

Redwoods Community College District

**MANAGER'S GUIDE
TO
CLASSIFIED PERFORMANCE
EVALUATION**

I. THE PURPOSE

Comprehensive and timely performance evaluation is the basis for identifying good work as well as identifying needs for performance improvement in specific areas. Performance evaluation time is also crucial for the establishment of goals and objectives for an upcoming time period.

An effective performance evaluation can provide you and our District with several helpful outcomes, such as the following:

- ◇ measures the overall effectiveness of staff in relation to general District goals and objectives;
- ◇ aids recruitment and selection procedures by spotlighting widespread areas of good or poor performance, and needs for special skills;
- ◇ aids administrators and supervisors in spotting weak areas of their operations;
- ◇ helps to measure a supervisor's own abilities to train and/or communicate;
- ◇ helps to identify training and staff development needs;
- ◇ gives the employee recognition for work well done, and serves as a clear warning to those employees whose performance are below standard; and,
- ◇ serves as a basis for ongoing, constructive dialogue between a supervisor and employee.

Managers' "Rule of Thumb":

The basic "rule of thumb" for all managers to follow is that the employee must never be "surprised" by any information that is discussed and included on a performance evaluation: supervisors and administrators are expected to discuss good and problem performance issues with employees throughout the year. The performance evaluation conference should be a summary of what has already been discussed with the employee.

II. WHO IS RESPONSIBLE?

The Employee

Has primary responsibility for applying previously-acquired job skills and training to learning District, division/department, and job policies and procedures; for

performing at the highest-level as possible at all times; and for seeking clarification of policies, procedures, job assignments, personnel, and regulations pertaining to the position.

Designated Supervisor

Has primary responsibility for initiating, scheduling and completing the performance evaluation procedures.

Designated Administrator

Has responsibility for assuring that the evaluation procedures are correctly followed; that the information is an accurate and fair reflection of the performance (rating) year; and, that any recommended and/or required follow-up procedures, training, conferences, or other related activities take place.

Office of Human Resources

Has responsibility for distributing performance evaluations according to a regular schedule; receiving them and documenting completion; and, for maintaining the evaluation forms, confidentially, in employee personnel files.

Information pertaining to the performance evaluation process may be obtained by contacting the Office of Human Resources directly.

III. CATEGORIES OF CLASSIFIED PERFORMANCE EVALUATION

Classified Probationary Employment

During their initial six (6) months of District employment, classified employees are categorized as “probationary.” The calendar day following six months of District employment is the effective date of “regular” (the term “permanent” is no longer used) employment.

Upon initial hire, it is the immediate supervisor and administrator who are responsible for meeting with the employee to clarify the following:

- **the job duties assigned to the position (provide the new employee with a copy of the desk manual created for that position, or a copy of the specific, in-department job description if available)**
- **how the position “fits” into the overall mission of the division/department**
- **the relationship of the position (the employee) to the services provided by the division/department**
- **the standards of performance that are expected of the employee, and**
- **how (on what aspects of the position) the employee will be evaluated**

“Starting the employee off on the right foot” lets your new employee know all of the rules of the game before it begins – cliché of the day...

Probationary classified employees are scheduled for evaluations during their second and fifth months of employment. Their division/department administrators and supervisors are notified by Human Resources, via E-mail one month prior, of when these evaluations are due.

The classified probation period is used by the supervisor to assess new employees' initial job skills to determine the level and type of training required for the employees to learn the essential functions of the job. The supervisor is responsible for developing a training schedule and the components required to provide an orientation and specific training for the job.

The supervisor is directly responsible for monitoring the success of training; the employee's grasp of the required knowledge, skills and abilities; and for modifying the training plan as needed.

Pursuant to the California Education Code, classified employees may be released without cause from their probationary employment during the probationary period.

Classified Regular Employment and Evaluation

Classified employees are considered "regular" once they successfully pass the probationary period. "Regular" classified employees are entitled to all of the rights and benefits provided by the California Education Code, section 88000 et seq.

Regular classified employees are scheduled for evaluation annually, during their classification anniversary month.

When regular employees are reassigned into new classifications, their evaluation "month" is adjusted to reflect their new classification anniversary date; therefore, a newly reassigned employee is scheduled for evaluation one year after the reassignment.

Classified employees in the CSEA collective bargaining unit who are reassigned into a higher-level classification as the result of the in-house, CSEA Transfer/Promotion/Reassignment Procedure enter a new six-month "probationary period" in their new job and are scheduled for evaluation during the initial second and fifth months of their work in the new position, and then annually.

IV. The Evaluation Procedure "Sequence"

1. The Office of Human Resources notifies the responsible administrator / supervisor of evaluations that are due for their employees during each month of the year (notices go out one month prior to the evaluation due date.)

2. Upon receipt of the notification, the supervisor should consult with the employee to schedule a future date for the evaluation “conference.” Planning ahead can assure you and the employee:
 - enough time in a quiet and private office space to complete the evaluation conference
 - an opportunity to adequately prepare comments, forms and other related information for an effective conference
3. Give the employee the Optional Self-Assessment Form for completion and establish a meeting date to discuss and review the employee’s Optional Self-Assessment Form. Explain that completion of the Optional Self-Assessment Form will contribute to the evaluation conference and that it is important for the employee to accurately represent their own “point of view” about their performance, training needs, and other input about the position, work environment, and other issues.
4. Compile all previous documentation made during the rating year, including E-mails and other notes to the employee regarding training activities, commendations, improvements needed, and congratulatory or problem-issue meetings held; samples of completed work that will serve to illustrate statements that you plan to make and ratings that you plan to give on the evaluation form. These samples of work completed during the rating year can serve to demonstrate excellence or performance problems.
5. Complete a draft of the performance evaluation form, with careful attention to the following important features:
 - Provide detailed comments under each of your ratings in order to clarify and/or elaborate on your reasons for rating the employee as you have done. Attach additional sheets if necessary;
 - Include information from the entire rating period in your evaluation: managers often use the most recent incidents or workload examples to illustrate a rating, and do not include information from earlier months;
 - Avoid emotional terms in describing employee behavior and performance – remain objective in all of your comments, using only the specific job standards that you have established for the position;
 - Use the Special Recognition Form to document excellence in performance that has demonstrated an unanticipated high level of skill in one or more of the evaluation factors. Special recognition can be extended for such activities as the following:

- the employee's completion of a particularly complex project
 - an original idea that succeeded in reducing or streamlining department workflow and positively affected productivity
 - an original idea that successfully actualized the division / department mission and/or goals
6. Draft new performance and/or behavioral goals for the upcoming rating year, along with deadlines for their completion. During the evaluation conference, you will discuss these with the employee before finalizing them on the evaluation form.

Write goals that are appropriate to the level and type of work assigned to the position; realistic, measurable and objective. Consider goals that can be realistically achieved by the next evaluation period. You have an option to amend, add, or withdraw performance goals in between evaluation periods in accordance with the evaluation procedure of the CSEA and RCCD Collective Bargaining Agreement.

Include unfinished goals from the previous rating period, making note of the fact that this work is held over from a prior performance evaluation, establish a new deadline for completion and, either clarify operational reasons that may have caused these timelines to have been missed, or the employee accountability for missing the timeline, whichever is accurate.

7. Review the completed Optional Self-Assessment Form when it is submitted to you. Carefully compare the employee's own view of their work quality and their specified needs for additional training, equipment, workflow changes, and suggestions. Recognize and incorporate the employee's views and suggestions into your evaluation as appropriate.

Plan to discuss the Optional Self-Assessment information as part of your evaluation conference.

V. THE PERFORMANCE EVALUATION CONFERENCE

The immediate supervisor and division/department administrator have primary responsibility for initiating, scheduling and completing the performance evaluation conference.

In divisions/departments that do not have members of the Classified Professional/Supervisory or Academic Supervisory unit on staff, classified employee work is often "observed" by academic staff or other lead classified employees. In such cases, the academic or "lead" employees may provide input to the responsible administrator for the purpose of evaluating the employee's performance; however, these individuals do not have the responsibility for

conducting the evaluation conference or for signing off on the classified performance evaluations with administrative input and accountability.

Optional Self-Assessment Form

As stated earlier in this document, schedule your evaluation conference to allow time for your employee to complete and submit their Optional Self-Assessment Form to you in advance. The Optional Self-Assessment Form provides employees with an opportunity to rate their own work and to describe issues and opportunities that they have found in doing their jobs during the rating year. It also enhances your discussion and review of the previous year (or, previous months of the probationary period). The completed Optional Self-Assessment Form is submitted to the Office of Human Resources along with the other evaluation forms as part of the completed evaluation packet.

Evaluation Form: Goal-setting

Establish goals for the upcoming year that are based upon job standards, departmental changes, implementation of upgraded and/or new technology, skill development, and/or other job-related areas. The goals that are established should include

- ❑ objectives (with timelines for completion) that are listed by you and by your employee and then “finalized” during your evaluation conference; and,
- ❑ objectives (with timelines for completion) that you (as manager) believe are valuable and important for the upcoming rating year

The performance goals should be discussed in advance of finalizing them on the performance evaluation form.

Once established, the goals are to be reviewed (and modified if necessary) at various points as needed throughout the evaluation (rating) year. The progress made toward their completion can then be recorded on next year’s evaluation form.

Performance goals are vital parts of our District work life, particularly for those classified employees who have been in the District for many years, some still in their original position. There are changes in technology, procedures, public contact, training opportunities, linkages with other units and outside contacts, new department interactions, and many other reasons why new performance goals can be established.

Evaluation Form: Factor Ratings

The evaluation conference and completion of the evaluation forms should conclude a rating year of feedback given to the employee so that there are no “elements of surprise” at evaluation meeting time.

There are four ratings for each of the evaluation “factors,” all of which are based upon the standards of performance that you have established for the position and how the employee has performed in each of the factors:

 Exceeds the required standard of performance for this factor. For employees who have had special accomplishments during the rating year (“exceeded” the standard) within this particular factor, you may also want to use the Special Recognition Form to describe the accomplishment(s) in more detail.

 Meets the required standard of performance for this factor
This rating is appropriate to reflect the fact that the employee has performed as expected for this particular evaluation factor.

Use the Comments section to record specific information about performance in each factor.

(Please note: the top rating selection for the “Attendance” factor is different because the standard is either “met” or not met.)

 Performance problem(s) are occasional and are corrected immediately following supervisor counsel

The second rating is used to record *specific* issues and problem areas that arose during the rating year and within this factor. Use the Comments section to specifically describe the issue(s) or performance problem(s) that arose and the efforts taken to address them and improve the performance in this area.

 Performance problem(s) are consistent and serious. Previous supervisor counsel, additional training and/or other attempts to improve have not resulted in the required standard of performance for this factor

The last rating is used to record the fact that, despite supervisor efforts to work through the performance problem(s) with the employee, the employee’s performance continues to fall below the acceptable standard for the factor. This rating is used to indicate serious performance problems that may signal the start of our separate progressive discipline procedures for regular employees. Use the Comments section to specify the performance problems/issues and efforts taken to counsel, train, and/or other supervisor actions.

Please contact the Office of Human Resources for assistance in handling issues and problems at this level of documentation.

Employee Response

At the conclusion of the performance evaluation meeting, please make a copy of the evaluation forms and give them to the employee. In addition to completing

and submitting the Optional Self-Assessment Form, employees may also wish to write a response to some or all of the points covered in your evaluation.

Allow a reasonable amount of time for the employee to complete and submit a written response within days of signing the evaluation.

Forward all of the evaluation forms to the appropriate parties for signature and then to the Office of Human Resources.

Questions and Follow-up

If you have questions or need additional information concerning the evaluation of classified staff, contact the Office of Human Resources.

Classified performance evaluations play important roles in employee feedback, the development of creative ideas, and establishing your ongoing interaction with employees during the entire rating year.

Each of the returned evaluations will be carefully read and you will be contacted immediately if there are questions or follow-up needed.

Thank you very much for completing and returning these forms to the Office of Human Resources for placement in the employee's personnel file. These forms are held in strictest confidence.