



## Los Angeles Community Colleges

### PERFORMANCE EVALUATION PROCESS FOR ACADEMIC COLLEGE VICE 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 vice president shall complete a self-evaluation by doing the following:

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

### B. Comprehensive Evaluation Process.

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

1. Complete of the district's Vice 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 Vice Presidential Evaluation Data Collection Instrument
4. Peer Review-option to do this
5. Meet with the College President to review the self-assessment, annual goals and compilation of data collected from the evaluation committee.
6. The President shall prepare a summary evaluation memo which he/she shall share with the vice president. The President may conduct an additional conference with the vice president to review the evaluation memo
7. Negative evaluations shall include specific recommendations for improvement and provisions for assisting the vice 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 vice president and the president 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 vice president's Personnel File.
10. Should the vice 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 vice president.

**LOS ANGELES COMMUNITY COLLEGES  
VICE PRESIDENT SELF-ASSESSMENT EVALUATION PROCESS**

**Vice President** \_\_\_\_\_ **Location** \_\_\_\_\_ **Date** \_\_\_\_\_

Respond to questions in all three categories. 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. Please return to the President's Office by \_\_\_\_\_

Category	Question
<b>I.</b>	Unless you have been asked to respond to a specific question or questions listed in this category, please select the <b>three or four</b> 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?
<b>II.</b>	How would you evaluate your attainment of or progress towards achieving your annual goals?
<b>III.</b>	How would you evaluate the progress your college has made towards achieving its strategic goals?

LOS ANGELES COMMUNITY COLLEGES

Vice Presidential Evaluation  
List of Evaluators for Comprehensive Evaluations

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<b>Mandatory (Adjust as appropriate for VP area)</b>	<b>Name</b>	<b>E-Mail Address</b>
Senate President		
Faculty Guild Chapter President		
Staff Guild Chapter Chair		
Teamsters Representative		
VP, Admin (if not evaluatee)		
VP, Academic (if not evaluatee)		
VP, Student Affairs (if not evaluatee)		
Direct Reports—Administrators and Classified Staff		
Department Chairs—representative sample		

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**Chosen by Vice President**

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- Faculty Member (s)
- Administrator(s)
- Department Chair(s) or Unit Leaders
- Classified Staff
- Student Government President \*

\* (or other appropriate student representative)

**Los Angeles Community Colleges**

EVALUATION of COLLEGE VICE PRESIDENT

**DATA COLLECTION INSTRUMENT**

**Vice President's Name** \_\_\_\_\_ **College** \_\_\_\_\_

**Evaluation Year** \_\_\_\_\_ **Evaluator Code** \_\_\_\_\_

**DIRECTIONS:**

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

Please complete this form using your own understanding of the position and your observation of the vice 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 vice president's performance, **please check here** \_\_\_ and return this form immediately to the President.

Vice 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 vice president's performance. To assist the President in evaluating the vice president, please **circle** your response to each indicator of performance and include relevant comments. Specific examples that illustrate the vice president's performance or help to explain your responses will be very helpful to the President as he/she 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.

## VICE PRESIDENT EVALUATION CRITERIA

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### I. LEADERSHIP SKILL AND ABILITY

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

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### II. COMMUNICATION SKILL AND ABILITY

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- 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 vice president for information about schedules, deadlines, policy or regulatory changes, and similar administrative information well informed
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**Comments:** (cite specific examples of performance if possible)

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### III. ADMINISTRATIVE/MANAGERIAL SKILL AND ABILITY

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

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### IV. PROFESSIONAL KNOWLEDGE AND EXPERTISE

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

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**V. AUTHORITY AND SUPPORT**

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1. The vice president has the appropriate authority necessary to carry out his or her responsibilities.  
(Please check)

- 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.

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2. The vice president has the appropriate support necessary to carry out his or her responsibilities.  
(Please check)

- 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.

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Vice President’s Signature\*

Date

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President’s Signature

Date

\*Employee may attach a statement to this form if the signature does not represent agreement with the contents.

LOS ANGELES COMMUNITY COLLEGES  
**EVALUATION PROCEDURES FOR COLLEGE VICE PRESIDENTS**  
**DATA COLLECTION INSTRUMENT**  
**[Peers]**

**Vice President's Name** \_\_\_\_\_ **College** \_\_\_\_\_

**Evaluation Year** \_\_\_\_\_ **Evaluator Code** \_\_\_\_\_

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

RATING	EXPLANATION
5	Strongly agree
4	Agree
2	Disagree
1	Strongly Disagree
N	Not observed or inadequate basis to comment.

The vice president:

- 5 4 2 1 N is a capable advocate for his or her part of the college operation, but also takes into account the perspective of other vice 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 senior staff at the college
- 5 4 2 1 N contributes to the effectiveness of the college's shared governance committee 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

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