



Administrative Performance Evaluation

Instructions for Administrator's Evaluation Process and Forms

Objectives

The two general objectives of performance evaluation are: (1) to develop or improve performance, and (2) to provide an assessment to be used in making decisions, including salary adjustments, about administrators.

More specific objectives of performance evaluation include:

- Identify and reward performance which meets or exceeds established job standards or expectations
- Identify and correct weaknesses
- Promote professional development
- Establish specific objectives

Criteria

The Administrative Evaluation Form lists six criteria by which to measure an administrator's performance. An Explanation of Evaluative Criteria is included with these instructions. Supervisors may include additional criteria specific to individual positions.

Value to Job Scale

Although all six criteria are important to overall administrative performance, their relative importance within a position varies. The evaluator should weight each criterion, using the scale under each criterion "*a. Importance of this criterion to job*". Discuss the value of each criterion to the job with the employee during the evaluation interview.

Level of Performance Scale

The evaluator should rate the employee's performance, for each criterion, according to this five-point scale:

UNSATISFACTORY:	The performance is seriously deficient.
MARGINAL:	The performance is below the requirements for the job and must improve to be satisfactory.
SATISFACTORY:	The performance meets the job requirements for good performance for the job.
COMMENDABLE:	The performance exceeds ordinary requirements for good performance for the job.
OUTSTANDING:	The performance is excellent to best possible.

The evaluator must provide, in writing, comments or examples of performance to explain ratings below or above the base level of "satisfactory".

Overall Evaluation

In arriving at the overall evaluation, the evaluator should consider the level of performance ratings for all criteria, taking into account the value of each criterion to the job.

Procedures

The immediate supervisor is responsible for completing the Administrator Performance Evaluation, Summative Evaluation Form for all assigned employees. In the process the supervisor should:

1. Consult with the employee to be sure the forms which will comprise the Performance Evaluation file are properly completed. The supervisor should be directly involved in describing major responsibilities and setting appropriate goals for next year.
2. Review the three forms (MPEF-1, MPEF-2, MPEF-3) prepared by the employee prior to completing the Summative Evaluation Form.
3. Consult with the employee about the evaluation and obtain signatures on all three forms.
4. Assemble a complete Performance Evaluation file on each assigned employee:
 - Summative Evaluation Form
 - Summary of Achievements for current Fiscal Year (MPEF-2) and include the following original forms (*completed last year*):
 - Description of Major Responsibilities for current fiscal year (MPEF-1)
 - Professional Goals Statement for current fiscal year (MPEF-3)
5. Provide the employee with a complete copy of the file, maintain a copy for the supervisor's records, maintain a copy for the vice president who heads the employee's area and submit the original file to Human Resources

Performance Plan for *NEW* fiscal year

Employee completes the Description of Major Responsibilities for the *NEW* fiscal year (MPEF-1) Employee and supervisor collaborate on the Professional Goals Statement for the *NEW* fiscal year (MPEF-3). Both parties sign these documents, constituting the performance plan for the *NEW* fiscal year. The supervisor forwards these completed forms to the Human Resources office.



Administrative Performance Evaluation

Explanation of Evaluative Criteria

1. **Leadership - conceptualizing the administrator's functions within the overall goals of the campus, and planning and organizing necessary activities, programs, and objectives to meet his/her unit's goals. Attributes of successful leadership include:**
 - effectively establishing, articulating and communicating goals, objectives, and strategies
 - gaining acceptance for changes in policies, practices, or procedures
 - evaluating achievement of goals and formulating strategies for continuous improvement of quality
 - establishing priorities and accommodating changes in priority when appropriate
 - thinking through work barriers and keeping work advancing toward priority objectives
 - effectively planning, coordinating, and scheduling of activities and functions
 - confronting and correcting problems that arise
 - developing innovative and efficient organization and systems
 - demonstrating effective interpersonal skills in relations with co-workers and other members of the community, both on- and off-campus

2. **Managing human resources - securing cooperation and obtaining optimum results through the efforts of peers, faculty, student leaders, coworkers and/or subordinates. Attributes of successful management of human resources include:**
 - effectively establishing, articulating and communicating goals, objectives, and strategies
 - gaining acceptance for changes in policies, practices, or procedures
 - evaluating achievement of goals and formulating strategies for continuous improvement of quality
 - providing appropriate and timely training for staff and supervisors
 - establishing priorities and accommodating changes in priority when appropriate
 - thinking through work barriers and keeping work advancing toward priority objectives
 - planning, coordinating and scheduling of assignments
 - confronting and correcting problems that arise
 - developing innovating and efficient organization and systems

3. **Managing financial and material resources - demonstrating fiscal responsibility and efficient utilization of resources. Attributes of successful management of financial and material resources include:**
 - effective budget planning for expenditures and materials
 - emphasizing effective utilization and savings
 - taking measures to insure safety and loss control
 - encouraging and demonstrating cost-effective performance
 - effectively using operational and performance data
 - taking action to efficiently provide consistently high service levels

4. **Communications - communicating effectively (orally and in writing) and managing information. Attributes of successful communication include:**
- giving information that is clear and well understood and checking for understanding
 - maintaining courteous relations and coordination work activities with concerned individuals, departments and agencies, both within and outside the College
 - ensuring that few problems occur because of poor dissemination of information
 - effectively conducting and participating in meetings
 - keeping one's supervisor informed
 - preparing reports and oral presentations which are clear and concise
 - demonstrating patience and sensitivity
 - demonstrating effective interpersonal skills in relations with co-workers and other members of the community, both on-and off-campus
5. **Developing cultural diversity, affirmative action, and equal employment opportunity. Examples of successfully developing cultural diversity include:**
- assisting in recruiting protected class candidates for vacancies
 - actively implementing the campus Affirmative Action Plan components
 - encouraging and assisting in the training and career development of subordinates who are members of protected classes
 - encouraging and maintaining constructive human relations among coworkers and subordinates through activities which enhance sensitivity and cultural awareness
6. **Work Quality - meeting technical and professional standards of work in an efficient manner. Attributes of high quality performance include:**
- recognizing a problem and using creativity and effort to identify a solution or answer without referral to a higher source
 - being capable of making reasonable decisions even when complete information is not available
 - completing work accurately, thoroughly and on schedule
 - demonstrating extra effort to ensure goals are achieved
 - seeking personal and professional growth and development
 - demonstrating commitment and assuming responsibility for decisions and actions