

SAMPLE

ANNUAL EVALUATION FOR ACADEMIC PROFESSIONALS

UNIT OF ENROLLMENT AND STUDENT SERVICES

Year: 1999-00

Name: Jane Smith

Office/Program: University Advising Center

Name of Supervisor: John Doe

Introduction:

The three parts of this evaluation focus on the varying levels of professional performance:

- Section 1 evaluates performance specific to the Academic Professional's position;
- Section 2 evaluates general performance associated with the Academic Professional's particular office/program;
- Section 3 applies to all Academic Professionals within the division/college/school. This section concentrates on the understanding and implementation of the mission for the division/college/school.

Rating: Use the following ratings for evaluation of each statement:

- E Exceptional-Responsibilities of the position are exceeded in a sustained and outstanding manner.
- G Good-Responsibilities of the position are exceeded.
- S Satisfactory-Responsibilities of the position fulfilled.
- P Poor-Responsibilities of the position not fulfilled.
- O Other-This dimension needs further discussion between employee and supervisor.

How Criteria Are Developed:

As per the contract between Portland State University and the PSU Chapter of the American Association of University Professors:

“All academic professional faculty are to have annual performance reviews (evaluations). Each division, school, or college is required, with the participation of the appropriate academic professional employees, to establish specific written job relevant criteria supporting the achievement of program, division, school, or college, and university goals as well as professional growth of individuals. Such criteria should be clear and unambiguous, but also flexible, so that when an academic professional's assignment is in multiple areas such as teaching, research, administration, and service, the evaluation will address all appropriate areas.”

Please list criteria in order of importance and prioritize from most to least important. No specific number of criteria is required in each section.

Section 1: Job Specific

Rating

1. Advises and monitors academic progress of students including those on academic probation, special admits, and/or considered “high risk”

E

As evidenced by:

Ms. Smith meets with new admits as well as prospective students identified as having weaknesses as far as college admission is concerned. Once they are admitted, she follow students through the mid-term progress report period. She continues to have a large number of advisees and an increased number of preadmitted students. Ms. Smith evaluated and redesigned the “satisfactory progress” system to work more effectively this year for at risk students. She had greater percentage of at risk students able to stay off academic probation this year.

2. Maintains current knowledge of rules, regulations and supports related to enrollment and academic progress especially for at risk students

E

As evidenced by:

Ms. Smith is an active member and participant in the University advising community. She also takes on leadership responsibilities as evidenced in her role in coordinating the Becoming an Academic Advisor Conference and her extensive networking and assistance to other advisors. She meets weekly with the Satisfactory Progress Team which includes representatives from: Degree Requirements, Financial Aid, the general faculty and University Studies.

3. Serves as a liaison to various departments that support students in general and at risk students in particular

G

As evidenced by:

Ms. Smith continues to develop working relationships with the Degree Requirements office, CLAS advising, CAPS, DSS, and IASC. She is working on developing working relationships with other departments on campus including: major departments and the departments offering service to international students.

4. Develops and implements activities which provide support and information to prospective and admitted students.

G

As evidenced by:

Ms. Smith had contact with 150 prospective students this year, an increase over last year’s number. She instituted a weekly study hall for students, progress reports, revised and expanded the membership and responsibilities of the student advisory board, and launched an “honor roll” project for special admit students. She is in the process of revising the “Welcome to PSU” handbook and has begun to design a life skills course.

Section 2: Departmental

1. Is able to assist students in assessing their needs in order for them to explore their academic options

G

As evidenced by:

Ms. Smith continues to meet individually with each student and prospective special admit student. She uses mid-term reports to assess students needs and options and on occasion makes contact with instructors.

2. Maintains current knowledge of University policies and processes with regards to admission, academic progress, eligibility for various student support services including Financial Aid, and graduation.

As evidenced by:

Ms. Smith continues to attend weekly IASC staff meetings, work with degree requirements, admissions, financial aid and other departments. She has excellent knowledge of University policies and regulations and is a source of information for other advisors. She was selected to serve on the Academic Requirements Committee of Faculty Senate this past year providing a vital link to policy discussions.

3. Maintains knowledge of University support resources and makes appropriate referrals.

As evidenced by:

Continued working on liaison relationships with CAPS, DSS, and other appropriate departments.

4. Maintains and promotes open communication and flexibility in order to assist departmental colleagues.

As evidenced by:

Ms. Smith's position requires her to be in the field a considerable amount of the time and so access to her by colleagues is somewhat limited. (When she is available, her expertise is prized by colleagues.) Ms. Smith has taken on a student worker this year to help answer questions and keep staff more aware of her availability and how to reach her.

5. Illustrates flexibility in work conduct to meet needs of students and the department

As evidenced by:

Ms. Smith works many evenings and weekends to be available to special admit students as well as other students. She attends numerous Student Development activities to connect and support the involvement of at risk students.

Section 3: Unit (Enrollment and Student Services)

1. Is aware of and supports the missions of ESS and the University

As evidenced by:

Ms. Smith's first year was spent literally creating the position of advisor for at risk and special admit students. During the past year, she has been developing new programs and adjusting current programs to meet the needs of at risk students.

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2. Develops ways to make processes and services more efficient and student friendly.

As evidenced by:

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Ms. Smith has spent the past year compiling information and developing a user friendly system for special admit students to pass along information about ESS, the University, and other support programs. She has gathered the information to bring up a "special student" Web site for at risk students.

3. Bridges organizational boundaries by building collaborative partnerships with faculty and other institutional agents.

As evidenced by:

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As noted above, Ms. Smith works on relationships with a number of departments and University committees including ARC. Future plans include even more faculty contact.

4. Supports and/or facilitates opportunities for educationally meaningful activities for students within the University community and larger urban community.

As evidenced by:

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Strengthened the student advisory board to get more involvement from students in the following programs: Speakers Board; Students for a Better Community; Career Network; Life Skills Network; Project Access.

5. Works to identify and remove barriers to student success.

As evidenced by:

G

Ms. Smith works diligently to promote greater awareness of the at-risk, special admit student in many ways including mailings to professors and departments highlighting the successes of these students. She informs faculty on a case by case basis of how they have been particularly helpful to at risk students and advises faculty who are experiencing problems of strategies to be helpful to students.

Professional Plan:

This past year, Ms. Smith developed a strategic plan outlining accomplishments she has made and identifying future goals and markers. The plan is to review the plan every six months to assess progress. She is planning several new projects for the coming year having to do with developing closer relationships between students at risk and interested faculty. She will also be integrating her graduate intern more fully into her program and delegating certain responsibilities so as to be more available to the University Advising Center staff as a consultant. Elaboration and refinement of the assessment element of the program is also a goal for next year.

