

**Los Angeles Community College District**  
**Administrative Performance Appraisal**  
(Other Academic Administrator, Unrepresented)

\_\_\_\_\_ Employee #

Name: \_\_\_\_\_ Location: \_\_\_\_\_  
Title: \_\_\_\_\_ Appraisal Period \_\_\_\_\_  
Date: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

**PURPOSE:**

The purpose of this appraisal is to provide a systematic, objective and entirely constructive method of evaluating and informing an administrative employee of the effectiveness of the employee's performance and contribution to the overall purpose and mission of the Los Angeles Community College District. The appraisal is designed to achieve a mutual understanding between the supervisor and the employee regarding levels of past performance, identification of strengths and weaknesses, means for improving performance, and expectations for future performance. In view of these purposes, this appraisal deserves the careful attention and best judgement of all concerned.

**INSTRUCTIONS:**

Read carefully the definitions of "degrees" and the appraisal factors. Evaluate each factor separately. Provide comments and/or suggestions for each appraisal factor. If degree 1 is indicated, suggestions for improvement must be provided.

**DEFINITIONS OF PERFORMANCE LEVEL DEGREES**

**Degree 1**-Performance shows deficiencies which seriously interfere with the attainment of the principal objectives of the position. Improved performance on this factor is needed which requires a serious concentrated effort on the part of the employee to reach a satisfactory level.

**Degree 2**-Performance shows attainment of the principal objectives of the position. Performance is consistent with reasonable expectations of a well-trained, competent person in this position classification.

**Degree 3**-Performance shows consistent and important contributions which exceed normal expectations. Performance achievements are distinctive and unique and are beyond the principal objectives of the position.

**N -** Use this category when there has been no opportunity to observe or evaluate the employee on the factor.

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**APPRAISAL FACTORS****PERFORMANCE LEVEL****Degrees**

								N	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
<b>ACCOMPLISHMENTS</b>															
<i>Consider quality, quantity, and timeliness of accomplishments.</i>															
Comments and/or Suggestions:															

								N	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
<b>JOB KNOWLEDGE</b>															
<i>Consider depth, breadth, application, and acquisition of knowledge.</i>															
Comments and/or Suggestions:															

								N	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
<b>PROBLEM SOLVING</b>															
<i>Consider the ability to identify causes of problems, to recognize critical elements of problems, and to solve many different problems concurrently.</i>															
Comments and/or Suggestions:															

								N	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
<b>COOPERATION</b>															
<i>Consider effectiveness of interactions with superiors, peers, and other organizational unity and willingness to assist and guide others.</i>															
Comments and/or Suggestions:															

								N	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
<b>JUDGEMENT</b>															
<i>Consider the qualities necessary to accurately assess and appraise the character and abilities of people, consequences of actions and decisions, and the relevant importance of facts and data.</i>															
Comments and/or Suggestions:															

								N	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
<b>ADAPTABILITY TO CHANGE</b>															
<i>Consider adaptability to rapid changes, new situations and changing priorities.</i>															
Comments and/or Suggestions:															

								N	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
<b>COMMUNICATIONS SKILLS</b>															
<i>Consider the ability to organize and effectively present information orally and in writing.</i>															
Comments and/or Suggestions:															

								N	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
<b>INITIATIVE AND DECISIVENESS</b>															
<i>Consider the ability to take prompt, decisive action and the willingness to accept responsibility for decisions.</i>															
Comments and/or Suggestions:															

								N	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
<b>PERSONAL SKILLS AND QUALITIES</b>															
<i>Consider the ability to obtain the support and respect of others, to work under stressful conditions, and to be depended upon to meet commitments and work standards while maintaining interest and enthusiasm for the job.</i>															
Comments and/or Suggestions:															

								N	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
<b>CREATIVITY AND INNOVATION</b>															
<i>Consider applications of innovative concepts and ideas for creative improvements in operations, methods and procedures.</i>															
Comments and/or Suggestions:															

								N	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
<b>LEADERSHIP</b>															
<i>Consider the establishment of performance standards for the work unit and the training, developing, evaluating, assessing, counseling, and guiding of subordinates.</i>															
Comments and/or Suggestions:															

								N	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
<b>MANAGERIAL QUALITIES</b>															
<i>Consider skills in establishing definitive goals and objectives, developing plans to achieve desired, timely results, and organizing, directing, and coordinating work activities for the attainment of goals and objectives.</i>															
Comments and/or Suggestions:															

								N	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
<b>USE OF ASSESSMENT RESULTS TO IMPROVE TEACHING AND LEARNING</b>															
<i>Consider the extent to which learning outcome assessment results are used to participate in discussion, processes, and/or make improvements to instructional and instructional support programs, teaching and student learning.</i>															
Comments and/or Suggestions:															

								N	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
<b>OVERALL EVALUATION</b>															
<i>State principal reasons for this evaluation.</i>															

<b>GOALS AND OBJECTIVES</b>															
<i>State goals and objectives and other significant accomplishments achieved during this evaluation period.</i>															
1.															
2.															
<i>State goals and objectives which were not accomplished during this evaluation period: (State any reasons or causes which prevented the accomplishment of each goal and objective.)</i>															
1.															
2.															

**INSTRUCTIONS:**

*The development of performance goals and objectives is a collaborative process of the employee and supervisor to arrive at a mutual understanding of expectations and accomplishments. It is especially important that both the employee and supervisor develop together mutually acceptable goals and objectives statements for the evaluation period. When preparing goals and objectives statements be certain that they are measurable and verifiable, that they are directly related to the administrator's job, that they are realistic and obtainable, that they are consistent with policy and practice, and that accountability is clearly established.*

*State goals and objectives to be accomplished during the next evaluation period.*

1.

2.

This appraisal has been reviewed by me and discussed with my supervisor:

Employee Name: \_\_\_\_\_ Title: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Title: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*An employee may attach a statement to this form if the acknowledging does not represent agreement by the employee.*