



**Kern Community College District
Board Policy
Chapter 7 – Human Resources**

BP 7150 Evaluation

References:

ACCJC Accreditation Standard III.A.5

NOTE: This policy is **unique to Kern CCD**.

All employees will periodically undergo a performance evaluation at prescribed intervals.

All faculty and permanent classified employees will periodically undergo a performance evaluation in accordance with relevant collective bargaining provisions.

All Confidential and Management employees will periodically undergo a performance evaluation in accordance with **AP 7150**.



Kern Community College District
Administrative Procedure
Chapter 7 – Human Resources

AP 7150 Evaluation

References:

ACCJC Accreditation Standard III.A.5

NOTE: This procedure is **legally advised**.

The District assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The District establishes written criteria for evaluating all personnel. The evaluation process assesses the effectiveness of personnel and encourages improvement. Actions taken following evaluations are formal, timely, and documented.

Confidential and Management Evaluation

Evaluation of Confidential and Management Employees has as its primary purpose recognition of successes and commitment to improvement of job performance as it relates to the mission of the District. The evaluation process is designed to give constructive feedback to the employee about their job performance expectations and outcomes, defining both areas of strength and needed improvement. This process is viewed as continuous and shall include, to the extent possible and where appropriate, input by faculty, classified, staff, and peers.

The evaluation report shall form the basis for recommendations for development, which will include the following: (a) a written evaluation from the immediate supervisor, (b) summary of the evaluation survey responses, and (c) a written self-assessment, which shall include accomplishments for the current year and goals for the next evaluation period.

The evaluation process will utilize the results of surveys and any other components as mutually agreed upon by the employee and his/her supervisor.

A written evaluation report shall be completed annually the first two (2) years of employment and every two (2) years thereafter for each confidential and management employee. See the Management Evaluation Guidelines, Report of Confidential and Management Evaluation form, and the Confidential and Management Evaluation Survey instrument for the suggested timeline for the evaluation process.

The supervisor shall provide the employee with a copy of the evaluation report and thereafter meet with the employee for discussion.

The employee's evaluation shall be compiled and written by the immediate supervisor(s) and requires the approval of the Chancellor and/or College President.

An annual evaluation for a new employee is to be completed for the first two (2) years and submitted to the Chancellor. Thereafter the evaluation will be completed every two (2) years and submitted to the Chancellor by March 1 of the evaluation year.

Faculty input shall be included in the evaluation of confidential and management employees whose assignment involves regular interaction with faculty. Faculty selected to participate in the process shall be those who regularly interact with the employee being evaluated.

Definition of Performance

Satisfactory--The performance is identified as "satisfactory" if performance standards and expectations are met or exceeded during the evaluation period.

Needs Improvement--If the immediate supervisor identifies the evaluatee's performance as "needs improvement" goals for improvement and an appropriate timeline shall be established for demonstrated improvement to occur. This timeline for improvement is not to exceed one (1) year. At the end of the designated timeline, a follow-up evaluation shall occur.

Unsatisfactory--If the immediate supervisor determines that the employee's job performance is unsatisfactory, the Chancellor or College President will recommend termination. (See [Policy 7150 Evaluation](#).)

The Chancellor and/or College President may initiate an employee evaluation at any time. The scope and process for this unscheduled evaluation shall be determined by the Chancellor.

Rights for Reconsideration

Within ten (10) working days following the evaluation conference between the immediate supervisor and evaluatee, a confidential or management employee may respond to any material in the evaluation report. The response must be in writing, submitted to and reviewed by the evaluating supervisor, attached to the evaluation report, and filed in the employee's official personnel file.

If a confidential or management employee believes that he/she has been evaluated unfairly and is unsatisfied with the response/action of the immediate supervisor to their written response, the employee shall have ten (10) additional working days to respond in writing to the Chancellor or College President.

Confidential and Management Employees Evaluation Guidelines

It is the responsibility of the immediate supervisor to initiate the evaluation process by notifying the confidential/management employee by September 1 that he/she is scheduled for evaluation that year. A new employee should be informed upon employment that he/she will be evaluated annually for the first two (2) years and every two (2) years thereafter. (See **Policy 7150** of this Manual for components of the evaluation report and for the suggested timeline for the evaluation process.)

Evaluation Process

- 1) The immediate supervisor will evaluate the confidential/management employee based on the following components:
 - Performance of responsibilities as defined in the job description
 - Success in completing objectives
 - Work behaviors (e.g., supervisory skills, time management, communication skills, decision-making, problem-solving, etc.)
 - Miscellaneous (e.g., special assignments, professional development, budget management, participation in community activities, etc.)

- 2) If the immediate supervisor evaluates a confidential/management employee's performance as "needs improvement or unsatisfactory," the employee may respond in writing, within ten (6) working days.

In cases of needs improvement, the immediate supervisor will counsel the confidential/management employee by developing a written plan for performance improvement goals and establish a timeline for occurrence of improvement. A copy of the plan shall be provided to the employee and attached to the evaluation report. Improvement will allow for retention of the employee in the position.

Evaluation Survey

The confidential/management employee and immediate supervisor will agree to subjects for the customized section of the evaluation survey instrument, distribution list, and return summary process. (See the evaluation survey instrument and the evaluation suggested timeline.)

The confidential/management employee's distribution list should include a representative sample of those who regularly interact with the evaluatee.

The evaluation survey results will be used for planning professional improvement and clarifying expectations, not as a factor to determine the performance rating of the employee by the immediate supervisor. The results must be summarized and provided to the immediate supervisor to be included as an attachment to the evaluation report. The evaluation survey responses should be destroyed after information is summarized.

Suggested timeline for confidential and management evaluation process

By September 1

The immediate supervisor shall notify the confidential/management employee that he/she is scheduled for an evaluation that year.

The immediate supervisor shall initiate a meeting (or meetings) with the confidential/management employee to be evaluated to discuss and implement the evaluation process. (Faculty input shall be included for those confidential/management employees whose assignment involves regular interaction with faculty.)

By December 31

Survey results are to be tallied and summarized by the immediate supervisor.

The confidential/management employee shall complete and forward to his/her immediate supervisor the following evaluation components:

- Job Description--(updated for the next evaluation period)
- Written Self-Assessment--(which shall include: (a) accomplishments for the current year and (b) goals for the current evaluation period)

By January 30

- Other Items--(as previously agreed upon by the employee and the immediate supervisor)
-

The immediate supervisor shall complete a written evaluation of the management team employee and the Report of Confidential and Management Employees Evaluation form. The immediate supervisor shall meet with the staff member to: (a) discuss the evaluation report, (b) obtain the staff member's signature, and (c) provide a copy of the full report to the staff member.

By February 15

The immediate supervisor shall forward the following evaluation components to the Chancellor or College President:

- Report of Confidential and Management Employee Evaluation for the Employee
- Summary of Evaluation Survey Responses
- Employee's Written Self-Assessment--which shall include:
 - a) accomplishments for the current evaluation period and
 - b) goals for the coming year
- Other Items--as previously agreed upon by the employee and the immediate supervisor

By March 1

If applicable, the College President shall review and sign the staff member's evaluation report and shall forward the following evaluation components to the District Chancellor:

- Report of Confidential and Management Employee Evaluation for the Employee
- Summary of Evaluation Survey Responses
- Employee's Written Self-Assessment--which shall include: (a) accomplishments for the current year and (b) goals for the coming year
- Other Items--as previously agreed upon by the employee and the immediate supervisor

Evaluation processes for other employee groups are addressed in the respective collective bargaining agreement or employee handbook.

Classified employee evaluations will be conducted in accordance with the Agreement between the District and the Classified Employees Chapter, an affiliate of the California School Employees' Association.

Management and confidential employee evaluations will be conducted in accordance with the procedures identified in the online Operational Procedures Manual.

Faculty, full and part-time, evaluations will be conducted in accordance with the Agreement between the District and Chapter of CCA/CTA/NEA.

Additional documents related to evaluation can be reviewed in the Human Resources Office or on the District's web site.

Also see [BP/AP 2435 titled Evaluation of the Chancellor](#).



2100 Chester Avenue
Bakersfield, CA 93301-4099
(661) 336-5100

- Confidential
- Classified Administrator
- Educational Administrator
- Manager/Supervisor

- Bakersfield College
- Cerro Coso Community College
- District Office
- Porterville College

Report of Confidential and Management Employee Evaluation

Employee's Name [REDACTED]		Date 12/13/2023
Job Title Director of Admissions and Records		
Section I. Evaluation Components (please attach)	Section II. Performance (see back for definitions)	
<input checked="" type="checkbox"/> Survey Responses Summary <input checked="" type="checkbox"/> Self Assessment, including Accomplishments and Goals <input checked="" type="checkbox"/> Job Description <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory	
Section III. Written Evaluation		

Please see attached.

Employee: *I certify that this report has been discussed with me and that I am aware it will be placed in my official personnel file. I understand my signature does not necessarily indicate agreement. I also understand that I have ten (10) working days to respond in writing to any material in this report and that my response will be attached to this report. (See **Policy 6E9, Rights for Reconsideration.**)*

Employee's Signature [REDACTED]	Date Feb 8, 2024
Supervising Administrator's Signature [REDACTED]	Date Feb 9, 2024
College President/Designee's Signature [REDACTED]	Date Feb 9, 2024
Chancellor s/Designee's Signature [REDACTED]	Date Feb 21, 2024

Comments (Chancellor or College President)

Performance Definitions

Satisfactory—The performance is identified as “satisfactory” if performance standards and expectations are met or exceeded during the evaluation period.

Needs Improvement—If the immediate supervisor identifies the evaluatee’s performance as “needs improvement” goals for improvement and an appropriate timeline shall be established for demonstrated improvement to occur. This timeline for improvement is not to exceed one (1) year. At the end of the designated timeline, a follow-up evaluation shall occur.

Unsatisfactory—If the immediate supervisor determines that the employee’s job performance is unsatisfactory, the Chancellor or College President will recommend termination. (See Policy 6E9, Rights for Reconsideration.)

Self-Assessment:

This is [REDACTED] first management evaluation; she has completed her first year as the Director of Admissions and Records. During this period, she has demonstrated commendable interpersonal skills and has shown a strong commitment to fostering positive relationships within her team and with other departments, including working with other campuses and the district office.

[REDACTED] has actively sought out opportunities for improving processes, which have helped increase efficiency and productivity within Admissions. [REDACTED] has made communication within her team and with other departments a priority, dedicated to cohesive collaboration, and supporting a smooth workflow. [REDACTED] has faced challenges head-on, finding innovative solutions and adapting to changing circumstances.

The following is a list of projects and accomplishments Jessica has been primarily responsible for:

Completed Projects

- Affirmed Names Process
- Certree Software/Program implementation.
- Concurrent/Dual Enrollment Grade Reports.
- CVC OEI and office processes.
- Enrollment Manager Go Live (VA).
- Futuro Health cohort office processes.
- Isakson and Roe legislate update projects.
- Parchment Award and upgraded transcript services.
- Student Parent Priority Registration
- Consolidated A&R forms to enhance effectiveness and efficiency such as the residency packet.
- Cross-trained A&R staff to allow for more efficient work processes.
- Established and maintained consistent reporting cycles to ensure data is visible and correct. Worked collaboratively with KCCD IR teams to monitor 320 and MIS data and avoid errors or backlogged errors. Other consistent reports include missing grades, students with a balance due, and balance due hold report.
- Established consistent R2T4 process with the Financial Aid office.
- Established processes and procedures for tagging athletes in Banner for consistent reporting.
- Established routine department meetings and consistent one-on-one staff meetings to work toward department and staff goals.
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In-Progress Projects

- Child Development Apprenticeship Project.

- Amazon Web Services/AI Project. Baccalaureate Degree project. Credit for Prior Learning Project Banner 9 SSB. Credit for Prior Learning Project. Fighting Fraud project. Veteran student book voucher project.
- Fraud mitigation: established a clear process for identity verification, admissions application review, and course auditing. Worked collaboratively with the VP of Instruction to manage expectations and establish course review request processes and procedures.
- Improved A&R presence at various outreach events.
- Successful VA Compliance Survey with zero reported errors from VA auditor.
- Successfully budgeted VRC Funding to provide direct support and book vouchers to students.

In [REDACTED] survey results, she scored very well in her dedication to the Mission and Commitment to the college. She scored a 1.73 which demonstrated her colleagues' understanding of her dedication to the college with the work she provides. One comment stated, "*[REDACTED] is dedicated to her work and is very knowledgeable.*" [REDACTED] also scored very well in Developing Others and Communication Skills with an average score of 1.74, demonstrating she can effectively support her staff and others while being capable of having good communication skills. Another comment stated, "*[REDACTED] is fantastic with communication and follow-through...*"

[REDACTED] has excelled in building strong interpersonal relationships with team members, colleagues, and faculty. She is approachable, listens actively, and communicates effectively, contributing to a positive work environment. [REDACTED] has demonstrated adaptability in handling various challenges that arise in the environment of Admissions and Records and the College. She is quick to learn and adjust to changes, ensuring the smooth operation of the department. [REDACTED] has fostered a collaborative atmosphere, encouraging open communication and cooperation. She values teamwork and actively works towards maintaining a supportive and inclusive work environment.

[REDACTED] has implemented and is currently in the developmental stage of many projects at the college and or within the district. She often is the first to support and provide her knowledge while working on these projects. She is very organized and reliable in the work she does, which provides her with the ability to excel in teamwork and problem-solving. She was rated a 1.87 in this area from the survey results, with one rater stating, "*[REDACTED] is an excellent example of a great manager and always acts with respect and professionalism without being "stuffy" (for lack of a better term).*" [REDACTED] interactions with others at all levels of the organization are excellent and she is widely respected across the school for her kindness, knowledge, good attitude, and dedication."

[REDACTED] has Identified goals for the next evaluation cycle, including:

Conflict Resolution

Conflict is a natural part of this role, especially when dealing with difficult students or staff members. She would like to refine conflict resolution skills to feel comfortable addressing stressful situations promptly and remain calm when handling these situations.

[REDACTED] goal is to attend at least one professional development opportunity that addresses conflict resolution and assertiveness training.

Delegation

Learning to delegate tasks and responsibilities is important. She recognizes she needs to learn to trust her team more to handle specific tasks, avoid micromanaging, and continue to transition technician tasks off her and more to the technicians. Delegation will empower her team but also allow her to focus on higher-level tasks. Jessica's goal is to transition all her technician functions from her previous role to her current A&R technicians. Schedule task-specific training for technicians that would allow for training, questions, and process understanding. Tasks to be identified from the A&R task list.

Time Management

Balancing workload while also managing a team and day-to-day office operations can be challenging. She would like to improve her management skills by seeing project priorities, seeing realistic expectations, and not overcommitting or stretching herself too thin. Jessica's goal is to create and use a weekly task tracker to visually prioritize tasks.

In addition to personal goals for Jessica, she has also identified departmental goals:

- Fully integrate and implement Banner: Student and Faculty Self Services.
 - [REDACTED] has been working on this project over the past year and has actively engaged CC staff and faculty to support this project by identifying potential problems with the software before going live. She is committed to providing a research product to the staff and faculty as well as providing training.
- Fully integrate the updated CCCApply and ID.me process and procedure.
 - [REDACTED] is working with the other colleges, district, and State Chancellor's Office to ensure this process is fully accessible to all students.
- Fully implement the process and procedures of transcript evaluation and articulation.
 - [REDACTED] is working with the Counseling Department and the Office of Instruction on this project.

[REDACTED] personal and professional goals reflect a good balance between her responsibilities and institutional effectiveness with efforts to improve areas within Admissions and Records. [REDACTED] is a high-functioning employee with a strong commitment to learning and developing her department, she tends to be involved in many areas of the college outside of her role which may lead to burnout. Recognizing this is [REDACTED] first year in her role and the talent she has already shown to improve operations, she should also be aware of herself and the ability to understand she may need to slow down and focus on setting priorities for herself and within her department.

While [REDACTED] has shown proficiency in handling individual tasks, there is room for improvement in the delegation. The ability to effectively delegate tasks can enhance team efficiency and allow her to focus on strategic aspects of management. Developing a more structured approach to conflict resolution is also a priority in her growth, [REDACTED] tends to become overwhelmed sometimes when a departmental issue comes up and it may be beneficial for her to seek my support and or take a moment to process the issue before addressing the problem.

Conclusion:

[REDACTED] has consistently demonstrated outstanding performance as the Director of Admissions and Records, she has an exceptional work ethic, maintains a positive attitude, and supports a healthy working environment. She has proven to be an asset because she demonstrates a strong

commitment to the college's mission, vision, and goals, with a primary focus on providing students with access to education. She has created a caring team who are knowledgeable and very supportive of students. Her leadership in providing proactive approaches to student communication around awareness, such as high-balance notifications, has significantly reduced student calls and concerns to the department.

■■■■■ manages the Veterans Program and Resources here at the college. She is proactive in trying to locate and provide support to college students who qualify under the veteran's program and services. She is establishing a resource center for veterans and their dependents, along with providing additional services such as parking permit support and book vouchers. She continually provides workshops and attends community events to support our community's military population.

■■■■■ consistently upholds high work standards and demonstrates a commitment to excellence. She is dedicated to achieving her goals and consistently delivers high-quality results within specified timelines.

■■■■■ brings a consistently optimistic attitude to the workplace, serving as a source of inspiration for the team. She approaches challenges with enthusiasm, motivating others to overcome obstacles and maintain a solution-oriented mindset.

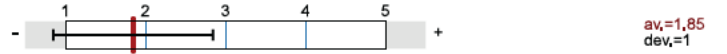
Over the next evaluation cycle, ■■■■■ should focus on her continued professional development and personal growth. ■■■■■ recently became an ACCCA member, which will provide her with training and conferences to support her growth as an Administrator. She is also recommended to continue to research and learn state and district policies around Admissions and Records, to stay relevant in admissions practices. She should continue to collaborate with departments, colleges, and the district on the many projects she has yet to complete. She has become well-known with her peers as a reliable co-worker and resource, her work ethic is valued and appreciated.



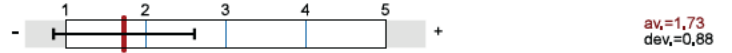
Overall indicators

Global Index

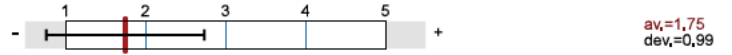
1. **Mission and Commitment** ($\alpha = 0.9$)



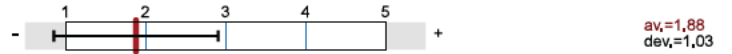
2. Personal Characteristics ($\alpha = 0.97$)



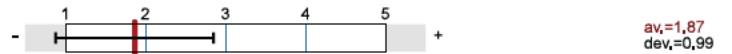
3. Customer Focus ($\alpha = 0.98$)



4. Teamwork ($\alpha = 0.97$)



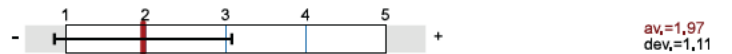
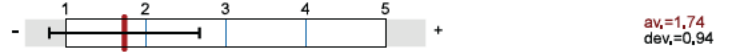
5. Continuous Improvement ($\alpha = 1$)



6. Developing Others ($\alpha = 0.99$)



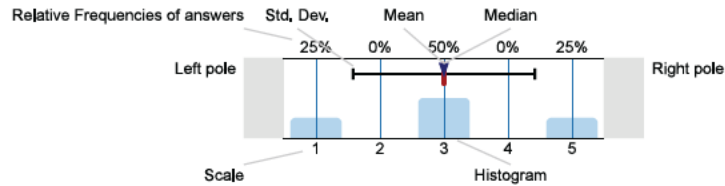
7. Strategic Agility ($\alpha = 1$)



Survey Results

Legend

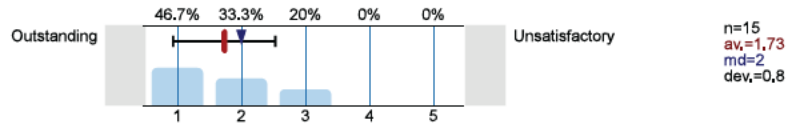
Question text



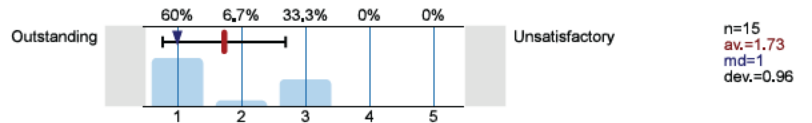
n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

1. **Mission and Commitment**

1.1) Demonstrates commitment to organization's mission and values.

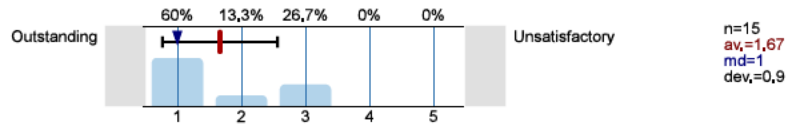


1.2) Is respectful of all levels of the organization.

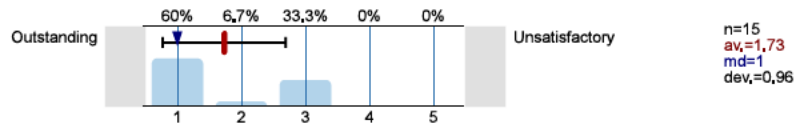


2. Personal Characteristics

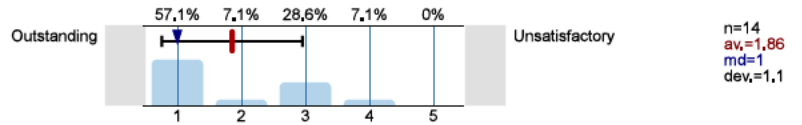
2.1) Acts with integrity and strives for fairness in decisions and treatment of people.



2.2) Deals with people in an open straightforward way.

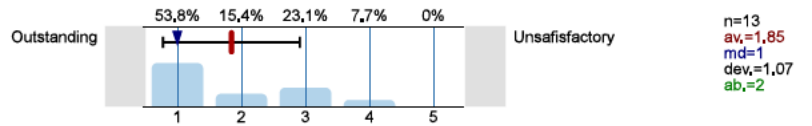


2.3) Builds relationships on trust and respect.

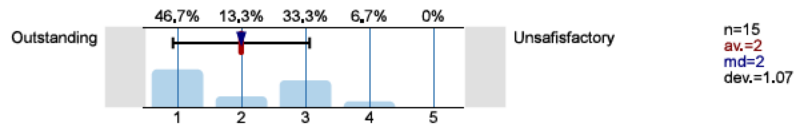


3. Customer Focus

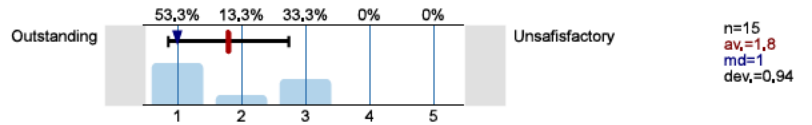
3.1) Researches and analyzes issues thoroughly; solicits input from others key to issue.



3.2) Exercises good judgment; formulates sound recommendations and conclusions.

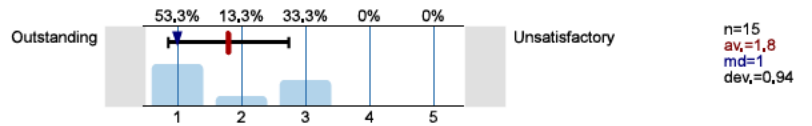


3.3) Represents organization in a positive and professional manner.

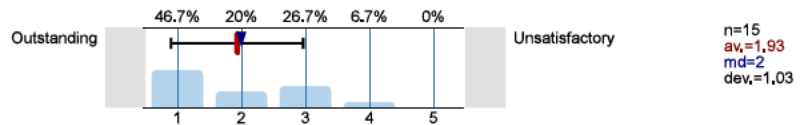


4. Teamwork

4.1) Uses appropriate methods and a flexible interpersonal style to help foster a cohesive team.

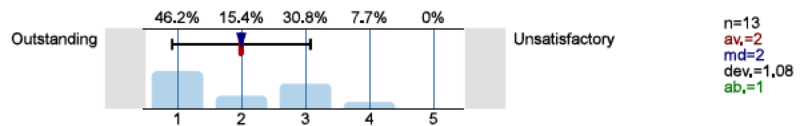


4.2) Actively participates as a team member to move team forward toward completion of goals.

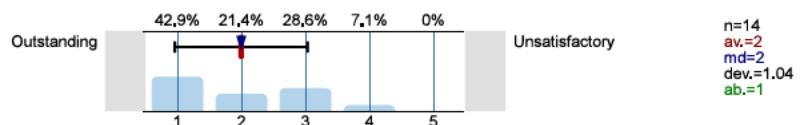


5. Continuous Improvement

5.1) Originates action to improve existing conditions and processes.

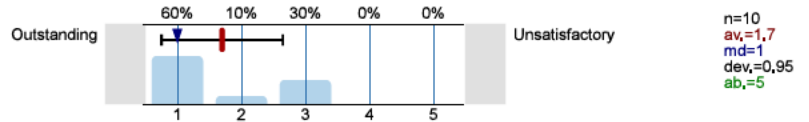


5.2) Uses appropriate methods to identify opportunities, implement solutions, and measure impact.

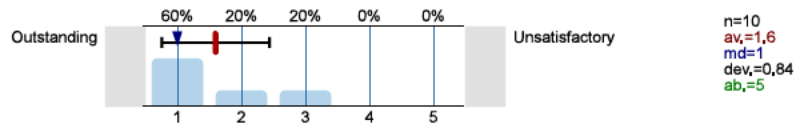


6. Developing Others

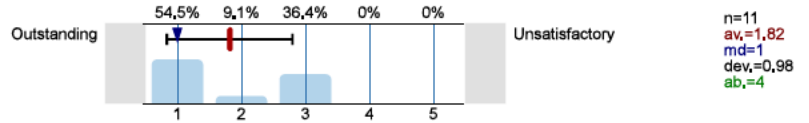
6.1) Develops and communicates clear, realistic performance expectations, monitors the work, and knows when to be hands-on.



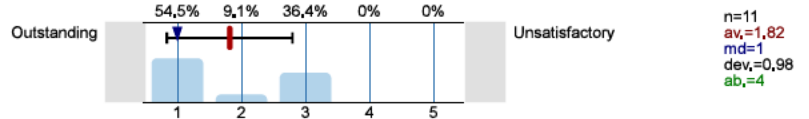
6.2) Provides fair, consistent, timely, and specific feedback to challenge people to achieve their potential and know where they stand.



6.3) Recognizes the need for institutional change and accepts constructive criticism.

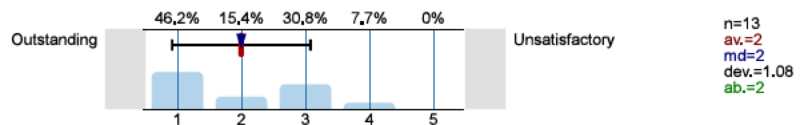


6.4) Demonstrates openness to new approaches and solutions.

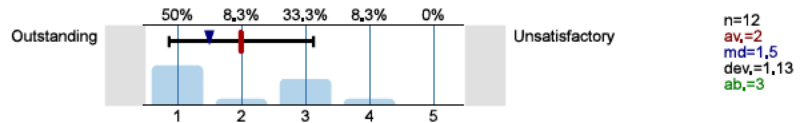


7. Strategic Agility

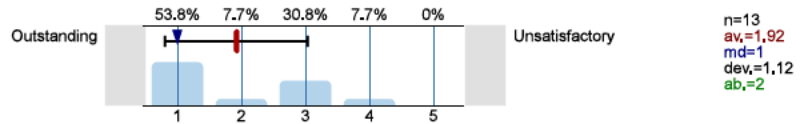
7.1) Exercises judgment in building realistic solutions to problems.



7.2) Uses systematic decision making process to get at the real issues.



7.3) Adjusts to multiple demands, shifting demands, ambiguity, and change in order to work effectively in a variety of situations.



Profile

Subunit:

CC-MGT

Name of the instructor:

[REDACTED]

Name of the course:
(Name of the survey)

[REDACTED] - Director, A&R, 23-24

Values used in the profile line: Mean

1. Mission and Commitment

1.1) Demonstrates commitment to organization's mission and values.	Outstanding		Unsatisfactory	n=15	av.=1,73	md=2	dev.=0,8
1.2) Is respectful of all levels of the organization.	Outstanding		Unsatisfactory	n=15	av.=1,73	md=1	dev.=0,96

2. Personal Characteristics

2.1) Acts with integrity and strives for fairness in decisions and treatment of people.	Outstanding		Unsatisfactory	n=15	av.=1,67	md=1	dev.=0,9
2.2) Deals with people in an open straightforward way.	Outstanding		Unsatisfactory	n=15	av.=1,73	md=1	dev.=0,96
2.3) Builds relationships on trust and respect.	Outstanding		Unsatisfactory	n=14	av.=1,86	md=1	dev.=1,1

3. Customer Focus

3.1) Researches and analyzes issues thoroughly; solicits input from others key to issue.	Outstanding		Unsatisfactory	n=13	av.=1,85	md=1	dev.=1,07
3.2) Exercises good judgment; formulates sound recommendations and conclusions.	Outstanding		Unsatisfactory	n=15	av.=2	md=2	dev.=1,07
3.3) Represents organization in a positive and professional manner.	Outstanding		Unsatisfactory	n=15	av.=1,8	md=1	dev.=0,94





4. Teamwork

4.1) Uses appropriate methods and a flexible interpersonal style to help foster a cohesive team.	Outstanding		Unsatisfactory	n=15	av.=1,8	md=1	dev.=0,94
4.2) Actively participates as a team member to move team forward toward completion of goals.	Outstanding		Unsatisfactory	n=15	av.=1,93	md=2	dev.=1,03




5. Continuous Improvement

5.1) Originates action to improve existing conditions and processes.	Outstanding		Unsatisfactory	n=13	av.=2	md=2	dev.=1,08
5.2) Uses appropriate methods to identify opportunities, implement solutions, and measure impact.	Outstanding		Unsatisfactory	n=14	av.=2	md=2	dev.=1,04

6. Developing Others

6.1) Develops and communicates clear, realistic performance expectations, monitors the work, and knows when to be hands-on.	Outstanding		Unsatisfactory	n=10	av.=1.7	md=1	dev.=0.95
6.2) Provides fair, consistent, timely, and specific feedback to challenge people to achieve their potential and know where they stand.	Outstanding		Unsatisfactory	n=10	av.=1.6	md=1	dev.=0.84
6.3) Recognizes the need for institutional change and accepts constructive criticism.	Outstanding		Unsatisfactory	n=11	av.=1.82	md=1	dev.=0.98
6.4) Demonstrates openness to new approaches and solutions.	Outstanding		Unsatisfactory	n=11	av.=1.82	md=1	dev.=0.98

7. Strategic Agility

7.1) Exercises judgment in building realistic solutions to problems.	Outstanding		Unsatisfactory	n=13	av.=2	md=2	dev.=1.08
7.2) Uses systematic decision making process to get at the real issues.	Outstanding		Unsatisfactory	n=12	av.=2	md=1,5	dev.=1,13
7.3) Adjusts to multiple demands, shifting demands, ambiguity, and change in order to work effectively in a variety of situations.	Outstanding		Unsatisfactory	n=13	av.=1.92	md=1	dev.=1.12

Profile Line for Indicators

Subunit:

CC-MGT

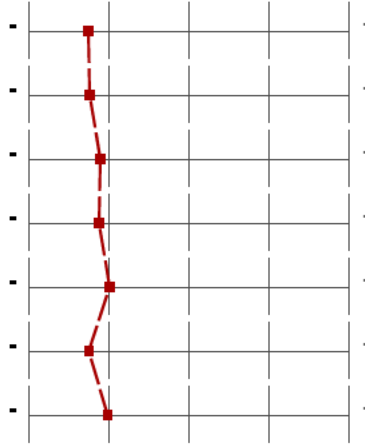
Name of the instructor:

[REDACTED]

Name of the course:
(Name of the survey)

[REDACTED] Director, A&R, 23-24

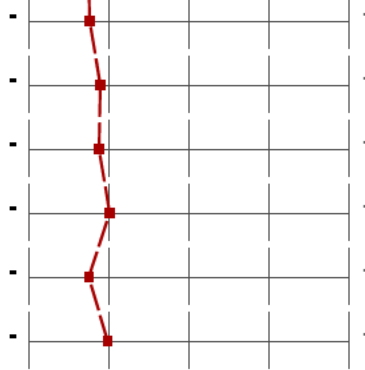
1. *Mission and Commitment*



av,=1,73

dev,=0,88

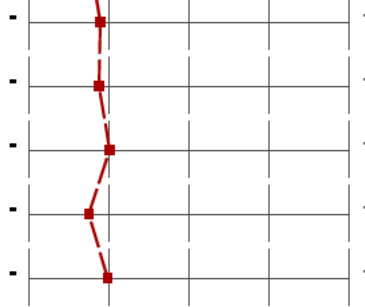
2. Personal Characteristics



av,=1,75

dev,=0,99

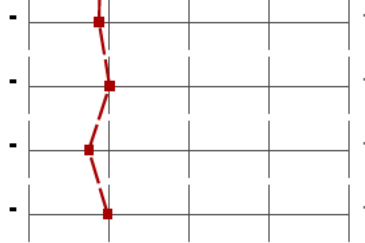
3. Customer Focus



av,=1,88

dev,=1,03

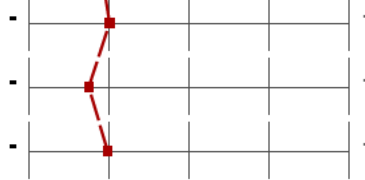
4. Teamwork



av,=1,87

dev,=0,99

5. Continuous Improvement



av,=2

dev,=1,06

6. Developing Others



av,=1,74

dev,=0,94

7. Strategic Agility



av,=1,97

dev,=1,11

Comments Report

8. Comments

8.1) Other comments

- Does a great job of covering and communicating information to all our campuses.
- For the N/A answers, I don't have enough information to answer. [REDACTED] is a very pleasant and competent person to work with. She is very knowledgeable and continues to improve.
- I appreciate [REDACTED] approach to supervising and working alongside all stakeholders. She is very aware that supervising is not a one size fits all approach. I appreciate how she looks outside the box to encourage her team, like reading books together and encouraging them to get outside.
- [REDACTED] has always greeted my inquiries in a professional and timely manner. Though I am far less experienced than her she speaks to me as if we are at the same level. I always feel respected and encouraged by her. I am thankful for the guidance she has given me.
- [REDACTED] has been absolutely wonderful to work with! She is a problem solver, strategizes, and researches topics thoroughly to address new initiatives and issues that arise.
- [REDACTED] has been one of the easiest managers I have ever worked with. She is consistent with communication, expectations, and works to ensure she does not overload those around her, maintaining a high balance of work for herself and her staff. She is knowledgeable about her area and is an excellent asset to the institution.
- [REDACTED] is an excellent example of a great manager and always acts with respect and professionalism without being "stuffy" (for lack of a better term). Jessica's interactions with others at all levels of the organization are excellent and she is widely respected across the school for her kindness, knowledge, good attitude and dedication.

8.2) Areas of Strength

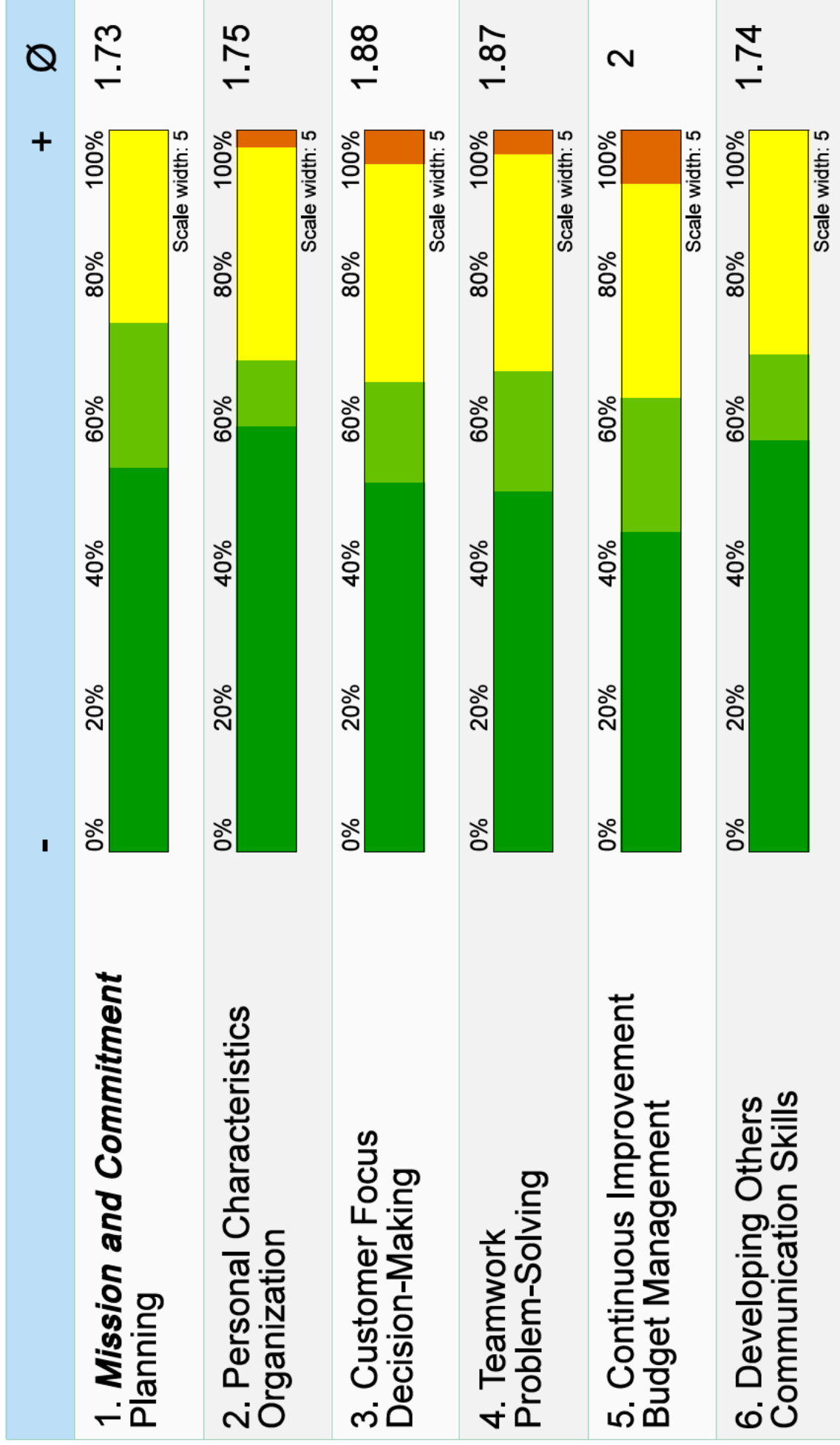
- Communication, implementing positive change, asking how she and the organization can be better.
- In all my dealings with [REDACTED] she has promptly and efficiently handled every question and actively problem-solved. She's highly competent and hard-working.
- [REDACTED] is an excellent communicator, listener, and knows how to help other achieve goals.
- [REDACTED] is dedicated to her work and is very knowledgeable.
- [REDACTED] is fantastic with communication and follow-through. You know if you are working with her and need something that she will do what she says she'll do. The transition from classified to management is hard, and she has taken it in such stride. Her staff, colleagues, faculty, everyone I encounter holds her in high regard.
- [REDACTED] is always polite, quick to research and communicate out information and answers to questions, and is an incredibly positive person. Absolutely love having her on our team.
- Works we with her team, shoulder-to-shoulder instead of in a top-down fashion. Has a pleasant demeanor that puts people at ease, but is firm at the same time.

8.3) Areas where improvement is needed

- As with all of us, likely continued training in finance and general managerial skills are never a bad thing, but no deeply-needed training comes to mind for [REDACTED]
- I can't think of any areas that need improvement, time and experience is helping her round-out her knowledge. Maybe just a comment to be careful not to burn out.
- [REDACTED] has not been meeting expectations in terms of meeting attendance and participation. They miss important meetings, and when they do attend meetings, they are often not engaged or prepared. This lack of participation has made it difficult for them to contribute to the team and to stay up-to-date on important issues.
[REDACTED] needs to take more initiative in learning about her position.
- Nothing that I can see. I have no doubt she'll continue to learn and grow in her position.
- Visits to distant sights.

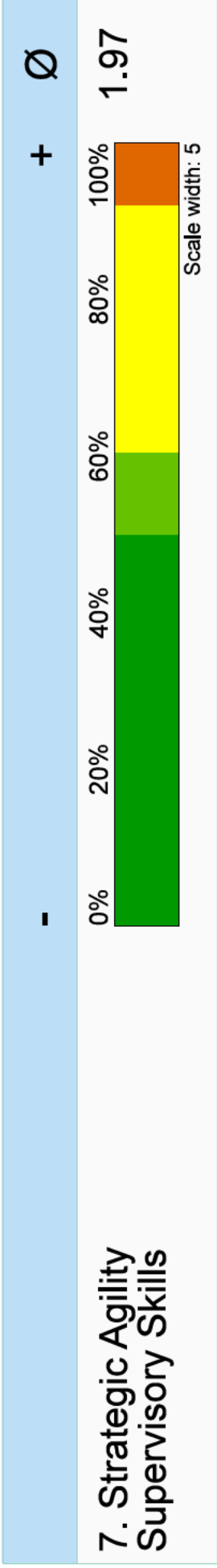


Responses = 15 questionnaires





Responses = 15 questionnaires





2100 Chester Avenue
Bakersfield, CA 93301-4099
(661) 336-5100

Confidential and Management Evaluation Survey

Rate each criteria as follows: 5=Outstanding (Consistently exceeds expectations); **4=Excels** (Frequently exceeds expectations); **3=Good** (Meets, and may exceed, expectations); **2=Needs Improvement** (Meets some, but not all expectations); **1=Unsatisfactory** (Not meeting expectations); **N=Not applicable, observed, or unknown**

Employee's Name						Date	12/13/2023				
Position Title	Director of Admissions and Records										
Section One											
Planning	5	4	3	2	1	N					
Develops plans, goals, and objectives for area of responsibility; adjusts plans as necessary to meeting changing needs.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Promotes innovation and/or change for improvement.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Organization	5	4	3	2	1	N					
Arranges and structures activities to increase effective use of personnel, materials, and equipment of department to accomplish objectives.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Prioritizes and delegates work appropriately; develops effective timelines and meets deadlines.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Decision-Making	5	4	3	2	1	N					
Researches and analyzes issues thoroughly; solicits input from others key to issue.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Exercises good judgment; formulates sound recommendations and conclusions.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Budget Management	5	4	3	2	1	N					
Practices effective budget management.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Problem Solving	5	4	3	2	1	N					
Deals with problems in an effective manner; considers the impact on other individuals and departments.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Utilizes a collaborative approach to problem-solving; demonstrates the ability to facilitate conflict resolution.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Communications Skills	5	4	3	2	1	N					
Listens and is open to others' views and constructive criticism; is accessible and approachable; responds in a timely manner to inquiries.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Utilizes verbal and written skills which are accurate, direct, concise, and clear.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Conducts meetings in a effective manner.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

Section One (continued)

Supervisory Skills	5	4	3	2	1	N
Communicates expectations to staff; gives feedback on progress and accomplishments; completes performance evaluations on a timely basis.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive of staff; demonstrates the ability to positively motivate and provide an opportunity for training and staff development.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal Skills						
Maintains cooperative working relationships; fosters team-building skills; sensitive to others' needs; displays/earns mutual trust and respect of others; keeps professional confidences.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positively represents the District/College to others.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Qualities	5	4	3	2	1	N
Maintains high standards which support quality work, creativity, motivation, initiative, punctuality, and good attendance.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addresses own professional development needs; participates in related professional associations.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates qualities of integrity, honesty, and ethical practices.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge/Skills	5	4	3	2	1	N
Demonstrates the knowledge and skills necessary to effectively manage the areas of responsibilities.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides effective leadership.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Areas of Strength						
<p>1. Interpersonal Skills: Jessica has excelled in building strong interpersonal relationships with team members, colleagues, and stakeholders. She is approachable, listens actively, and communicates effectively, contributing to a positive work environment.</p> <p>2. Adaptability: Jessica has demonstrated adaptability in handling various challenges that arise in the dynamic environment of Admissions and Records. She is quick to learn and adjust to changes, ensuring the smooth operation of the department.</p> <p>3. Team Collaboration: Jessica has fostered a collaborative atmosphere, encouraging open communication and cooperation. She values teamwork and actively works towards maintaining a supportive and inclusive work environment.</p>						
Areas Where Improvement is Needed						
<p>1. Delegation Skills: While Jessica has shown proficiency in handling individual tasks, there is room for improvement in delegation. The ability to effectively delegate tasks can enhance team efficiency and allow her to focus on strategic aspects of management.</p> <p>2. Conflict Resolution: Jessica has encountered challenges in resolving conflicts within the team. Developing a more structured approach to conflict resolution, including seeking support from me and or other supportive techniques, when necessary, will contribute to a healthier work environment.</p> <p>3. Strategic Planning: Jessica could benefit from enhancing strategic planning skills. Developing a clear vision and strategic goals for the department will help align the team toward a common purpose, fostering greater efficiency and productivity.</p>						

Section One (continued)

Other Comments

█ stands as an outstanding leader, embodying exceptional work ethics, maintaining a positive attitude, and fostering a healthy working environment. Her collaborative leadership style has significantly contributed to the success and well-being of the Admissions and Records department.

Section Two

(Optional). Additions to the survey as agreed upon between the confidential or management staff member and the immediate supervisor.

This is a confidential survey. The identity of the evaluator will not be disclosed to the evaluatee.

Evaluator's Signature *(Optional)*

█

Date

12/13/2023

Printed Name

█

Summary Distribution to: District Office Human Resources--Official Personnel File; College Human Resources; Employee