

BALL STATE UNIVERSITY
PERFORMANCE EVALUATION FORM FOR ADMINISTRATORS/PROFESSIONALS*

Evaluation of performance is conducted to:

- Improve administrator's performance by providing the evaluator's assessment of the administrator's strengths and opportunities for improvement.
- Provide the administrator with a better understanding of the requirements of the job, the required standards of performance, and the degree to which he/she attains goals.
- Provide a record of the administrator's growth pattern.
- Improve communication between the evaluator and the administrator.
- Provide a basis for salary recommendation.

All evaluators of professional personnel are encouraged to periodically attend training on conducting performance evaluations and are also expected to be familiar with the salary documents governing their specific vice presidential or college or departmental areas.

The evaluator will:

- Evaluate each competency independently of all others. (Most people have strengths and opportunities for improvement; seldom is anyone strong in every competency to be measured.)
- Measure each competency against the person's job description and goals for the preceding year.
- Use the Comments section on the form to indicate specific evidence on which the competency was based or attach additional comments if required.
- Rate the administrator on actual performance and not on the expectation of the administrator's potential which can be included under Comments. Do not allow teaching/research ability of an individual to affect the rating; if applicable, teaching and research will be rated separately.

- Scoring the evaluation document:

Total the points for the competencies scored using the Scale on the evaluation form. Count the number of competencies that were rated. Exclude any N/A's and I/I's from the count. Exclude **Total Evaluation Score** from the count. Divide the total score of points by the number of competencies evaluated and round the number to one decimal point. Write the final calculated score next to **TOTAL EVALUATION SCORE**.

- Review the completed document with the next level of supervision **prior** to the evaluation meeting with the employee.
- Review the completed Performance Evaluation Form with the administrator being evaluated engaging in a conversation to inform the administrator what he/she does well and where and how performance can be improved.

*Hereafter referred to as "administrator."

BSU PERFORMANCE EVALUATION FORM FOR ADMINISTRATORS/PROFESSIONALS

Name of Administrator being evaluated: _____ Date: _____ Period being covered _____ to _____
 BSU ID No.: _____ (Please Print Name)

- Scale:
- 5 – Outstanding: This level is awarded only for clearly exceptional performance. Very little, if anything, could be improved upon. Clear justification, with written comments, is required for this rating.
 - 4 – Good: Performance is clearly above the satisfactory level. Written comments should be made.
 - 3 – Satisfactory: Performance fully satisfies requirements for this duty at the standard level set by manager. Written comments should be made.
 - 2 – Needs Improvement: Performance partially satisfies requirements for this duty. To become fully effective, improvements are required in this area. Written comments are required for this rating.
 - 1 – Unsatisfactory: Performance did not achieve important requirements. Clear justification with written comments is required for this rating, including a performance improvement plan.

*N/A not applicable to this position

**I/I insufficient information for judgment

	1	2	3	4	5	N/A* I/I**	COMMENTS:
1. PROBLEM ANALYSIS: Seeks out relevant data and analyzes complex information to determine the important elements of a problem; ability to synthesize data and recommend viable solutions to complex problems/issues.							
2. JUDGEMENT: Reaches logical conclusions and makes high quality decisions based on available information; identifies needs and sets priorities; critically evaluates written communications.							
3. ORGANIZATIONAL ABILITY: Plans, schedules and controls workload; uses resources in an optimal fashion; deals effectively with demands on one's time.							
4. DECISIVENESS: Recognizes when a decision is required and acts appropriately.							
5. LEADERSHIP: Gets others involved in solving problems; recognizes when a group requires direction, interacts with a group effectively and guides others to the accomplishment of a task.							
6. INITIATIVE: Follows the principles of excellent customer service as in programs such as the Beneficence Pledge; scans environment for potential problems and opportunities and moves to solve problems and capitalize on opportunities.							
7. SENSITIVITY: Perceives the needs, concerns and problems of others; resolves conflicts; uses tact in dealing with persons from different backgrounds.							
8. ORAL COMMUNICATION: Makes clear oral presentation of facts or ideas.							
9. WRITTEN COMMUNICATION: Expresses ideas clearly in writing; writes appropriately for different audiences.							
10. SUPERVISION: Obtains optimal productivity from subordinates; maintains effective working relationship with and among his/her staff. Varies level of supervision as appropriate. Seeks appropriate advice and counsel when dealing with employee/supervisor issues.							
11. SPECIAL KNOWLEDGE: Is a dependable source of information about his/her special area of expertise; keeps abreast of current developments in field.							
12. COMPLIANCE: Follows legal and regulatory compliance as related to area of responsibility. (EEO/AA, NCAA, FLSA, etc.)							
13. CONTRIBUTION TO GOALS: Performs in a manner which contributes to the goals of the department or unit and University.							
TOTAL EVALUATION SCORE:							

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SIGNATURE PAGE

Reviewed by employee
(Does not imply agreement or non-agreement with evaluation.)

Date

Printed Name (Employee)

Evaluator

Date

Printed Name (Evaluator)

Next level of supervision (optional)

Date

Attachments (optional): Check applicable boxes.

Employee's Comments

Evaluator's Comments

Employee's Performance Improvement Plan