



LOS ANGELES COMMUNITY COLLEGES

EVALUATION PROCEDURES FOR COLLEGE PRESIDENTS/ACADEMIC VICE CHANCELLORS

DATA COLLECTION INSTRUMENT (COMPREHENSIVE)

EVALUEE NAME: \_\_\_\_\_

EVALUATION PERIOD \_\_\_\_\_

Directions:

You have been identified as someone who can provide relevant information for use in the performance evaluation of the senior academic executive named above. The information you provide will be kept in confidence. It will be combined with responses from others and summarized by the Chancellor when he prepares the evaluation.

Please complete this form using your own understanding of the position and your observation of the senior academic executive's performance. Please note that you are being asked to respond as a knowledgeable individual on your own, not on behalf of a constituency group or organization. If you feel that you cannot comment on the senior academic executive's performance, please check below and return this form immediately to the Chancellor.

Senior Academic Executives are evaluated, in part, on their professional skill and ability including leadership skills, communication skills, administrative/managerial skills, and professional knowledge and expertise and the use of assessment results. The following pages list a series of behavioral indicators of those "dimensions" of a college president's performance. To assist the Chancellor in evaluating the senior academic executive, please mark your response to each indicator of performance and include relevant comments. Specific examples that illustrate the senior academic executive's performance or help to explain your responses will be very helpful to the Chancellor as he prepares the evaluation.

I feel I cannot comment on the COLLEGE PRESIDENT/ACADEMIC VICE CHANCELLOR performance.

The scale used for this data collection instrument is as follows:

- Rating = Explanation
- 5 = Strongly Agree
- 4 = Agree
- 3 = Disagree
- 2 = Strongly Disagree
- N = Not observed or inadequate basis for comment

I. LEADERSHIP SKILL AND ABILITY

The Evaluatee:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not observed or inadequate basis to comment
• has a coherent vision of the institution's preferred future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• takes initiative to build on that vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• promotes useful innovation and change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• motivates others by exhibiting enthusiasm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• adheres consistently to fundamental values like honesty, integrity, fairness, and inclusiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• demands high standards through clearly stated expectations and personal conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• uses good judgment and responds to situations appropriately, including taking sensible risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- works diligently to address problems forthrightly and solve them productively.
- fosters an environment on campus in which people feel genuinely included, no matter what their race, ethnicity, national origin, disability, sex or sexual orientation.

Your Comment: (cite specific examples of performance, if possible)

**II. COMMUNICATION SKILL AND ABILITY**

**The Evaluee:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not observed or inadequate basis to comment
• regularly exhibits the ability to inform and persuade others in oral and written communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• effectively articulates and conveys needs and goals to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• listens well and is receptive to the ideas of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• keeps those, who rely on the president for information about schedules, deadlines, policy or regulatory changes and similar administrative information, well informed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Comment: (cite specific examples of performance, if possible)

**III. ADMINISTRATIVE/MANAGERIAL SKILL AND ABILITY**

**The Evaluee:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not observed or inadequate basis to comment
• is well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• effectively structures and sets priorities for the accomplishment of tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• delegates responsibilities appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• demonstrates tenacity and singleness of purpose when necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• adapts to and promotes change when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• works well under pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• responds well to crisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• has a high tolerance for ambiguity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| • maintains a professional and cooperative attitude when working with groups.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • builds consensus, trust and confidence among the people he or she works with closely. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • provides for broad participation and collaboration in planning and decision making.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • gives firm direction when needed.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • is tactful in conveying criticism.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • addresses conflicts constructively.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Your Comment: (cite specific examples of performance, if possible)

**IV. PROFESSIONAL KNOWLEDGE AND EXPERTISE**

<b>The Evaluee:</b>	Strongly Agree	Agree	Disagree	Strongly Disagree	Not observed or inadequate basis to comment
• demonstrates knowledge of the important issues, trends, and developments affecting community colleges and other institutions of higher education locally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• demonstrates knowledge of the important issues, trends, and developments affecting community colleges and other institutions of higher education at state or national level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• manifests an understanding of college and district goals, policies and procedures, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• participates in professional and service organizations or activities within the college's service area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• participates in state or national higher education organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• is aware of professional resources for furtherance of the college's goals and/or priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**V. USE OF ASSESSMENT RESULTS**

<b>The Evaluee:</b>	Strongly Agree	Agree	Disagree	Strongly Disagree	Not observed or inadequate basis to comment
• effectively analyzes information gathered from learning outcome assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• takes information and analysis to the appropriate parties for discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Engages in dialogue about learning and service outcomes assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Comment: (cite specific examples of performance, if possible)

**VI. AUTHORITY AND SUPPORT**

<b>The Evaluatee:</b>	YES	NO	NO BASIS FOR JUDGMENT
1. The College President or Senior Executive has the appropriate authority to carry out his or her responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The College President or Senior Executive has the appropriate support necessary to carry out his or her responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you selected "No" above, please indicate in your comments the reason and/or the source of the problem, if possible.

**VII. OVERALL EVALUATION**

<b>The Evaluatee:</b>	Strongly Agree	Agree	Disagree	Strongly Disagree	Not observed or inadequate basis to comment
• is a capable advocate for his or her college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• takes into account the perspective of other presidents and the welfare of the district as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• consistently acts in a way that promotes effective working relationships among members of the Chancellor's Cabinet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• contributes to the effectiveness of the Chancellor's Cabinet as a policy formation/problem solving group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• uses good judgment and responds to situations appropriately, including taking sensible risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• works hard to address problems forthrightly and solve them productively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Comment: (cite specific examples of performance, if possible)