

Copy of Dean Peer Evaluation - Admin Survey -(Dean's Name)

Welcome to the Dean Administrative Survey

Thank you for participating in our survey! This survey provides you the opportunity to express your opinions relative to the effectiveness of **(Dean's Name)**

Your response will be completely anonymous.

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Behavioral Skills

* 1. Communication Skills

| | Excellent | Good Solid Performance | Needs Improvement | Unsatisfactory | Not Applicable |
|---|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|
| The administrator regularly exhibits the ability to inform and persuade others in oral and written communication. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator effectively conveys and articulates needs and goals to other administrators. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator listens well, encourages and welcomes a diversity opinion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Excellent | Good Solid Performance | Needs Improvement | Unsatisfactory | Not Applicable |
|---|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|
| The administrator effectively conveys important administrative information (e.g. changes in campus/district policies, deadlines for schedule and curriculum issues, etc.) to the people who work in his/her area. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The administrator seeks ways to improve communication in his/her division/program across all areas of diversity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Comments:

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*** 2. Leadership Skills**

| | Excellent | Good Solid Performance | Needs Improvement | Unsatisfactory | Not Applicable |
|---|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|
| The administrator has a highly developed sense of vision and innovation and takes initiative in building that vision. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Excellent | Good Solid Performance | Needs Improvement | Unsatisfactory | Not Applicable |
|---|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|
| The administrator motivates the work group by exhibiting high personal standards of fairness, enthusiasm, honesty, accomplishment, etc. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator demands high standards through stated expectations and personal performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator uses sound judgments and responds to situations in an appropriate manner including taking appropriate risks. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator works hard to address and solve division area problems. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator actively participates in district and college committees and task groups. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator makes deliberate efforts to support, enhance, and facilitate the district's commitment to cultural richness. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator personally models and sets standards for appropriate behavior towards all people. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator gives proper and generous credit to others for their contributions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Excellent | Good Solid Performance | Needs Improvement | Unsatisfactory | Not Applicable |
|---|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|
| The administrator strives to help those under his/her supervision develop their full potential. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator is available for counsel when needed and appropriate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator initiates and develops new ideas or concepts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator encourages initiative and innovation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Comments: | <input type="text"/> | | | | |

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Professionalism

*** 3. Professional Knowledge and Expertise**

| | Excellent | Good Solid Performance | Needs Improvement | Unsatisfactory | Not Applicable |
|--|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|
| The administrator has in-depth knowledge or technical expertise in one of the areas or disciplines which he or she supervises. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Excellent | Good Solid Performance | Needs Improvement | Unsatisfactory | Not Applicable |
|--|-----------|------------------------|-------------------|----------------|----------------|
|--|-----------|------------------------|-------------------|----------------|----------------|

The administrator has an appropriate level of general knowledge about all of the areas or disciplines which he or she supervises.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

The administrator demonstrates understanding of college and district goals, policies, and procedures.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
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The administrator participates in professional and service organizations and activities at the local, state, and national level and utilizes professional contacts as a resource for program improvement and enhancement.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

The administrator participates in training and development activities designed to support a diverse working and learning environment for students and employees.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Excellent **Good Solid Performance** **Needs Improvement** **Unsatisfactory** **Not Applicable**

The administrator demonstrates support for increasing the diversity of students and works to develop retention strategies.

Comments:

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*** 4. Teamwork**

Excellent **Good Solid Performance** **Needs Improvement** **Unsatisfactory** **Not Applicable**

The administrator maintains a professional and cooperative attitude in working with work groups and teams.

The administrator provides for broadbased collaboration in area planning and decision making.

| | Excellent | Good Solid Performance | Needs Improvement | Unsatisfactory | Not Applicable |
|--|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|
| The administrator demonstrates sensitivity to the needs and abilities of others, makes reasonable accommodations for cultural, ethnic, gender, and ability differences, and exemplifies a supportive attitude. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator is tactful in conveying discipline or constructive criticism. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator gives firm direction when needed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator resolves conflicts in a constructive way. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator builds consensus, trust and confidence within his/her teams. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator demonstrates support for increasing the diversity of staff and works to welcome and retain diverse staff. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Excellent | Good Solid Performance | Needs Improvement | Unsatisfactory | Not Applicable |
|--|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|
| The administrator works effectively with other areas of the college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator accepts suggestions or ideas relative to the assignment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Comments | <input type="text"/> | | | | |

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*** 5. Administrative Skills**

| | Excellent | Good Solid Performance | Needs Improvement | Unsatisfactory | Not Applicable |
|--|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|
| The administrator attends to administrative details (e.g. budget subordinate evaluations, schedule, etc.) in his/her area. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator schedules meetings appropriately. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator uses meeting time effectively and efficiently. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Excellent | Good Solid Performance | Needs Improvement | Unsatisfactory | Not Applicable |
|--|-----------|------------------------|-------------------|----------------|----------------|
|--|-----------|------------------------|-------------------|----------------|----------------|

The administrator is organized and effectively structures, prioritizes, delegates, arranges and facilitates the accomplishment of tasks.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
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The administrator establishes work direction, sets priorities clearly, defines and breaks tasks into their components and assigns them appropriately.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

The administrator demonstrates tenacity and singleness of purpose when appropriate and also adapts to and facilitates change when necessary.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

The administrator is able to work under pressure, demonstrating ability to work effectively despite pressures of deadlines, crises and changing demands.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

| | Excellent | Good Solid Performance | Needs Improvement | Unsatisfactory | Not Applicable |
|--|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|
| The administrator identifies, utilizes, and develops human resources and/or institutional strategies to serve needs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator attempts to be objective and fair. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator plans effectively. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator demonstrates ability to organize tasks and follow through to completion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administrator makes effective decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments

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6. Describe how the administrator uses the results of the assessment of student learning outcomes to improve teaching and learning.

7. What do you consider to be the administrator's greatest strength?

8. Does the administrator schedule meetings with departments and discuss things such as dual enrollment, persistence and success rates, online versus face-to-face results? Or are there other meetings where these items are discussed by this administrator?

Yes

No

9. Give examples of ideas and action plans generated in those meetings to improve teaching and learning.

10. In what areas do you think the administrator could improve? How might the administrator improve in these areas?