

Chabot-Las Positas  
Community College  
District

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# Administrator Performance Evaluation System

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Annual and Comprehensive Administrator  
Performance Evaluation Policies and  
Procedures

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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 4120 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 fiscal year in July and conclude the performance evaluation process no later than May 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.

During the first year of implementing the new two-tiered performance evaluation system, the Chancellor will recommend a process to establish a schedule of administrator evaluations. The process will ensure, that at any given time, approximately one-third of all administrators are participating in a Comprehensive Administrator Performance Evaluation Process, and the balance are participating in an Annual Evaluation Process. This approach will achieve a 100 percent completion rate of administrator evaluations in the first year.

### 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 Chancellor for review, comment, and signature.

The Chancellor then forwards administrator performance evaluation materials for each Evaluatee 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 fiscal year in July and concludes no later than May of the following year.

Planned Completion Dates

Activity

### July/August

**July 1**

**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.

\_\_\_\_\_

Evaluator schedules **Initial Planning Session** to be held no later than September 15.

\_\_\_\_\_

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

\_\_\_\_\_

Evaluatee submits **Form A—Annual Goals, Objectives, and Target Dates for Completion** to the Evaluator at least one week prior to the Initial Planning Session.

### August/September

\_\_\_\_\_

**Conduct Initial Planning Session (No later than September 15)**

\_\_\_\_\_

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 Summary**.

\_\_\_\_\_

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

May

\_\_\_\_\_

**Conduct Summary Conference Session (No later than May 30)**

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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 Summary**.

\_\_\_\_\_

After 5 days, evaluator forwards complete packet of evaluation materials (with response if provided) to Chief Executive Officer/Senior Administrator for review and signature.

\_\_\_\_\_

Chief Executive Officer/Senior Administrator forwards evaluation materials to Chancellor for review and signature.

\_\_\_\_\_

Evaluation materials are forwarded to Office of Human Resources and filed in Evaluatee's personnel file.

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

Forms

**Form A          Annual Goals, Objectives, and Target Dates for Completion**

**Form B          Goals and Objectives Outcomes Report**

**Form C          Administrator Performance Appraisal Summary**

Attachments

**Optional/As needed**

# CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

## ADMINISTRATOR PERFORMANCE EVALUATION

### FORM A\*—ANNUAL GOALS, OBJECTIVES, AND TARGET COMPLETION DATES

Name of Employee Being Evaluated (Evaluatee) \_\_\_\_\_

Title \_\_\_\_\_ Department/Location \_\_\_\_\_

Evaluation Year: From \_\_\_\_\_ Through \_\_\_\_\_

Name of Evaluator \_\_\_\_\_ Title \_\_\_\_\_

**Check One:** \_\_\_\_\_ **Annual Evaluation** \_\_\_\_\_ **Comprehensive Evaluation**

**Directions:** Develop and list three to five goals and related objectives and target completion dates for the performance period. These goals and objectives are to relate to your position responsibilities, District, college, and unit priorities. Resource and time requirements should be taken into account. Include comments on any training and development needs. Use additional sheets, if needed.

Forward a copy to the Evaluator (your supervisor) at least one week prior to the Initial Planning Session of the Administrator Performance Evaluation process. The goals and related objectives will be confirmed during that session.

#### **Sample Format:**

#### **Goal**

#### **Target Completion Date:**

#### **Related Objectives:**

- a.
- b.
- c.

Evaluatee Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

\* Submit to supervisor at least 1 week prior to Initial Planning Session (no later than Sept 15). Submit updated form to supervisor 2 weeks after Initial Planning Session.

# CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

## ADMINISTRATOR PERFORMANCE EVALUATION

### FORM B\*—GOALS AND OBJECTIVES OUTCOMES REPORT

Name of Employee Being Evaluated (Evaluatee) \_\_\_\_\_

Title \_\_\_\_\_ Department/Location \_\_\_\_\_

Evaluation Year: From \_\_\_\_\_ Through \_\_\_\_\_

Name of Evaluator \_\_\_\_\_ Title \_\_\_\_\_

**Check One:** \_\_\_\_\_ **Annual Evaluation** \_\_\_\_\_ **Comprehensive Evaluation**

**Directions:** The Evaluatee will use the Form B—Outcomes Report to document and report progress on goals and objectives.

Forward a copy of the Goals and Objectives Outcomes Report at least two weeks prior to the Summary Conference Session. Use additional sheets, as needed.

Evaluatee Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

\* To be completed two weeks in advance of Summary Conference Session, which must occur by May 30.

# CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

## ADMINISTRATOR PERFORMANCE EVALUATION

### FORM C\*—ADMINISTRATOR PERFORMANCE APPRAISAL

Name of Employee Being Evaluated (Evaluatee) \_\_\_\_\_

Title \_\_\_\_\_ Department/Location \_\_\_\_\_

Evaluation Year: From \_\_\_\_\_ Through \_\_\_\_\_

Name of Evaluator \_\_\_\_\_ Title \_\_\_\_\_

Check One: \_\_\_\_\_ **Annual Evaluation** \_\_\_\_\_ **Comprehensive Evaluation**

**Directions: The Evaluator will comment briefly and objectively on how each of the following competencies contributes to the Evaluatee's performance in his or her position. The Evaluator shall also rate each category and overall performance rating of the Evaluatee using the following rating scale:**

<b>Excellent</b>	Performance is outstanding in almost every aspect. Consistently exhibits exceptional behavior. Requires minimal supervision, but consults as appropriate. A knowledgeable observer would recognize overall high quality results. Evaluatee is an inspiration to colleagues, and a model for the organization.
<b>Exceeds Expectations</b>	Fully effective. Is excellent in some areas, exceeds expectations in most areas, and meets expectations in remaining areas. Is able to perform most functions independently, but requires more supervision in particular areas. Knowledgeable observers would consider this individual to be an important contributor to the organization.
<b>Meets Expectations</b>	Usually exhibits behavior with an effective outcome. Performance is at the basic intended level of satisfactory quantity and quality of work, but does not exceed expectations in a significant amount of areas. Requires on-going supervision to be fully effective.
<b>Needs Improvement</b>	Exhibits effective behavior in some areas, but in other areas performance needs improvement. Needs development and/or experience to improve overall quality and quantity of work. Requires on-going supervision, and even then may not be fully effective. Note: When this rating is given, the evaluator must specify why the rating was assigned, and make recommendations for improvement.
<b>Unsatisfactory</b>	Does not meet expectations in several areas. Significant development is required. A knowledgeable observer would observe a performance level of not meeting specific job requirements. Note: When this rating is given, the evaluator must specify why the rating was assigned, and make recommendations for improvement.

\* To be provided to Evaluatee at Summary Conference Session, which must occur by May 30

# CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

## ADMINISTRATOR PERFORMANCE EVALUATION

### FORM C—ADMINISTRATOR PERFORMANCE APPRAISAL

#### 1. JOB AND FUNCTIONAL KNOWLEDGE

*Evaluate employee's understanding of the job, work roles, and procedures/policies to successfully perform the requirements of this position.*

Excellent  Exceeds Expectations  Meets Expectations  Needs Improvement  Unsatisfactory

**Comments:**

#### 2. PLANNING AND ORGANIZATION

*Evaluate employee's execution of skills in planning and organizing to successfully meet goals.*

Excellent  Exceeds Expectations  Meets Expectations  Needs Improvement  Unsatisfactory

**Comments:**

#### 3. LEADERSHIP AND SUPERVISION

*Evaluate employee's ability to lead subordinates or others, to direct their activities, guide their development, and achieve results.*

Excellent  Exceeds Expectations  Meets Expectations  Needs Improvement  Unsatisfactory

**Comments:**

#### 4. ANALYSIS AND ACTION

*Evaluate employee's ability to analyze a situation, and take appropriate action.*

Excellent  Exceeds Expectations  Meets Expectations  Needs Improvement  Unsatisfactory

**Comments:**

5. ADAPTABILITY, COLLEGIALITY AND COOPERATION

*Evaluate employee's behaviors reflecting attitude towards job, fellow employees, the District and/or college. Evaluate ability to interact effectively with others.*

Excellent  Exceeds Expectations  Meets Expectations  Needs Improvement  Unsatisfactory

**Comments:**

6. QUALITY AND QUANTITY OF WORK

*Evaluate employee's demonstrated volume, thoroughness, and accuracy in performing roles and responsibilities.*

Excellent  Exceeds Expectations  Meets Expectations  Needs Improvement  Unsatisfactory

**Comments:**

7. INITIATIVE AND INGENUITY

*Evaluate employee's ability to identify and resolve problems, originate or develop ideas, and to implement them.*

Excellent  Exceeds Expectations  Meets Expectations  Needs Improvement  Unsatisfactory

**Comments:**

8. DEPENDABILITY

*Evaluate employee's reliability in completing own assignments in a timely manner and willingness to assume and complete tasks with shared group responsibility.*

Excellent  Exceeds Expectations  Meets Expectations  Needs Improvement  Unsatisfactory

**Comments:**

# CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

## ADMINISTRATOR PERFORMANCE EVALUATION

### FORM C—ADMINISTRATOR PERFORMANCE APPRAISAL SUMMARY

**Highlight how this employee has met the requirements of his/her position during the rating period. Address the following areas, and attach additional sheets as needed:**

1. Evaluate how this employee has met the requirements of his/her position during the performance evaluation period. Comment on progress in achieving annual performance goals and objectives, special assignments, projects, professional organization/community involvement, and other activities. Highlight employee's greatest strengths in this position
2. Identify specific areas for growth and development in present position including training and development opportunities.
3. Incorporate development needs in response to the Multi-rater Feedback information, if appropriate.
4. Summarize any "needs improvement" and "unsatisfactory" areas. Must specify recommendations for each area noted. Explain what specific improvements are needed to achieve greater effectiveness in job performance, if any.
5. Identify goals for the next year, if applicable.

# CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

## ADMINISTRATOR PERFORMANCE EVALUATION

### FORM C—OVERALL PERFORMANCE APPRAISAL RATING AND SIGNATURE PAGE

- Excellent
- Exceeds Expectations
- Meets Expectations
- Needs Improvement
- Unsatisfactory

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Chief Executive Officer/Senior Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Chancellor

\_\_\_\_\_  
Date

### **Employee Acknowledgement**

My signature does not necessarily indicate that I agree with the evaluation or its contents, but verifies that my supervisor has discussed this evaluation with me and has given me a copy of this evaluation. I may provide a written response, within 5 working days, which will be attached to this evaluation before it is forwarded for further signature.

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date



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

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

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

**October**

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Evaluator forwards to **Office of Human Resources (No later than November 1)** names of faculty, classified staff, administrators, and clients selected to participate in Multi-rater Feedback Assessment Survey.

**November**

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**Office of Human Resources** prepares **Multi-rater Feedback Assessment Survey** materials and conducts optional training sessions on the process for Evaluatee, Evaluator, and survey participants.

**February/March**

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

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

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The Evaluatee meets with Evaluator to provide a copy of the compiled results, and to interpret and discuss feedback information.

**April**

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**Evaluatee** completes and submits **Form D—Administrator Self-Assessment Report two weeks in advance of Summary Conference Session**.

**May**

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**Conduct Summary Conference Session (No later than May 30)**

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**Evaluatee** completes **Form B—Goals and Objectives Outcomes Report** and **Form D—Administrator Self-Assessment Report** and submits to the Evaluator at least two weeks prior to **Summary Conference**.

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**Evaluator** completes **Form C—Administrator Performance Appraisal Summary** using **Form B—Goals and Objectives**

**Outcomes Report, Multi-rater Feedback Survey Results, and Form D—Administrator Self-Assessment Report.**

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

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After 5 days, evaluator forwards complete packet of evaluation materials (with response if provided) to Chief Executive Officer/Senior Administrator for review and signature.

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Chief Executive Officer/Senior Administrator forwards evaluation materials to Chancellor for review and signature.

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Evaluation materials are forwarded to Office of Human Resources and filed in Evaluatee's personnel file.

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

**Forms**

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

**Attachment(s)**

**Multi-rater Feedback Assessment Rating Summary Report**

**Other/As needed**

# CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

## COMPREHENSIVE ADMINISTRATOR PERFORMANCE EVALUATION

### FORM D\*—ADMINISTRATOR SELF-ASSESSMENT REPORT

Name of Employee Being Evaluated (Evaluatee) \_\_\_\_\_

Title \_\_\_\_\_ Department/Location \_\_\_\_\_

Evaluation Year: From \_\_\_\_\_ Through \_\_\_\_\_

Name of Evaluator \_\_\_\_\_ Title \_\_\_\_\_

Self-assessment is an important element in the administrator performance evaluation process because it gives you an opportunity to list accomplishments and identify strengths and areas for growth and development. The self-assessment process is also an important tool from which to develop goals and objectives.

Prior to completing your self-assessment, participate in the meeting with your supervisor to review the results of the Multi-rater Feedback Assessment Survey. The analysis and interpretation of information will facilitate increased self-awareness of work behaviors and interactions with faculty, staff, students, colleagues, supervisor, and clients.

In preparing your written Self-Assessment consider the following, as relevant to your particular assignment:

1. Progress on annual performance goals and objectives.
2. Highlight overall accomplishments (e.g. activities, committee work, community involvement, etc.) since your last Comprehensive Administrator Performance Evaluation.
3. What was your most important accomplishment? Describe area(s) where you played a leadership role, enhanced District/College priorities, and implemented change.
4. Activities you have led or participated in that support a learner-centered institution.
5. Issues, opportunities, and problems that emerged that you did not, or could not anticipate. What did you do?
6. What inhibits you from doing your job as well as you would like (e.g. organizational structures, administrative procedures, etc.)?
7. Example(s) of your participation in a team effort involving people from other units. What parts of the effort succeeded? What parts did not work well, and to what degree did your participation make a difference?
8. What are some of the areas where you would like to improve your performance? Are there institutional barriers preventing you from making those changes? If so, what are these barriers?

\* To be completed two weeks in advance of Summary Conference Session, which must occur by May 30.

9. Within constraints that may have been identified above, what can you do to implement each of these changes?
10. What support can your unit or supervisor provide to help you make these changes?
11. In which area of your Administrator responsibilities do you consider yourself strongest?
12. Describe your response to the feedback information from the Multi-rater Feedback Survey.
13. Identify areas for growth and development within your area of Administrator responsibilities.

# 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 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.

# CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

## 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 in the attached envelope 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.

