



## ADMINISTRATOR PERFORMANCE EVALUATION

Name \_\_\_\_\_ Position Title \_\_\_\_\_

Evaluation Type:  Initial (first year)    Annual    Comprehensive

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

### EVALUATION RUBRIC

Needs Improvement (NI)	Developing (DV)	Meets Standards (MS)	Commendable (CM)
Rarely or inconsistently performs standards.	Moving in a positive direction toward meeting standards. May be new to the position or job.	Frequently and generally meets standards in <i>most</i> situations.	Exceeds standards by demonstrating remarkable, superior, or noteworthy performance in meeting standards.

**Instructions:** Use the evaluation rubric above to assess the performance standards below.

### EVALUATION

COMPETENCY	STANDARDS	LEVEL
<b>Understands Employment Responsibilities</b>	Administrator understands job responsibilities. Demonstrates adequate knowledge and skills related to the requirements to complete the variety of tasks required by the position. Meets established standards for quantity, timelines, accuracy, and professionalism.	<input type="checkbox"/> NI <input type="checkbox"/> DV <input type="checkbox"/> MS <input type="checkbox"/> CM
<b>Example(s):</b>		

COMPETENCY	STANDARDS	LEVEL
<b>Leadership</b>	Administrator is self-motivated, requires minimum supervision, willingly takes charge, and initiates new methods and techniques. Articulates the vision and mission of the college. Demonstrates a <b>student-centered approach</b> in executing all aspects of job performance. Anticipates change. Seeks input and listens to all stakeholders while also exercising leadership by providing input. Accepts accountability.	<input type="checkbox"/> NI <input type="checkbox"/> DV <input type="checkbox"/> MS <input type="checkbox"/> CM
<b>Example(s):</b>		



COMPETENCY	STANDARDS	ASSESSMENT
<b>Values Diversity</b>	Demonstrates inclusivity in work processes and work teams. Encourages and promotes the diversity of campus and community stakeholders. Actively seeks out and invites alternative viewpoints in planning, discussions, and decision-making. Fosters an environment of inclusion and belonging. Appreciates differences in work styles and responds effectively to support the institution.	<input type="checkbox"/> NI <input type="checkbox"/> DV <input type="checkbox"/> MS <input type="checkbox"/> CM
<b>Example(s):</b>		

COMPETENCY	STANDARDS	ASSESSMENT
<b>Improves Culture</b>	Models proactive support of the college's mission, vision, values, and strategic goals. Supports onboarding process for new employees.	<input type="checkbox"/> NI <input type="checkbox"/> DV <input type="checkbox"/> MS <input type="checkbox"/> CM
<b>Example(s):</b>		

COMPETENCY	STANDARDS	LEVEL
<b>Demonstrates Service Mentality</b>	Provides great customer service to students, staff, and others.	<input type="checkbox"/> NI <input type="checkbox"/> DV <input type="checkbox"/> MS <input type="checkbox"/> CM
<b>Example(s):</b>		

COMPETENCY	STANDARDS	LEVEL
<b>Plans for Effectiveness</b>	Utilizes strategic planning to strengthen institutional effectiveness. Demonstrated ability to implement and administer initiatives across programs and/or departments. Effectively prioritizes work, optimizes resources, and manages time efficiently.	<input type="checkbox"/> NI <input type="checkbox"/> DV <input type="checkbox"/> MS <input type="checkbox"/> CM
<b>Example(s):</b>		

COMPETENCY	STANDARDS	ASSESSMENT
<b>Supervision</b>	Follows established hiring procedures. Provides clear work expectations for employees. Provides ongoing performance feedback to employees; effectively coaches and inspires good performance(s). Partners with employees to conduct meaningful performance evaluations. Assists and supports each employees' professional development. Holds employees accountable for performance.	<input type="checkbox"/> NI <input type="checkbox"/> DV <input type="checkbox"/> MS <input type="checkbox"/> CM
<b>Example(s):</b>		



COMPETENCY	STANDARDS	LEVEL
<b>Good Resource Stewardship</b>	Applies general principles of budgeting, finance and human resource management. Makes informed decisions regarding resource allocation. Utilizes data for decision-making.	<input type="checkbox"/> NI <input type="checkbox"/> DV <input type="checkbox"/> MS <input type="checkbox"/> CM
Example(s):		

COMPETENCY	STANDARDS	LEVEL
<b>Effective Problem Solving and Decision-Making</b>	Exercises problem solving by creatively and efficiently identifying, solving, and/or mitigating problems. Uses appropriate decision-making methods to reach consensus. Asks appropriate questions. Involves stakeholders and involves them in decision-making processes that affect them.	<input type="checkbox"/> NI <input type="checkbox"/> DV <input type="checkbox"/> MS <input type="checkbox"/> CM
Example(s):		

COMPETENCY	STANDARDS	LEVEL
<b>Communicates Effectively</b>	Presents ideas clearly and concisely both orally and in writing. Effectively conveys ideas and shares information with internal and external constituents. Responds to external constituent needs, requests, and concerns. Actively listens. Articulates the changing institutional vision and mission effectively to constituencies. Communicates decisions regarding resources in an effective manner to stakeholders.	<input type="checkbox"/> NI <input type="checkbox"/> DV <input type="checkbox"/> MS <input type="checkbox"/> CM
Example(s):		

COMPETENCY	STANDARDS	ASSESSMENT
<b>Builds Organizational Talent</b>	Trains, encourages, and motivates others to accomplish a set of defined or shared goals. Supports professional development.	<input type="checkbox"/> NI <input type="checkbox"/> DV <input type="checkbox"/> MS <input type="checkbox"/> CM
Example(s):		

COMPETENCY	STANDARDS	LEVEL
<b>Collegiality</b>	Develops effective interpersonal workplace relationships to achieve a variety of tasks and outcomes. Builds trust with others by demonstrating respect, valuing people, and creating transparency. Keeps commitments. Encourages teamwork and promotes open communication.	<input type="checkbox"/> NI <input type="checkbox"/> DV <input type="checkbox"/> MS <input type="checkbox"/> CM
Example(s):		



### GOAL SETTING

PROGRESS ACHIEVED ON PRIOR YEAR'S GOALS (if applicable)		
P.D. GOAL	STRATEGY TO ACHIEVE GOAL	COMPLETION DATE
ORG. GOAL	STRATEGY TO ACHIEVE GOAL	COMPLETION DATE

### OVERALL RATING

OVERALL RATING (Refer to Rubric)
<input type="checkbox"/> NI <input type="checkbox"/> DV <input type="checkbox"/> MS <input type="checkbox"/> CM
<b>SUPERVISOR COMMENTS:</b> <div style="height: 40px;"></div>
<b>ADMINISTRATOR COMMENTS:</b> <div style="height: 40px;"></div>

Administrator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date: \_\_\_\_\_



## INSTRUCTIONS FOR ADMINISTRATOR PERFORMANCE EVALUATION

**Survey:** The *Administrator Evaluation Form* will be sent to employees who report directly to the administrator being evaluated for the first three consecutive years, and every third year thereafter.

**Performance Evaluation:** The vice-president/president must meet with the administrator to discuss the performance evaluation and review accomplishments and goals. The vice-president/president will identify concrete goals that are realistic for the coming year. These goals should be used to improve performance or to enhance the development of the administrator and/or give opportunities to gain new skills and training. The vice-president/president should evaluate the administrator based on the Basic Job Requirements, which identify and review administrator duties and responsibilities. The administrator shall be evaluated using the following scale:

Needs Improvement (NI)	Developing (DV)	Meets Standards (MS)	Commendable (CM)
Rarely or inconsistently performs standards.	Moving in a positive direction toward meeting standards. May be new to the position or job.	Frequently and generally meets standards in <i>most</i> situations.	Exceeds standards by demonstrating remarkable, superior, or noteworthy performance in meeting standards.

**Completion of Evaluation:** The vice-president/president and administrator must review all sections of the form. Competencies rated as Developing (DV) or Needs Improvement (NI) must include example(s). An Overall Rating will be assigned by the vice-president/president. The Administrator has the opportunity to comment on the evaluation, list example(s) for competencies where they did well or excelled, and/or include any accomplishments for the year. The vice-president/president and the administrator will sign and date the Administrator Performance Evaluation form. The administrator shall receive a copy of the form and the original will be submitted to Human Resources.