

**Chabot-Las Positas
Community College
District**

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Administrator Performance Evaluation System

Annual and Comprehensive Administrator
Performance Evaluation Procedures and
Process

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INTRODUCTION

DISTRICT PHILOSOPHY

Assessment and evaluation are at the core of the work of any academic institution. The evaluation of administrators is a necessary part of the total assessment process since it greatly affects the teaching and learning which takes place there and ultimately finds its expression in student success. The process of evaluation at Chabot-Las Positas Community College District reflects the following principles and values.

- The District evaluates administrative effectiveness in order to recognize and improve the work of its personnel and the total effectiveness of the institution as a whole. The process of evaluation as a continued commitment to shared governance, is collegial, and involves the participation of individuals from all groups who work with the administrator.
- The process of evaluation will pave the way for the professional development of the individual administrator. Both the individual being evaluated and those responsible for facilitating the evaluation are to be held accountable in this endeavor. Therefore, self-assessment, the supervisor's evaluation, and summary information from a formal feedback system are equally important in fostering good job performance and setting standards for development.
- As institutional needs change and evolve, the skills of the administrator should reflect those changes.
- The process of evaluation will support and encourage long-range planning, and will recognize successful performance, administrative skills, and abilities. The evaluation process will encourage and support innovation and risk-taking that aim to enhance programs and goals.

PURPOSE

The purpose of the evaluation of administrators is to recognize and develop leadership ability and assess job performance. The performance evaluation process at the Chabot-Las Positas Community College District assists the individual whose work is assessed, improves the unit to which the individual is assigned and benefits the District as a whole. It causes individuals involved in the process to consider institutional priorities and values, to discuss the relationship between policies and actions, and to clarify and define leadership attributes.

Current and accurate position descriptions and scope of assigned responsibilities for administrators will be the basis for effective evaluations. Each evaluation process will be tailored to the individual position to the extent possible and conducted for the following primary purposes:

1. To guide professional development for the administrator.
2. To recognize and enhance the effectiveness and job performance of the administrator.
3. To make the administrator and the supervisor aware of the perceptions of those who work directly with the administrator.
4. To develop plans for improvement and innovation.

OVERVIEW

ADMINISTRATOR PERFORMANCE EVALUATION SYSTEM

According to Chabot-Las Positas Community College District Governing Board Policy 7150 each administrator shall be evaluated annually by a procedure developed in conjunction with the administrative staff and approved by the Chancellor.

The administrator performance evaluation system is a two-tiered system consisting of an Annual Performance Evaluation Process and a Comprehensive Evaluation Process. The primary components of each process are as follows:

Annual Administrator Performance Evaluation Process

1. Goal-setting
2. Appraisal
3. Formal feedback

Comprehensive Administrator Performance Evaluation Process

1. Goal-setting
2. Appraisal
3. Multi-rater or Multi-source feedback and Analysis
4. Self-Assessment
5. Formal feedback

The Evaluator and Evaluatee shall initiate the annual or comprehensive performance evaluation cycles at the beginning of the calendar year in January and conclude the performance evaluation process no later than January of the following year.

New administrators will participate in the Comprehensive Performance Evaluation Process during the second year of their new assignment, and thereafter every three years.

EVALUATOR RESPONSIBILITIES

The immediate supervisor will serve as the Evaluator and conduct an Annual or Comprehensive Administrator Performance Evaluation for direct administrator reports according to the established schedule for administrator evaluations.

The Evaluator has the primary responsibility for initiating, scheduling, and completing the performance evaluation conferences according to established guidelines, procedures, and timelines. The evaluator is responsible for the following:

1. Ensuring confidentiality throughout the administrator performance evaluation process.
2. Adherence to evaluation procedures and timelines.

3. An accurate, objective, and fair appraisal of the Evaluatee's performance during the specified period.
4. Facilitating appropriate follow-up, coaching, professional development and other related activities.
5. Forwarding completed evaluation materials to the Chief Executive Officer/Senior Administrator for review and signature.

EVALUATEE RESPONSIBILITIES

The Evaluatee, administrator being evaluated, is responsible for the following:

1. Timely preparation of performance goals and objectives for the new evaluation year.
2. Submission of required evaluation materials on or before established deadlines.
3. Participating fully in the process.

CHANCELLOR, CHIEF EXECUTIVE OFFICER/SENIOR ADMINISTRATOR RESPONSIBILITIES

The Chancellor is accountable for the administration of the Administrator Performance Evaluation Process according to established Governing Board Policy and follow-up activities in conjunction with the Chief Executive Officer/ Senior Administrator, as appropriate.

The Chief Executive Officer/Senior Administrator shall forward complete evaluation packets to the Office of Human Resources for Chancellor's review, comment, and signature.

The Chancellor then forwards administrator performance evaluation materials for each Evaluatee back to the Office of Human Resources. Complete evaluation packets will be filed and maintained in the Evaluatee's personnel file according to District policies and procedures.

OFFICE OF HUMAN RESOURCES RESPONSIBILITIES

The Office of Human Resources is responsible for the following:

1. Dissemination of Administrator Evaluation Process materials, policies, procedures, and guidelines.
2. Compiling, maintaining, communicating, and disseminating the Administrator Performance Evaluation Schedule for all administrators in the District.
3. Facilitating training and development activities relating to the Administrator Performance Evaluation process, as appropriate.
4. Ensuring principles of confidentiality in the maintenance of administrator performance evaluation materials according to District policies and procedures.
5. Facilitating a collaborative, systematic monitoring and assessment system of the administrator performance evaluation process, and recommending appropriate revisions, as needed.

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

ANNUAL ADMINISTRATOR PERFORMANCE EVALUATION CHECKLIST

Name of Employee
Being Evaluated (Evaluatee) _____

Title _____

Department/Location _____

Evaluation Year: From _____ Through _____

Name of Evaluator _____

Title _____

The checklist is provided as a planning tool to assure that all steps of the Annual Administrator Performance Evaluation process are conducted according to Governing Board Policy and completed according to specified timeframes and deadlines. The evaluation process is implemented at the beginning of the calendar year in January and concludes no later than January of the following year.

Planned Completion Dates

Activity

January

_____ Evaluatee completes **Form A—Annual Goals, Objectives, and Target Completion Dates**.

_____ Evaluator schedules **Initial Planning Session**. Forms are available via HR website.

_____ Evaluatee submits **Form A—Annual Goals, Objectives, and Target Completion Dates** to the Evaluator prior to the Initial Planning Session.

February

_____ **Conduct Initial Planning Session.**

_____ Evaluator and Evaluatee utilize **Annual Administrator Performance Evaluation Checklist** to confirm all planned completion dates.

_____ The Evaluator and Evaluatee review **Form C—Administrator Performance Appraisal**.

Evaluatee makes changes, as needed, and submits final goals and objectives on **Form A—Goals, Objectives, and Target Completion Dates** to Evaluator after the Initial Planning Session. Evaluator and Evaluatee sign and date **Form A**.

August/September

Office of Human Resources distributes updated schedule of Annual and Comprehensive Administrator Performance Evaluations to all District/College Administrators, Chief Executive Officers/Senior Administrators, and Chancellor.

October/November

Evaluator schedules Summary Conference Session

Evaluatee submits final **Form B—Goals and Objectives Outcomes Report** prior to **Summary Conference Session**.

Evaluator completes Evaluatee’s Annual Performance Evaluation using **Form C—Administrator Performance Appraisal**.

December

Evaluatee and Evaluator hold **Summary Conference Session** to review and discuss **Annual Administrator Performance Evaluation** results. Evaluatee and Evaluator sign and date **Form C—Administrator Performance Appraisal**.

January

Evaluator forwards complete packet of evaluation materials (with response if provided) to Chief Executive Officer/Senior Administrator for review and signature. If contract is ending, a memorandum stating whether the Chief Executive Officer/Senior Administrator recommends renewal or nonrenewal must be attached.

Chief Executive Officer/Senior Administrator forwards evaluation materials to the Office of Human Resources for Chancellor’s review and signature.

Evaluation materials are returned from the Chancellor to the Office of Human Resources and filed in Evaluatee’s personnel file. Appropriate action is taken regarding contract renewal or nonrenewal.

February

Board action for contract renewals or nonrenewals

A complete Annual Administrator Performance Evaluation Packet will include the following:

Forms

Form A Annual Goals, Objectives, and Target Completion Dates

Form B Goals and Objectives Outcomes Report

Form C Administrator Performance Appraisal

Attachments

Optional/As Needed

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

COMPREHENSIVE ADMINISTRATOR PERFORMANCE EVALUATION CHECKLIST

Name of Employee Being Evaluated (Evaluatee) _____

Title _____ Department/Location _____

Evaluation Year: From _____ Through _____

Name of Evaluator _____ Title _____

The checklist is provided as a planning tool to assure that all steps of the Comprehensive Administrator Performance Evaluation process are conducted according to Governing Board Policy and completed according to specified timeframes and deadlines.

New administrators participate in the Comprehensive Administrator Performance Evaluation process during the second year of their new assignment, and thereafter every three years. All other administrators participate every three years according to the schedule set forth with the implementation of this administrator performance evaluation process.

The Comprehensive Administrator Performance Evaluation process is implemented at the beginning of the calendar year in January and concludes no later than January of the following year.

Planned Completion Dates

Activity

January

_____ Evaluatee completes **Form A—Annual Goals, Objectives, and Target Completion Dates**.

_____ Evaluator schedules **Initial Planning Session**. Forms are available via HR website.

_____ Evaluatee submits **Form A—Annual Goals, Objectives, and Target Completion Dates** to the Evaluator prior to the Initial Planning Session.

February

_____ **Conduct Initial Planning Session.**

_____ Evaluator and Evaluatee utilize **Comprehensive Administrator Performance Evaluation Checklist** to confirm all planned completion dates.

_____ Evaluator and Evaluatee review **Form C—Administrator Performance Appraisal**.

Evaluator and Evaluatee identify and come to agreement on participants for **Multi-rater Feedback Assessment Survey**.

Evaluatee makes changes, as needed, and submits final goals and objectives on **Form A—Goals, Objectives, and Target Completion Dates** to Evaluator after the Initial Planning Session. Evaluator and Evaluatee **sign and date Form A**.

August/September

Office of Human Resources distributes updated schedule of Annual and Comprehensive Administrator Performance Evaluations to all District/College Administrators, Chief Executive Officers/Senior Administrators, and Chancellor.

October

Evaluator forwards to **Office of Human Resources** names of faculty, classified staff, administrators, and clients selected to participate in Multi-rater Feedback Assessment Survey.

Office of Human Resources prepares **Multi-rater Feedback Assessment Survey** materials.

Office of Human Resources distributes Multi-rater Feedback Assessment Surveys to selected participants.

Evaluator schedules Summary Conference to be held in December.

November

Multi-rater Feedback Assessment Survey results are compiled and forwarded to the Evaluator by the **Office of Human Resources**.

Evaluatee completes and submits final Form B—Goals and Objectives Outcomes Report and Form D—Administrator Self-Assessment Report and submits to the Evaluator prior to Summary Conference Session.

Evaluator completes Form C—Administrator Performance Appraisal using Form B—Goals and Objectives Outcomes Report, Multi-rater Survey Results, and Form D—Administrator Self-Assessment Report.

December

Conduct Summary Conference Session to review and discuss Annual Administrator Performance Evaluation Results. Evaluatee and Evaluator sign and date Form C—Administrator Performance Appraisal.

January

Evaluator forwards complete packet of evaluation materials (with response if provided) to Chief Executive Officer/Senior Administrator for review and signature. If contract is ending, a memorandum stating whether the Chief Executive Officer/Senior Administrator recommends renewal or non-renewal must be attached.

Chief Executive Officer/Senior Administrator forwards evaluation materials to the Office of Human Resources for Chancellor's review and signature.

Evaluation materials are returned from the Chancellor to the Office of Human Resources and filed in Evaluatee's personnel file. Appropriate action is taken regarding contract renewal or non-renewal.

February Board Meeting

Board action for contract renewals or nonrenewals.

A complete Comprehensive Administrator Performance Evaluation Packet will include the following:

Forms

- Form A Annual Goals, Objectives, and Target Completion Dates**
- Form B Goals and Objectives Outcomes Report**
- Form C Administrator Performance Appraisal**
- Form D Administrator Self-Assessment Report**

Attachment(s)

Multi-rater Feedback Assessment Rating Summary Report

Other/As Needed

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

MULTI-RATER FEEDBACK AND ANALYSIS PROCESS

Purpose

The multi-rater feedback and analysis process protects the integrity of governance, assists in measuring organizational leadership, and serves as a barometer in understanding the organizational culture of the District and colleges.

The goal of the multi-rater or multi-source and analysis process is to provide honest, anonymous feedback of an individual administrator's performance. The multi-rater feedback system is a sampling technique—not a 100 percent (100%) survey. Multi-source feedback information is formalized through persons who interact with the administrator in his or her administrative role—faculty, classified staff, other administrators, supervisors, and internal and external clients (where appropriate).

An anonymous, performance feedback survey or questionnaire is used to assess specific competencies and skills. This circular feedback system can help administrators to see that their actions are important to the mission, goals, and priorities of the District and college, and are valued by their colleagues. The administrator and supervisor may use aggregate survey results for developmental purposes to:

1. Clarify expectations related to administrator/position roles and responsibilities
2. Highlight and acknowledge strengths, and pinpoint shortcomings
3. Establish future goals and the means to achieve them
4. Formulate professional development activities

Benefits

A multi-rater feedback and analysis system is of benefit to the Evaluator and Evaluatee during the administrator evaluation process, but is also of great benefit to the District and the colleges, as well.

Evaluatee Benefits

1. Recognizes and documents strengths and positive behaviors
2. Increased self-awareness for improved performance
3. Reality check/overcoming misleading information
4. Emphasis on behavior, rather than work-style, traits, or personal characteristics

Evaluator (Supervisor) Benefits

1. Assists in identifying and reinforcing positive performance
2. Strengthens performance appraisal process
3. Assists in confronting poor performance
4. Adjusts for individual differences within administrator evaluation processes

District and College Benefits

1. Strengthens relationships between the institution and its constituent groups by including a wide array of individuals that interact with administrators
2. Assist institutional leadership in identifying critical leadership gaps
3. Improved employee relationships

Multi-rater Feedback Assessment and Analysis Process

The Multi-rater Feedback Assessment Survey Questionnaire shall be administered during the Comprehensive Administrator Performance Evaluation Process (once every three years).

An administrator or supervisor may request formalized feedback via the Multi-rater Feedback Assessment process during the Annual Administrator Evaluation Process.

The Multi-rater Feedback Assessment Survey questionnaire pool will consist of a sampling of the following constituent groups, as appropriate:

1. Faculty
2. Classified Staff
3. Administrators
4. Clients—Internal and External

The Evaluator and Evaluatee will mutually agree upon the pool of raters based on frequency of contact and professional relationship interactions. The primary criterion should be knowledge of the work performance of the administrator being evaluated. Therefore, those who report directly to the Evaluatee should be considered first in constituting the pool.

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EXAMPLE OF

MULTI-RATER FEEDBACK ASSESSMENT SURVEY INSTRUMENT

You have been selected to participate in the performance evaluation of the employee named below. One aspect of that evaluation process is to provide formalized feedback to an Evaluatee based on administrator competencies and skills from all or most of the constituencies with whom he or she has contact. Emphasis is always on behavior, not traits, work-styles, or personal characteristics. Multi-rater feedback assessment information is used for developmental purposes only, so survey results may be incorporated into future goals.

Your survey ratings and comments will be anonymous and held in strict confidence. Do not write your name on this survey. An analysis of survey information will be interpreted and compiled by the Office of Human Resources. Survey results shall be provided in narrative and pictorial graph formats and shared with the Evaluatee in a required meeting with his or her supervisor. The Office of Human Resources shall destroy all original survey instruments at the close of the evaluation process.

Name of Employee Being Evaluated _____

Title _____ Department/Location _____

Evaluation Year: From _____ Through _____

Respondent Working Relationship: To complete this survey instrument, I am responding as a:

Faculty Classified staff Administrator Client Self

Frequency of Contact: I interact with this person:

Daily Weekly Monthly Other: Comment _____

Duration of Interactions: I have had meaningful professional contact with this person:

< 6 months 6 mo to 1 year 1-2 years 3+ years

Comments

Please return this confidential multi-rater feedback assessment survey to the Office of Human Resources no later than: _____

Directions:

1. Circle your rating for each of the following competencies or skills according to the following rating scale:

5=Strongly Agree 4=Agree 3=Neither Agree/Disagree 2=Disagree
1=Strongly Disagree 0=Have Not Observed/Don't Know

2. Please provide targeted feedback—comments or suggestions following survey questions.

Leadership and Supervision

1. Leads and motivates staff to accomplish goals.

- 5= Strongly Agree
 4= Agree
 3= Neither Agree/Disagree
 2= Disagree
 1= Strongly Disagree
 0= Have not observed/Don't know

2. Takes into account the whole organization when making decisions.

- 5= Strongly Agree
 4= Agree
 3= Neither Agree/Disagree
 2= Disagree
 1= Strongly Disagree
 0= Have not observed/Don't know

3. Encourages people to excel.

- 5= Strongly Agree
 4= Agree
 3= Neither Agree/Disagree
 2= Disagree
 1= Strongly Disagree
 0= Have not observed/Don't know

4. Has vision and brings ideas and possibilities for the future.

5= Strongly Agree

4= Agree

3= Neither Agree/Disagree

2= Disagree

1= Strongly Disagree

0= Have not observed/Don't know

5. Is able to pull people together to accomplish a common goal.

5= Strongly Agree

4= Agree

3= Neither Agree/Disagree

2= Disagree

1= Strongly Disagree

0= Have not observed/Don't know

6. Sets a good example for the institution.

5= Strongly Agree

4= Agree

3= Neither Agree/Disagree

2= Disagree

1= Strongly Disagree

0= Have not observed/Don't know

7. Delegates appropriately.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

8. Acts as an advocate for the area/individuals they manage.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

Knowledge and Expertise

9. Understands college and district goals, policies, and procedures.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

10. Shows mastery of his or her job content.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

11. Is sought out for advice and input on his/her area of expertise.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

12. Is able to integrate new ideas with current approaches.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

13. Supports and fosters uses of changing technologies.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

Communication Skills

14. Listens and responds appropriately.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

15. Makes effective written and oral presentations.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

16. Clear in communicating with others.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

17. Is accessible.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

18. Conveys important information on a timely basis.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

Human Relation Skills

19. Shows concern for issues that affect others.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

20. Demonstrates respect for others.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

21. Is skilled at relating to many different types of people.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

Administrator Skills

22. Works to resolve problems and conflicts as they arise.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

23. Follows through and delivers on his/her commitments.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

24. Makes timely decisions.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

25. Develops and communicates plans for reaching goals.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

26. Shows judgment and accuracy in administering budgets.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

27. Takes initiative to get the job done.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

28. Sets high performance standards for self and group.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

29. Encourages innovative ideas.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

30. Considers both internal and external factors when setting priorities.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

31. Applies sound judgment under pressure.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

32. Delivers constructive criticism when needed.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

33. Schedules meetings appropriately.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree/Disagree
- 2= Disagree
- 1= Strongly Disagree
- 0= Have not observed/Don't know

34. Uses meeting time effectively.

5= Strongly Agree

4= Agree

3= Neither Agree/Disagree

2= Disagree

1= Strongly Disagree

0= Have not observed/Don't know

Comments:

What other comments or suggestions do you have that might be helpful to the performance and development of this administrator? Again, your comments and suggestions will be anonymous and included in a summary report of all comments and suggestions. If more space is needed, use additional sheets as needed.