Overview of the Evaluation Protocol

The performance of all professional staff will be evaluated annually with the final written evaluations due no later than June 30. Evaluation consists of a general orientation meeting; an individual planning session to establish performance goals and objectives; a self-assessment; and a summary meeting resulting in a written evaluation of the staff member’s performance. The Associate or Assistant Dean or Division Director will conduct the evaluation.

Components of the Evaluation

General Orientation Meeting

The evaluator will provide written notice of the commencement of the evaluation period to all professional staff at a general orientation meeting. In addition, the orientation meeting will prepare staff for the evaluation process through a review of the protocol and set the stage for a positive and productive evaluation experience.

Individual Planning Session

During the individual planning meeting, the staff member and the evaluator will review the department goals and discuss how they contribute to the overall mission of the college. The staff member will then determine how the department goals and staff member’s job responsibilities contribute to overall achievement.

To prepare for the planning meeting, each staff member might want to review his or her last performance evaluation and job description. Further, it might be helpful to consider the following questions:

- What did the department accomplish over the past year? How did I contribute?
- Did I perform my duties to the best of my abilities?
• What were the most significant achievements?
• What problems or obstacles did I encounter? Did I take the initiative to solve them?
• How can those problems be avoided this year?
• What would I like to accomplish in the coming year?
• You might also think about what plans you have for yourself. Do you want to increase the scope of your responsibility? Take additional training? Learn new skills?

The individual planning session should result in a set of measurable goals and objectives for the year ahead. During the year, the staff member will maintain the documentation relevant to goal achievement and the other performance indicators on which the evaluator will base the assessment.

Goal-Setting. There are two phases of the goal-setting process: (a) goal-setting, and (b) evaluation of goal achievement and other assessment criteria.

a. In goal-setting, the staff member sets his/her own professional goals for the formal assessment period and reviews and finalizes them with the evaluator.

b. The evaluation of goal achievement phase, at the conclusion of the evaluation period includes completion of the “Self-Assessment Narrative” by the staff member, the presentation of any selected documentation, and review of performance at the summary meeting.

Self-Assessment

The evaluation file will include a written self assessment by the staff member concerning such matters as goals and objectives met, professional reading, participation in professional development, and other information that demonstrates growth as a professional. A template for the self-assessment is provided.

Summary Meeting

The staff member will schedule a summary meeting with the evaluator by the deadline date. Following this meeting, a written evaluation will be prepared by the evaluator and added to the staff member’s self-assessment narrative. The staff member and the evaluator will review the completed documents and sign the summary. A copy of the completed signed evaluation will be kept in the staff member’s personnel file. Prior to the summary meeting, the staff member will complete a self-assessment and may elect to submit supporting documents demonstrating achievements.
GUIDELINES FOR GOAL SETTING

Without goals you cannot plan. Without plans you cannot control – either yourself or others. But control must be up-front and positive, Not after the fact, heavy-handed and abrasive.

Performance evaluation is a process which is cooperatively carried out in a team environment. Goal-setting and achievement are essential to this process of assessing performance. A key feature is goal-setting of mutually held professional goals to promote growth and renewal.

A. THE IMPORTANCE OF GOAL SETTING
   1. It involves the employee in the assessment process.
   2. It provides for less ambiguity and more tangible, measurable results.
   3. It provides a realistic professional focus.
   4. It provides for motivation, participation, reinforcement and feedback.
   5. It constitutes a “helping relationship” between the staff and the administrator, setting the stage for mutual communication.

B. GOALS SHOULD:
   1. Be few in number
   2. Be significant and represent a needed change or a challenge for a particular person
   3. Be specific, observable and measurable
   4. Be realistic and attainable
   5. Be directly related to and consistent with the philosophy and goals of Montana State University - College of Technology - Great Falls.
   6. Be clearly stated in writing and terms that everyone can understand.
   7. Include a plan of action and steps for implementation.
   8. Include some standards of acceptable performance and evaluation.
   9. Be discussed by the parties concerned and modified if necessary.
   10. Differentiate between short-term and long-term commitment.
   11. Be referred to frequently throughout the year.
   12. Be discussed at the end-of-year assessment conference.
   13. Be clearly connected to one or more responsibility areas.

C. GOALS: LONG-RANGE, SHORT-RANGE, MINI

- **Long-Range Goals**
  - These are goals that have a projected duration of three to five years.

- **Short-Range Goals**
  - These goals can be accomplished within a month to a year. Staff may need to give more serious consideration to short-range goals, which can be accomplished within a year.

- **Mini-Goals**
  - These goals can be accomplished from one day to the next or in less than one month. Remember that goals are incremental. Mini-goals can build toward short-range goals and short-range goals can build toward long-range goals.
D. NON-SPECIFIC AND SPECIFIC GOAL WORDS
It is better to use words that lend themselves to more specific interpretation and to action. Consider the following terms:

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<th>Words Open To Many Interpretations</th>
<th>Words Open To More Specific Interpretations</th>
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E. COMMON PITFALLS OF GOAL SETTING

- Too Numerous

It is far better to concentrate on two, three or four significant goals than to attempt too many and not accomplish any of them well.

- Too Broad or Too Global

Far too frequently goals are stated in broad or intangible, uncomfortable terms which defy actual measurement or observation. A sample of a goal which is too broad or too global: “I will keep abreast of trends in my field.”

- Too Trivial

Goals must be significant and represent needs. Example of a goal which is too trivial: “I will contribute to the staff flower fund.”

- Too Ambitious

Many professionals are overly conscientious and may set goals which are far to ambitious to accomplish. An example: “I will develop and implement three new programs for my area in one academic year.”

- Too Unrealistic

Consider the institution environment, the human environment and the people involved when setting realistic goals. Example of an unrealistic goal: “I will increase 95% of my “C” grade level students’ performance to an “A” grade level in all my courses.”
Establish your goals and objectives. You may use this page or present them as separate pages.

Goals and Objectives

Signatures:

______________________________                ________________________
Staff Member                                      Date                 Evaluator                                             Date
2013 - 2014 Performance Self-Assessment

Instructions: As part of your performance appraisal for the past rating period, please consider the questions below; however, feel free to elaborate as appropriate in relation to your goals and objectives. Return to your supervisor by the due date specified.

Name: ___________________________ Date: ___________________________

1. Identify the goals you established for the past rating period and briefly describe your accomplishments in relation to each.

   Which one of these accomplishments are you most proud of and why?

2. For each of the following two areas, briefly identify specific initiative(s) that you undertook during the past rating period and describe specific accomplishments related to those initiatives. Wherever possible, include quantitative indicators.

   • In improving service quality, efficiency, and productivity relative to your functional area.

   • In promoting and fostering teamwork and maintaining good working relationships among your colleagues to achieve the department goals.

3. What would you identify as strengths and weaknesses in your performance during the rating period? What are your plans to address any weaknesses?

4. What aspects of your job are most frustrating to you? What suggestions do you have for improvement?

5. With regard to your plans for the coming year, what specific goals and objectives do you plan to pursue?

6. What training or professional development programs would improve your job skills or are of interest to you?

7. Do you have other comments?
Evaluator Comments

The evaluator has been involved with the staff member in the joint process from the planning meeting stage through various data collection phases and will write the final narrative assessing overall performance.

Name of Evaluator______________________________________________________________

Signature of Evaluator_________________________________Date______________________

I have reviewed this evaluation, have had an opportunity to discuss any questions with the evaluator, and understand that I may submit a written rebuttal within 10 days which will be attached to this evaluation form.

Signature of Staff Member _________________________________Date______________________