



## Los Angeles Community Colleges

### PERFORMANCE EVALUATION PROCESS FOR COLLEGE PRESIDENTS

Performance evaluation is a process whereby the effectiveness of the professional staff member is assessed in relation to his or her job description, college/department goals and objectives, Board of Trustees expectations and employee competencies, administrative procedures, and normally assigned job-related responsibilities. The evaluation is designed to recognize achievement as well as to assist an administrator's self-improvement, growth, and increased effectiveness in the performance of his or her duties.

The evaluation shall consider, but not be limited to, the following competencies:

- I. Leadership Skill and Ability.** Performance of responsibilities as defined in the job description and demonstration of leadership in carrying out those duties. This includes the ability to take initiative, build on a vision, motivate others, exercise good judgment and ethical behavior and foster a campus climate of inclusion.
- II. Communication Skill and Ability.** Communicates clearly and regularly in written and oral form. Listens well and keeps all appropriately informed about his or her area of responsibility.
- III. Administrative/Managerial Skill and Ability.** Demonstrates the ability to organize, delegate and fulfill responsibilities of the position. Works well under pressure. Accepts input and gives direction as appropriate.
- IV. Professional Knowledge and Expertise.** Understands the basic fundamentals of the position duties and continues to grow professionally to expand creative problem solving skills. Participates professionally at college, district, community and state levels.
- V. Authority and Support.** Demonstrates ability to carry out duties and has authority and support to do so.

## EVALUATION PROCEDURES

### A. Annual Evaluation Process.

Each year the president shall complete a self-evaluation by doing the following:

1. Complete of the district's Presidential Self-Assessment Instrument
2. Update annual goals for the next year
3. Meet with the Chancellor to review the self-assessment and the annual goals.

### B. Comprehensive Evaluation Process.

At least every three years the president shall complete a formal comprehensive evaluation by doing the following: (Nothing in these procedures precludes the Chancellor from requiring a comprehensive evaluation at any time.)

1. Complete of the district's Presidential Self-Assessment Instrument
2. Update annual goals for the next year
3. Form an evaluation committee with the designated composition. This committee shall complete the district's Presidential Evaluation Data Collection Instrument
4. Peer review input will be collected by the peer review form.
5. Meet with the Chancellor to review the self-assessment, annual goals and compilation of data collected from the evaluation committee.
6. The Chancellor shall prepare a summary evaluation memo which he/she shall share with the vice president. The Chancellor may conduct an additional conference with the president to review the evaluation memo.
7. Negative evaluations shall include specific recommendations for improvement and provisions for assisting the president in implementing any recommendations made, including training or retraining and time frame for assessing progress toward improvement.
8. Unsatisfactory evaluations may result in suspension, reassignment, dismissal and/or voluntary resignation in lieu of dismissal and must adhere to education code provisions regarding proper notice. Educational and Classified Administrators appointment or contract shall be in accordance Education Code section 72411 and 72411.5. Each administrator serves at the discretion of the Board of Trustees upon the recommendation of the Chancellor.
9. Both the president and the chancellor shall sign and date the final evaluation summary memo, which, along with appropriate attachments, will be forwarded to the District Division of Human Resources to be placed in the president's Personnel File.
10. Should the president choose to, he/she may also add his/her own statement to the file.
11. A copy of all documents placed in the Personnel File will be provided to the president.



LOS ANGELES COMMUNITY COLLEGES  
EVALUATION PROCEDURES FOR COLLEGE PRESIDENTS

**SELF-ASSESSMENT INSTRUMENT FOR  
PRESIDENT \_\_\_\_\_**

In responding to these questions, please try to be specific and to limit each response to a page or two. If you wish, you may add an appendix containing other material you believe is relevant.

- I. Unless you have been asked to respond to a specific question or questions listed in this category, please select the three or four questions you feel are the most relevant and respond to those questions.
1. Describe something (event, project, situation, etc.) that you believe you did particularly well during the past year. What impact did it have?
  2. Describe a situation in which you are not particularly pleased about the way you performed. How did you know your performance did not meet your expectations?
  3. What issues, opportunities, problems, etc., emerged last year that you did not, or could not anticipate? What did you do?
  4. What have you learned this past year that was helpful to you in performing your job responsibilities?
  5. Describe a situation in which you believe what you said or did made a positive difference. What did you learn from this experience?
  6. What is an area of your managerial performance that you feel needs improvement in the immediate future? How do you plan to strengthen your performance in this area?
- II. How would you evaluate your attainment of or progress towards achieving your annual goals?
- III. How would you evaluate the progress your college has made towards achieving its strategic goals?

**PLEASE RETURN TO THE CHANCELLOR'S OFFICE BY MAY 15, 200 \_\_\_\_**

**LOS ANGELES COMMUNITY COLLEGES**  
**EVALUATION PROCEDURES FOR COLLEGE PRESIDENTS**

**DATA COLLECTION INSTRUMENT**  
**[Peers]**

President's Name \_\_\_\_\_

**Evaluation Year: 20\_\_ to 20\_\_**      **Evaluator Code: \_\_\_\_\_**

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

<b>RATING:</b>	<b>EXPLANATION</b>
<b>5</b>	Strongly agree
<b>4</b>	Agree
<b>2</b>	Disagree
<b>1</b>	Strongly Disagree
<b>N</b>	Not observed or inadequate basis to comment.

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**The president:**

- 5 4 2 1 N is a capable advocate for his or her college, but also takes into account the perspective of other presidents and the welfare of the district as a whole.
- 5 4 2 1 N consistently acts in a way that promotes effective working relationships among members of the Cabinet.
- 5 4 2 1 N contributes to the effectiveness of the cabinet as a policy formation/problem solving group.
- 5 4 2 1 N uses good judgment and responds to situations appropriately, including taking sensible risks
- 5 4 2 1 N works hard to address problems forthrightly and solve them productively
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**Your Comments:** (cite specific examples of performance if possible)

LOS ANGELES COMMUNITY COLLEGES

EVALUATION PROCEDURES FOR COLLEGE PRESIDENTS

**DATA COLLECTION INSTRUMENT**

President's Name: \_\_\_\_\_

Evaluation Year: 20\_\_ to 20\_\_ Evaluator Code:

**Directions:**

You have been identified as someone who can provide relevant information for use in the performance evaluation of the President 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 President'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 do feel that you cannot comment on the President's performance, **please check here** \_\_\_ and return this form immediately to the Chancellor.

Presidents are evaluated, in part, on their professional skill and ability—including leadership skills, communication skills, administrative/managerial skills, and professional knowledge and expertise. 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 President, please **circle** your response to each indicator of performance and include relevant comments. Specific examples that illustrate the President's performance or help to explain your responses will be very helpful to the Chancellor as he prepares the evaluation.

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

<b>RATING:</b>	<b>EXPLANATION:</b>
<b>5</b>	Strongly agree
<b>4</b>	Agree
<b>2</b>	Disagree
<b>1</b>	Strongly Disagree
<b>N</b>	Not observed or inadequate basis to comment.

## **I. LEADERSHIP SKILL AND ABILITY**

The president:

- 5 4 2 1 N has a coherent vision of the institution's preferred future, takes initiative to build on that vision, and promotes useful innovation and change
- 5 4 2 1 N motivates others by exhibiting enthusiasm
- 5 4 2 1 N adheres consistently to fundamental values like honesty, integrity, fairness, and inclusiveness
- 5 4 2 1 N demands high standards through clearly stated expectations and personal conduct
- 5 4 2 1 N uses good judgment and responds to situations appropriately, including taking sensible risks
- 5 4 2 1 N works hard to address problems forthrightly and solve them productively
- 5 4 2 1 N fosters an environment on campus in which all people feel genuinely included, no matter what their race, ethnicity, national origin, disability, sex, or sexual orientation

5 = strongly agree 4 = agree 2 = disagree 1 = strongly disagree N = Not observed or inadequate basis to comment

**Your Comments:** (cite specific examples of performance if possible)

## **II. COMMUNICATION SKILL AND ABILITY**

The President:

- 5 4 2 1 N regularly exhibits the ability to inform and persuade others in oral and written communication.
- 5 4 2 1 N effectively articulates and conveys needs and goals to others
- 5 4 2 1 N listens well and is receptive to the ideas of others
- 5 4 2 1 N keeps those who rely on the president for information about schedules, deadlines, policy or regulatory changes, and similar administrative information well informed

5 = strongly agree 4 = agree 2 = disagree 1 = strongly disagree N = Not observed or inadequate basis to comment

**Your Comments:** (cite specific examples of performance if possible)

### III. ADMINISTRATIVE/MANAGERIAL SKILL AND ABILITY

The President:

- 5 4 2 1 N is organized and effectively structures, sets priorities for, delegates, and facilitates the accomplishment of tasks
- 5 4 2 1 N demonstrates tenacity and singleness of purpose when necessary, but also adapts to and promotes change when appropriate.
- 5 4 2 1 N works well under pressure, responds well to crisis, and has a high tolerance for ambiguity
- 5 4 2 1 N maintains a professional and cooperative attitude when working with groups, and builds consensus, trust and confidence among the people he or she works with closely
- 5 4 2 1 N provides for broad participation and collaboration in planning and decision-making
- 5 4 2 1 N gives firm direction when needed, is tactful in conveying criticism, and addresses conflicts constructively

5 = strongly agree 4 = agree 2 = disagree 1 = strongly disagree N = Not observed or inadequate basis to comment

**Your Comments:** (cite specific examples of performance if possible)

### IV. PROFESSIONAL KNOWLEDGE AND EXPERTISE

The President:

- 5 4 2 1 N demonstrates knowledge of the important issues, trends, and developments affecting community colleges and other institutions of higher education in the nation, the state and the region
- 5 4 2 1 N manifests an understanding of college and district goals, policies, procedures, etc
- 5 4 2 1 N has an appropriate level of knowledge of the systems and procedures needed to run a large and complex organization effectively
- 5 4 2 1 N participates in professional and service organizations and activities at the local, state and national level, and uses professional contacts as a resource when appropriate

5 = strongly agree 4 = agree 2 = disagree 1 = strongly disagree N = Not observed or inadequate basis to comment

**Your Comments:** (cite specific examples of performance if possible)

**V. AUTHORITY AND SUPPORT**

1. The President has the appropriate authority necessary to carry out his or her responsibilities.  
(Please circle your response.)

**YES      NO      NO BASIS FOR JUDGMENT**

If you selected “**NO**” above, please indicate in your comments the nature and/or source of the problem, if possible.

2. The President has the appropriate support necessary to carry out his or her responsibilities.  
(Please circle your response.)

**YES      NO      NO BASIS FOR JUDGMENT**

If you selected “**NO**” above, please indicate in your comments the nature and/or source of the problem, if possible.

**Your Comments:** (cite specific examples of performance if possible)



## Presidential Evaluation List of Evaluators

### Mandatory

Senate President  
Union Chapter President  
Staff Guild Lead  
VP, Admin  
VP, Academic  
VP, Student Affairs  
Teamsters Lead  
CPM Lead  
Senior Vice Chancellor  
General Counsel  
Executive Director, FPD

### Name

Adriana Barrera  
Camille Goulet  
Larry Eisenberg

### E-Mail Address

[BarrerAD@email.laccd.edu](mailto:BarrerAD@email.laccd.edu)  
[GouletCA@email.laccd.edu](mailto:GouletCA@email.laccd.edu)  
[EisenLH@email.laccd.edu](mailto:EisenLH@email.laccd.edu)

### Chosen by President

Faculty Member (1)  
Faculty Member (2)  
Faculty Member (3)  
Faculty Member (4)  
Faculty Member (5)  
Classified Employee (1)  
Classified Employee (2)  
Classified Employee (3)  
Administrative Employee (1)  
Administrative Employee (2)  
College Foundation Member  
College Oversight Committee Member  
Student Government President \*

\* (or other appropriate student representative)