

# DAVIDSON-DAVIE COMMUNITY COLLEGE

## HUMAN RESOURCES

### EVALUATIONS

#### PROCEDURE 3.3.2.1

#### **Initial Probationary Period**

New employees receiving appointment to full-time or part-time regular positions must serve an initial probationary period of twelve (12) months. A new employee will be evaluated a minimum of two (2) times during the twelve month initial probationary period. The evaluations will be scheduled at the discretion of the supervisor, but should take place at approximate six-month intervals during the twelve-month probationary period. The employee can be dismissed at any time during the initial probationary period if it is determined that he/she has not achieved a satisfactory level of performance.

#### **Full-time and Part-time Regular Non-curriculum with Benefits**

After the initial probationary period, full-time and part-time regular non-curriculum employees will receive a summative and formative evaluation each year thereafter as an ongoing process that is designed to assist professional growth by:

- recognizing successes, achievements, and accomplishments;
- ensuring position responsibilities identified in job description are appropriate and are being accomplished;
- identifying needed improvements and growth opportunities; and
- providing a context for feedback and improvement planning which is consistent with the College's continuous improvement approach.

After three (3) years of being in good standing, with the College, the employee may receive an abbreviated evaluation every two (2) years.

The formative evaluation cycle will include, but is not limited to, processes which provide each employee opportunities for: (1) completion of a self-evaluation, (2) development of a professional development plan, (3) peer perspectives, (4) supervisor/administrator evaluation, (5) meeting with supervisor, and (6) completion of appropriate documentation and follow-up. The formative evaluation cycle should culminate with a summative evaluation.

#### **Full-time Regular Faculty**

After the initial probationary period, full-time regular curriculum faculty will receive a summative and formative evaluation each year thereafter as an ongoing process that is designed to assist professional growth by:

- recognizing successes, achievements, and accomplishments;

- ensuring position responsibilities identified in job description are appropriate and are being accomplished;
- identifying needed improvements and growth opportunities; and
- providing a context for feedback and improvement planning which is consistent with the College's continuous improvement approach.

After three (3) years of being in good standing, with the College, faculty may receive a abbreviated evaluation every two (2) years.

The formative evaluation cycle will include, but is not limited to, processes which provide each employee opportunities for: (1) completion of a self-evaluation, (2) development of a professional development plan, (3) student perspectives/evaluations, (4) supervisor/administrator evaluation, (5) meeting with supervisor, and (6) completion of appropriate documentation and follow-up. The formative evaluation cycle should culminate with a summative evaluation.

### **Part-time Non-Curriculum Employees**

Part-time non- curriculum employees are evaluated at the end of their first contract period. Following the initial assessment, part-time employees are evaluated at least annually or as needed based on formative assessments. The Performance Evaluation for Part-time Employees form is located in the Forms section of the Intranet. A copy of the completed Performance Evaluation is forwarded to the Human Resources Office.

### **Part-time Curriculum Faculty (Adjunct)**

Part-time curriculum faculty (adjunct) are evaluated at the end of their first contract period. Following the initial assessment, adjunct employees are evaluated at least annually or as needed based on formative assessments. The Performance Evaluation for Part-time Employees form is located in the Forms section of the Intranet. A copy of the completed Performance Evaluation is forwarded to the Human Resources Office.

### **Tools Used in Evaluations**

Appropriate performance evaluation forms are available from supervisors or by accessing the Human Resources link on the College Intranet. As new evaluation forms are developed, templates are to be sent to Human Resource Services.

Supervisors are encouraged to use a variety of evaluation tools including:

#### **1. Self-Evaluation and Professional Development Plan**

The formative evaluation process includes, but is not limited to, self-evaluation of position responsibilities and goals, student evaluations (curriculum faculty), and

peer and/or supervisor classroom observation (curriculum faculty). As a result of this process, the employee is responsible for creating a professional development plan. The self-evaluation and proposed plan are forwarded to the supervisor.

**2. Curriculum Employees - Student Assessment/Feedback**

A process is provided for student evaluation of courses. Supervisors select a minimum of one course per semester to be evaluated for each instructor. Curriculum employees have the option of requesting evaluation of additional courses beyond the supervisor's selection(s). Student evaluations are conducted in a manner which provides for student confidentiality. Student evaluations of courses are used by supervisors as part of the instructor's annual summative evaluation. Additional information and evaluation forms (Student Evaluation of Instructor's Performance) are available on the College Intranet.

**3. Curriculum Employees - Peer Assessment/Feedback**

A process is provided for observation of classroom instruction. This is completed by the supervisor for a curriculum employee during the first year of employment to provide feedback on strengths and areas to improve in classroom instruction. Documentation is completed using the Classroom Observation form located on the Intranet. Subsequently, this form is completed by a faculty peer in order to provide feedback that is used as formative evaluation data.

**4. Supervisor/Senior Administrator Evaluation**

The supervisor completes the supervisor section of the evaluation form and identifies any changes in the professional development plan and goals that may need to be revised. Supervisor and Senior Administrator perspectives on effectiveness of performance may be influenced by a variety of sources (i.e., data analysis, classroom observation, internal and external feedback, etc.). Written evaluations are reviewed by the appropriate Vice President in order to ensure adequacy and consistency, which may involve a conference with the supervisor. The supervisor makes needed changes.

**5. Review Process and Documentation**

The supervisor and employee meet to review the performance evaluation form and discuss any areas that require clarification. Additional comments may be added to the form during this discussion, including any changes to the professional development plan that are negotiated. The supervisor's rating and written comments comprise the summative evaluation. Both employee and supervisor sign the final version, and a copy is made to maintain awareness of goals in the coming year. The original performance evaluation form is sent to Human Resource Services for the employee's personnel file.

Adopted: November, 2019

Legal Reference: [1C SBCC 300.98](#)