accountability, integrity, and integration of reporting systems, and utilizes data to support operational decisions while maintaining a college-wide perspective with regard to impact.					
3. Develops and manages resource assessment, planning, budgeting, acquisition, and allocation processes consistent with college planning, best practices, and local, state, and national policies.					
4. Takes an entrepreneurial stance in seeking ethical alternative funding sources, as appropriate. Implements financial strategies to support programs, services, staff, and facilities					
5. Establishes and implements sound financial management practices and controls for the division/department/unit. Monitors these practices and controls to ensure compliance.					
6. Supports and contributes to maintaining high standards of integrity in recruitment, hiring, reward, and performance management systems and the professional development and advancement of employees.					
7. Employs effective time management, planning, task management, and delegation skills.					
8. Trusts and empowers others to complete assignments, provide input/suggestions, make appropriate decisions and take action.					
9. Manages conflict and changes in ways that contribute to the long-term viability of the organization.					
10. Supports change, new programs, and initiatives through effective planning, resource allocation, and anticipation of future needs. Commits District/college resources to initiatives that support the mission of the District or college. Seeks buy-in from appropriate stakeholders.					
11. Accountable to maintaining the integrity, image, and reputation of the District/college by modeling and requiring sound decision-making and ethical behavior.					
12. Avoids behavior and decision-making that would expose the District/college to legal liability. Establishes and models safe work practices and effective risk management. Maintains a safe working environment and expects employees to adhere strictly to safety standards.					

13. Continually assesses division/department/unit capabilities against the demands placed on it. Seeks opportunities to contract, expand, or shift the way in which programs and services are provided to manage service levels, quality, and costs.					
14. Comments:					
JOB KNOWLEDGE	NI	D	MS	ES	NA/O
1. Demonstrates a thorough understanding of the practices, ideas, or concepts associated with their area of responsibility by applying knowledge appropriately, depending on the assignment or issue.					
2. Remains current in their area of responsibility. Demonstrates an awareness of new practices, approaches, technology, or theories by utilizing this knowledge in related work activities.					
3. Demonstrates systems understanding by participating in work assignments or special projects that expand knowledge base outside of immediate area of responsibility. Incorporates new learning into activities, as appropriate.					
4. Participates in professional growth to seek out, investigate, and effectively utilize resources that are available (e.g., technology, information, financial, and intellectual) in an effort to implement best practices and increase job efficiency and effectiveness.					
5. Works within available guidelines or approaches, knows when these are not appropriate to the assignment at hand, and knows how to adjust or adapt methods and procedures, depending on the result required.					
6. Shares knowledge by assisting others with work-related problems or issues. Demonstrates or explains occupational practices, ideas or concepts, and communicates why they are needed.					
7. Demonstrates overall understanding of department responsibilities, tasks, and processes. Able to coordinate, train, mentor, and coach staff in the technical knowledge, concepts, theories, resources, and best practices relating to staff member's work assignments and the impact on the big picture.					

8. Establishes effective structures, systems, and work processes to achieve high levels of efficiency and effectiveness in the functional area. Knows how processes and systems interrelate with one another and coordinates efforts with other leaders to avoid duplication or conflict.					
9. Demonstrates overall understanding of responsibilities, tasks, and processes. Able to coordinate, train, mentor, and coach staff on work assignments and the impact on the big picture.					
10. Understands the implications that the changes within and outside of the District/college have on functional area, and acts to ensure District/college products, services, and approach align with these changes.					
11. Establishes performance standards for functional area (e.g., service levels, associated costs, and time spent) linked to District/college effectiveness. Regularly measures performance against these standards in ongoing effort to improve results continually.					
12. Comments:					
INNOVATION	NI	D	MS	ES	NA/O
1. Entertains new ideas outside the norm, and explores multiple options.					
2. Demonstrates and supports a reasonable risk tolerance.					
3. Proactively looks for efficiencies and process improvements.					
4. Uses existing ideas and components in effective, new ways in improving systems.					
5. Challenges and supports staff in identifying problems in improving systems.					
6. Proposes innovations that are balanced, useful, and can be supported.					
7. Uses data-informed evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.					
8. Applies information, imagination, and initiative to derive greater or different value from available resources.					
9. Perseveres through challenges, adjusts plans when necessary, and performs ongoing assessment.					

<p>10. Considers the “return of investment” prior to commencing with a new initiative or project. Assesses the degree of input (cost, time, and effort) required against the relative output expected to be realized. Utilizes resources (financial and human) in a cost- and time-effective manner.</p>					
<p>11. Demonstrates creativity when developing solutions to issues or problems. Considers long-term impacts of actions and decisions. Takes intelligent risks when outcomes cannot be guaranteed, and minimizes these risks by developing “what-if” scenarios and related contingency plans.</p>					
<p>12. Overcomes resistance to change by being open about plans and preparing stakeholders for new initiatives, projects, work assignments, or procedures.</p>					
<p>13. Comments:</p>					
<p>What do you consider to be the Manager’s greatest strengths?</p>					
<p>In what areas do you think the Manager could improve? How might the Manager improve in these areas?</p>					

Evaluator’s Signature: _____ Date: _____

Evaluatee’s Signature: _____ Date: _____

ATTACHMENT #6



Peralta Community College District Peer/Staff Input Evaluation Feedback Process

2022-2023 Management Performance Evaluation

Instructions for completing form:

You have been selected as a participant to assess the performance of the employee (“evaluatee”) identified in the attached Peer/Staff Input Evaluation Feedback Form #7. You have the option of signing the form, or returning it without your signature. Should you choose not to sign it, your identity will not be disclosed to the evaluatee. Confidentiality is guaranteed, and only staff from Human Resources and Employee Relations will have access to your identity.

Your ratings and comments will be reviewed and summarized by the evaluator, along with the ratings and comments received from the other peer/staff evaluators. These ratings and comments will be listed anonymously on a sheet and shared by the evaluator with the evaluatee during the summary conference.

Please complete this evaluation form using your own understanding and observation of the position, and the performance of the evaluatee, and return this form immediately to the supervising manager of the evaluatee.

Listed on the form are significant “dimensions” related to administrative and academic supervisory performance skills: Collaboration, Accountability, Communication, Integrity, Stewardship, Job Knowledge, and Innovation. As one of several participants in the evaluation of this employee, you are asked to rate the employee’s performance in each of these dimensions, and to provide your comments.

Check off your rating for each of the dimensions. Please include comments with each of your ratings, particularly with ratings of *Exceeds Standards* or *Needs Improvement*. Specific examples of the employee’s performance will be most helpful for the summary conference.

The evaluation scale is as follows: (Use these ratings to complete the pages of this form.)

RATINGS: EXPLANATION:

NI - “Needs Improvement”

This individual rarely or never demonstrates the competencies for this category or requires frequent direction/supervision.

D - “Developing”

This individual is learning and developing new skills s or may be new to the job/function and is moving in a positive direction toward demonstrating the competencies for this category.

MS - “Meets Standards”

This individual consistently demonstrates the competencies for this category. The individual demonstrates the expected behavior in most situations.

ES - “Exceeds Standards”

This individual consistently demonstrates excellence in the competencies for this category. The individual can be depended upon to demonstrate the expected behavior under *all reasonable* circumstances. The individual’s job achievements have added *significant* value to the goals of their team, department, and/or college.

NA/O – “Not Applicable/Observable”

This rating is given when the rating factor does not apply, or when job performance has not been observed.

PERALTA COMMUNITY COLLEGE DISTRICT

PEER/STAFF INPUT EVALUATION FEEDBACK LIST

Evaluation Period: July 1, 2022– June 30, 2023

RETURN TO EVALUATEE’S SUPERVISING MANAGER

To: _____ (Supervising Manager)

From: _____ (Evaluatee)

Subject: PEER/STAFF EVALUATION

I would like to include the following individuals in the Peer/Staff Input Evaluation process as it pertains to my evaluation (select 20-25 peer/staff evaluators):

Name	Position	Site
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
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24.		
25.		

3. Builds trust among colleagues by being honest, ethical, and transparent. Accepts constructive criticism when offered and works toward increased collaboration.					
4. Empowers and support staff, individually or in groups, to contribute to desired outcomes of the division, department, or work unit.					
5. Manages conflict and change by building and maintaining productive relationships.					
6. Using a continuous feedback loop in the decision-making process, asks for input from multiple stakeholders before making decisions. Uses input as appropriate, and seeks feedback on results.					
7. Accepts feedback and uses critical thinking consistently to improve style, strategies, and techniques of communicating.					
8. Trusts and empowers others to complete assignments, provide input/suggestions, make appropriate decisions, and take action.					
9. Demonstrates integrity through offering and accepting genuine feedback, maintaining open-mindedness, and acting with kindheartedness.					
10. Allows room for growth and for failure in self and others. Shares successes with others and takes responsibility for failures. Admits to, and learns from, mistakes. Does not lay blame for failures on others.					
11. Creates environment where all input is valued and diversity, equity, and workplace accommodations are recognized and accommodated.					
12. Comments:					
COMMUNICATION	NI	D	MS	ES	NA/O
1. Demonstrates active listening through appropriate body language, check-ins, effective questioning, and summarizing.					
2. Adjusts strategies, styles, and tone to establish rapport and meet the needs of a group.					
3. Creates a non-judgmental atmosphere by using respectful, tactful, personable, and non-defensive language.					

4. Translates difficult ideas or concepts into concrete, tangible terms. Provides examples or draws comparison, where appropriate, and seeks more effective and creative ways of communicating to achieve impact and ensure the right message gets across.					
5. Creates and maintains open communication regarding District/college/divisional/departmental priorities, expectations, and activities.					
6. Articulates the shared mission, vision, and values of the District/college to a wide variety of audiences using varied strategies and mediums.					
7. Keeps constituency groups informed on critical issues that may impact their work, both now and into the future, through appropriate channels for information distribution.					
8. Openly shares information, opinions, and ideas with others. Understands when information may be unpopular or sensitive and presents this to others in a way that conveys an appreciation for their position or the situation.					
9. Comments:					
INTEGRITY	NI	D	MS	ES	NA/O
1. Consistently behaves in a way that is in alignment with intentions to achieve desired outcomes.					
2. Follows through on promises and agreements.					
3. Displays high standards of ethical conduct and can coach and counsel others on the impact of violating these standards.					
4. Current knowledge of organizational ethics, state laws and guidelines, and other guiding documents.					
5. Maintains employee confidentiality and is trusted by employees at all levels. Is direct and truthful in all situations and does not misrepresent for personal gain.					
6. Comments:					

STEWARDSHIP	NI	D	MS	ES	NA/O
1. Respectful of and accountable for the effective and appropriate use of public resources.	1.				
2. Ensures the accountability, integrity, and integration of reporting systems, and utilizes data to support operational decisions while maintaining a college-wide perspective with regard to impact.					
3. Develops and manages resource assessment, planning, budgeting, acquisition, and allocation processes consistent with college planning, best practices, and local, state, and national policies.					
4. Takes an entrepreneurial stance in seeking ethical alternative funding sources, as appropriate. Implements financial strategies to support programs, services, staff, and facilities					
5. Establishes and implements sound financial management practices and controls for the division/department/unit. Monitors these practices and controls to ensure compliance.					
6. Supports and contributes to maintaining high standards of integrity in recruitment, hiring, reward, and performance management systems and the professional development and advancement of employees.					
7. Employs effective time management, planning, task management, and delegation skills.					
8. Trusts and empowers others to complete assignments, provide input/suggestions, make appropriate decisions and take action.					
9. Manages conflict and changes in ways that contribute to the long-term viability of the organization.					
10. Supports change, new programs, and initiatives through effective planning, resource allocation, and anticipation of future needs. Commits District/college resources to initiatives that support the mission of the District or college. Seeks buy-in from appropriate stakeholders.					
11. Accountable to maintaining the integrity, image, and reputation of the District/college by modeling and requiring sound decision-making and ethical behavior.					
12. Avoids behavior and decision-making that would expose the District/college to legal liability. Establishes and models safe work practices and effective risk management. Maintains a safe working environment and expects employees to adhere strictly to safety standards.					

13. Continually assesses division/department/unit capabilities against the demands placed on it. Seeks opportunities to contract, expand, or shift the way in which programs and services are provided to manage service levels, quality, and costs.					
14. Comments:					
JOB KNOWLEDGE	NI	D	MS	ES	NA/O
1. Demonstrates a thorough understanding of the practices, ideas, or concepts associated with their area of responsibility by applying knowledge appropriately, depending on the assignment or issue.					
2. Remains current in their area of responsibility. Demonstrates an awareness of new practices, approaches, technology, or theories by utilizing this knowledge in related work activities.					
3. Demonstrates systems understanding by participating in work assignments or special projects that expand knowledge base outside of immediate area of responsibility. Incorporates new learning into activities, as appropriate.					
4. Participates in professional growth to seek out, investigate, and effectively utilize resources that are available (e.g., technology, information, financial, and intellectual) in an effort to implement best practices and increase job efficiency and effectiveness.					
5. Works within available guidelines or approaches, knows when these are not appropriate to the assignment at hand, and knows how to adjust or adapt methods and procedures, depending on the result required.					
6. Shares knowledge by assisting others with work-related problems or issues. Demonstrates or explains occupational practices, ideas or concepts, and communicates why they are needed.					
7. Demonstrates overall understanding of department responsibilities, tasks, and processes. Able to coordinate, train, mentor, and coach staff in the technical knowledge, concepts, theories, resources, and best practices relating to staff member's work assignments and the impact on the big picture.					

8. Establishes effective structures, systems, and work processes to achieve high levels of efficiency and effectiveness in the functional area. Knows how processes and systems interrelate with one another and coordinates efforts with other leaders to avoid duplication or conflict.					
9. Demonstrates overall understanding of responsibilities, tasks, and processes. Able to coordinate, train, mentor, and coach staff on work assignments and the impact on the big picture.					
10. Understands the implications that the changes within and outside of the District/college have on functional area, and acts to ensure District/college products, services, and approach align with these changes.					
11. Establishes performance standards for functional area (e.g., service levels, associated costs, and time spent) linked to District/college effectiveness. Regularly measures performance against these standards in ongoing effort to improve results continually.					
12. Comments:					
INNOVATION	NI	D	MS	ES	NA/O
1. Entertains new ideas outside the norm, and explores multiple options.					
2. Demonstrates and supports a reasonable risk tolerance.					
3. Proactively looks for efficiencies and process improvements.					
4. Uses existing ideas and components in effective, new ways in improving systems.					
5. Challenges and supports staff in identifying problems in improving systems.					
6. Proposes innovations that are balanced, useful, and can be supported.					
7. Uses data-informed evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.					
8. Applies information, imagination, and initiative to derive greater or different value from available resources.					
9. Perseveres through challenges, adjusts plans when necessary, and performs ongoing assessment.					

<p>10. Considers the “return of investment” prior to commencing with a new initiative or project. Assesses the degree of input (cost, time, and effort) required against the relative output expected to be realized. Utilizes resources (financial and human) in a cost- and time-effective manner.</p>					
<p>11. Demonstrates creativity when developing solutions to issues or problems. Considers long-term impacts of actions and decisions. Takes intelligent risks when outcomes cannot be guaranteed, and minimizes these risks by developing “what-if” scenarios and related contingency plans.</p>					
<p>12. Overcomes resistance to change by being open about plans and preparing stakeholders for new initiatives, projects, work assignments, or procedures.</p>					
<p>13. Comments:</p>					
<p>What do you consider to be the Manager’s greatest strengths?</p>					
<p>In what areas do you think the Manager could improve? How might the Manager improve in these areas?</p>					
<p>Additional Comments (Optional):</p>					

The confidentiality of responses will be maintained. Only a summary of the results will be shared with the evaluatee.

**Peralta Community College District
2022-2023 Management Performance Evaluation
Overall Rating (Form #4)**

Name & Title of Evaluatee: _____

Name & Title of Evaluator: _____

Review Period: From: _____ Through: _____

=====

Performance Evaluation Key: **NI:** Needs Improvement **D:** Developing **MS:** Meets Standards
ES: Exceeds Standards **NA/O:** Not Applicable/Observable

Ratings Category	Rating
Position Responsibilities	
Core Leadership Competencies	
Overall Rating	

RATIONALE FOR OVERALL RATING
(Attach additional pages, if necessary)

Evaluator's Signature: _____ Date: _____

Evaluatee's Signature: _____ Date: _____

Peralta Community College District
2022-2023 Management Performance Evaluation
Signature Page (Form #5)

This Performance Evaluation was conducted in accordance with Board Policy and Administrative Procedures.

Name & Title of Evaluatee: _____ **Location:** _____

Name & Title of Evaluator: _____

Evaluation Period: From: _____ **Through:** _____

Signature of Evaluator:

Title Date

Signature of the Next-Level Manager*

Title Date

*The next-level manager must sign here to indicate that he/she has reviewed the evaluation.

I have read the attached evaluation and have had the opportunity to discuss it with my supervisor.

_____ I agree with the evaluation.

_____ I disagree with the evaluation.

_____ I have read the evaluation and have no comment.

Comments:

I understand that this evaluation will be placed in my personnel file, and that I have the opportunity to provide a written response that will also be placed in my personnel file.

Signature of Evaluatee:

Title Date

Peralta Community College District
2022-2023 Management Performance Evaluation
Supervisor's Recommendation & Signature Page (Form #6)

(To be completed and submitted as part of the Performance Evaluation packet)

Name & Title of Evaluatee: _____

Location: _____ **Rating Period: From** _____ **Through:** _____

Name and Title of Evaluator: _____

This performance evaluation is the (check one): ___ **Initial Evaluation (new administrative assignment)**
 ___ **Regular (Annual) Evaluation**

Overall assessment of employee's performance during this rating period: (Check the description that most closely characterizes this employee's overall administrative performance.)

<input checked="" type="checkbox"/> Check one box below:	Descriptions
	Retention: Excellent, as exemplified by a significant accomplishment or notable achievement during this rating period.
	Retention: Meets or Exceeds Expectations of performance.
	Conditional Retention: One or more serious or potentially serious problems were observed by evaluator during this rating period; however, additional coaching, training, or other corrective actions will most likely lead to improvement.
	Conditional or Non-Retention: Employee's performance in one or more areas continued to be problematic during this Rating Period despite management coaching, additional training, or other corrective actions, and may result in disciplinary or other appropriate actions.

Additional Evaluator's Comments (attach additional sheets as needed):

The completed performance evaluation was reviewed with the evaluatee on (Date): _____

Evaluator's Signature: _____ Date: _____

I Agree/Disagree (please circle one) with the Manager/Supervisor's Recommendation above. I have provided supplemental documentation to support my decision of "Disagree."

Next-Level Manager's Signature*: _____ Date: _____
 (*The next-level manager must sign here to indicate that he/she has reviewed the evaluation.)

I have read this performance evaluation, and discussed it with my responsible administrator and other designated personnel, pursuant to administrative evaluation procedures. I understand that I have the right to submit my comments as attachments to this evaluation, and that my comments will be included, along with my Self-Assessment and the performance evaluation forms, in my personnel file as part of my permanent record:

Signature of Evaluatee: _____ Date: _____






2022-2023 Guidance Regarding Management Performance Evaluations -FINAL

Final Audit Report

2022-06-16

Created:	2022-06-16
By:	Socorro Taylor (staylor_esig@peralta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAfM5f5gbBaz78W5wQJbPmTvVwdWh5svyP

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-  Document e-signed by Ronald McKinley (rmckinley@peralta.edu)
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