

1 **COACHING FACULTY EVALUATION POLICY FOR**
2 **THE DEPARTMENT OF ATHLETICS**
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4 **Definition:** A policy for the evaluation of coaches in the Department of Athletics.
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6 **Authority:** CSU / CFA Unit 3 Collective Bargaining Agreement.
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8 **Scope:** Coaching faculty within the Department of Athletics.
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10 **I. General Elements**
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12 The purpose of this policy is to provide procedures for ~~periodic~~**annual** performance review of coaching
13 faculty. The policy follows the procedures for periodic evaluation in accordance with the Collective
14 Bargaining Agreement (CBA)¹. Within 14 days of appointment, the Director of Athletics will provide
15 coaching faculty Unit 3 employees with a copy of this policy on Evaluation of Coaching Faculty Unit 3
16 Employees.
17

18 **II. Evaluation process for Head Coaches**
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20 A. The Working Personnel Action File: The coach will submit the components below as part of the
21 Working Personnel Action File (WPAF).

22 1. Form A1 with the pre-season goals section completed.

23 2. A personal post-season assessment. This assessment may include a simple outline of which goals were
24 met and which were not or a more detailed discussion of how or why goals were or were not met.

25 Supporting materials may be included as well.

26 3. Student-athlete evaluations.

27 4. Peer input (optional).
28

29 The WPAF shall be submitted to the AD by Jan. 2 for Fall sports.

30 The WPAF shall be submitted to the AD by Jun. 1 for Spring sports.
31

32 B. A. Goal-setting and follow-up meetings: Prior to each season of competition, the head coach and the
33 Director of Athletics (AD) will meet to set goals for the upcoming season. Goals will be set in the areas
34 of team athletic performance, team academic performance, fundraising, and recruiting; an “other”
35 category will also be available for any program-specific goals that may apply. It is expected that the
36 goals will be challenging but realistic -- not unreasonable or unattainable.
37

38 At the conclusion of each season, after the WPAF is submitted or after the applicable WPAF deadline if
39 no WPAF is submitted,~~n,~~ the head coach and AD will meet ~~again~~ to assess whether or not the goals set
40 were met. If the goals were not met, they will discuss the reasons.
41

42 The goals set and the follow-up assessment will be documented on Form A1, “CSUSM Intercollegiate
43 Athletics: Season Goals.”
44

45 **Timeline:**

46 Pre-season meetings held before first official contest.

47 Post-season meetings held as soon after conclusion of season as possible with Jan. 9 deadline for Fall
48 Sports and a Jun. 8 deadline for Spring sports.
49

¹ The evaluation of temporary faculty is governed by Article 15 of the Collective Bargaining Agreement.

50 | C. ~~B.~~ Student-athlete evaluations: Head coaches will be evaluated by their student-athletes using Form B1,
51 | “Student-Athlete Evaluation Of CSUSM -Intercollegiate Athletics (Head Coach).”

52 |
53 | The Office of Institutional Research will administer the evaluations electronically to each team near the
54 | conclusion of the season. The evaluation results will be sent to the coach and to the AD.

55 |
56 | Timeline: The forms will be administered during the same time span as the course evaluations for the
57 | instructional faculty. ~~Fall sports student-athlete evaluations will be administered in the same period as~~
58 | ~~fall semester course evaluations, and spring sports student-athlete evaluations will be administered in the~~
59 | ~~same period as spring semester course evaluations.~~

60 |
61 | D. ~~C.~~ Peer input (optional): Coaches have the option of submitting letters or other forms of documentation
62 | of their coaching from their peers. It is understood that ~~solicited testimonials and information input~~ from
63 | persons not familiar with the daily operation of the teams will carry less weight than ~~unsolicited ones and~~
64 | ~~those input~~ from informed persons.

65 |
66 | Timeline:

67 | ~~For Fall sports, peer input must be received by the AD January 1.~~

68 | ~~For Spring sports, peer input must be received by the AD by June 1. Peer input will be submitted as part~~
69 | ~~of the Working Personnel Action File (WPAF). All deadlines applying to the WPAF in this document~~
70 | ~~also apply to peer input.~~

71 |
72 | E. ~~D.~~ Rating form Performance Appraisal: The information from the WPAF, including documentation of
73 | goal-setting and follow-up meetings, student evaluations, and peer input (if any) will ~~then~~ be part of
74 | the informational basis for a coach ~~evaluation rating performance appraisal- to be done by the AD. form~~
75 | ~~that the AD completes.~~ The AD We will use Form C1, “Cal State San Marcos Athletics Performance
76 | Appraisal For Head Coaches.”

77 |
78 | The AD will then meet with each coach to review the ~~evaluation rating form performance appraisal~~. The
79 | AD and coach will both sign the ~~evaluation performance appraisal~~ form; the coach’s signature will
80 | indicate that she/he has reviewed the form and had an opportunity to discuss it with the AD, not
81 | necessarily that she/he agrees with the ~~appraisal evaluation~~. Copies of the ~~performance appraisal rating~~
82 | form will be given to the coach and placed in the coach’s ~~Personnel Action File (PAF)~~.

83 |
84 | Timeline:

85 | For Fall sports: ~~rating performance appraisal~~ forms must be completed by Jan 16~~5~~.

86 | For Spring sports: ~~rating performance appraisal~~ forms must be completed by June 15.

87 | 88 | **III. Evaluation process for Assistant Coaches**

89 |
90 | A. The Working Personnel Action File: The assistant coach will submit the components below as part of
91 | the Working Personnel Action File (WPAF).

92 | 1. Form A2 with the expectations section completed.

93 | 2. A personal post-season assessment. This assessment may include a simple outline of which
94 | expectations were met and which were not or a more detailed discussion of how or why expectations
95 | were or were not met. Supporting materials may be included as well.

96 | 3. Student-athlete evaluations.

97 | 4. Peer input (optional).

98 |
99 | The WPAF shall be submitted to the AD by Jan. 2 for Fall sports.

100 | The WPAF shall be submitted to the AD by Jun. 1 for Spring sports.

102 | B.A. Expectation-setting and assessment meetings: Prior to each season of competition, the head coach and
103 the AD will meet with each assistant coach to set expectations for assistant coach performance for the
104 upcoming season. Duties with respect to attendance at practice and competition; work with student-athletes;
105 and administrative duties will be set; an “other” category will also be available for any program-specific
106 duties that may apply.

107
108 | At the conclusion of each season and after the WPAF is submitted or after the deadline if now WPAF is
109 submitted, the head coach and AD will meet again with each assistant coach to assess whether or not the
110 expectations were met.

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112 | The expectations set and the follow-up assessment will be documented on Form A2 “CSUSM Intercollegiate
113 Athletics: Season Goals.”

114
115 | Timeline:

116 | Pre-season meetings held before first official contest.

117 | Post-season meetings held as soon after conclusion of season as possible.

118
119 | C.B. Student-athlete evaluations: Assistant coaches will be evaluated by their student-athletes using Form
120 B2, “Student-Athlete Evaluation Of CSUSM Athletics (Assistant Coach).” Because of the unique
121 responsibilities of track and field assistant coaches, they will be evaluated with a separate form, Form B3,
122 “Student-Athlete Evaluation Of CSUSM Athletics (Assistant Track and Field Coach).”

123
124 | The Office of Institutional Research will administer the evaluations electronically to each team near the
125 conclusion of the season. The evaluation results will be sent to the coach and to the AD.

126
127 | Timeline: The forms will be administered during the same time span as the course evaluations for the
128 instructional faculty. Fall sports student-athlete evaluations will be administered in the same period as fall
129 semester course evaluations, and spring sports student-athlete evaluations will be administered in the same
130 period as spring semester course evaluations.

131
132 | D. Peer input (optional): Coaches have the option of submitting letters or other forms of documentation of
133 their coaching from their peers. It is understood that input from persons not familiar with the daily operation
134 of the teams will carry less weight than input from informed persons.

135
136 | Peer input will be submitted as part of the Working Personnel Action File (WPAF). All deadlines applying
137 to the WPAF in this document also apply to peer input.

138 | ~~C. Peer input (optional): Coaches have the option of submitting letters or other forms of documentation of~~
139 ~~their coaching from their peers. It is understood that solicited testimonials and information from persons not~~
140 ~~familiar with the daily operation of the teams will carry less weight than unsolicited ones and those from~~
141 ~~informed persons.~~

142
143 | Timeline:

144 | ~~— For Fall sports, peer input must be received by the AD January 1.~~

145 | ~~— For Spring sports, peer input must be received by the AD by June 1.~~

146
147 | E. Performance Appraisal: The information from the WPAF, including documentation of expectation-
148 setting and follow-up meetings, student evaluations, and peer input (if any) will be part of the informational
149 basis for a coach performance appraisal to be completed by the head coach and AD. The AD will complete
150 Form C2, “Cal State San Marcos Athletics Performance Appraisal For Assistant Coaches.”

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152 | The AD will then meet with each assistant coach to review the performance appraisal. The AD and assistant
153 coach will both sign the performance appraisal form; the assistant coach’s signature will indicate that she/he

154 has reviewed the form and had an opportunity to discuss it with the AD, not necessarily that she/he agrees
155 with the appraisal. Copies of the performance appraisal form will be given to the coach and placed in the
156 coach's Personnel Action File (PAF).

157
158 Timeline:

159 For Fall sports: performance appraisal forms must be completed by Jan 16.

160 For Spring sports: performance appraisal forms must be completed by June 15.

161 ~~D. Rating form: The information from these meetings, student evaluations, and peer input (if any) will then~~
162 ~~be part of the informational basis for a coach evaluation rating form that the head coach and AD complete.~~
163 ~~We will use Form C2, "Cal State San Marcos Athletics Performance Appraisal For Assistant Coaches"~~
164 ~~(attached).~~

165
166 ~~The AD will then meet with each assistant coach to review the evaluation rating form. The AD and coach~~
167 ~~will both sign the evaluation form; the coach's signature will indicate that she/he has reviewed the form and~~
168 ~~had an opportunity to discuss it with the AD, not necessarily that she/he agrees with the evaluation. Copies~~
169 ~~of the rating form will be given to the coach and placed in the coach's personnel file.~~

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171 Timeline:

172 ~~For Fall sports: rating forms must be completed by Jan 15.~~

173 ~~For Spring sports: rating forms must be completed by June 15.~~

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175 **IV. Coaching faculty rebuttal/response process**

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177 Per section 15.5 of the Collective Bargaining Agreement between the CFA and ~~the~~ CSU: 15.5

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179 ~~At all levels of review, before recommendations are forwarded to a subsequent~~
180 ~~review level, faculty unit employees shall be given a copy of the recommendation~~
181 ~~and the written reasons therefore. The head coach or assistant coach faculty unit~~
182 ~~employee may submit a ~~rebuttal~~ rebuttal statement or response in writing and/or~~
183 ~~request a meeting be held to discuss the evaluation recommendation within ten (10)~~
184 ~~days following receipt of the recommendation evaluation. A copy of the response~~
185 ~~or rebuttal statement shall accompany the Working Personnel Action File and also~~
186 ~~be sent to all previous levels of review. This section shall not require that~~
187 ~~evaluation timelines be extended. be placed in the PAF.~~

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189 **V. Forms to be used for evaluation of coaching faculty**

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191 A. Form A1: CSUSM Intercollegiate Athletic Season Goal Meetings – form for head coaches.

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193 B. Form A2: CSUSM Intercollegiate Athletic Season Goal Meetings – form for assistant coaches.

194
195 C. Form B1: Student-Athlete Evaluation Of CSUSM Intercollegiate Athletics (Head Coach)

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197 D. Form B2: Student-Athlete Evaluation Of CSUSM Intercollegiate Athletics (Assistant Coach)

198
199 E. Form B3: Student-Athlete Evaluation Of CSUSM Intercollegiate Athletics (Track and Field Assistant
200 Coach)

201
202 F. Form C1: Cal State San Marcos Athletics Performance Appraisal For Head Coaches

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204 G. Form C2: Cal State San Marcos Athletics Performance Appraisal For Assistant Coaches

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**FORM A1: CSUSM INTERCOLLEGIATE ATHLETICS
 SEASON GOAL MEETINGS**

HEAD COACH: _____

SPORT: _____ **SEASON:** _____

PRE-SEASON GOALS	POST-SEASON ASSESSMENT
	<u>Supporting documentation, such as team statistics, may be attached.</u>
1. Team athletic performance	1. Team athletic performance
2. Teach academic performance	2. Teach academic performance
3. Fundraising	3. Fundraising
4. Recruiting	4. Recruiting
5. Other	5. Other
Head Coach Signature* Date	Head Coach Signature* Date
Director, Athletics, Signature** Date	Director, Athletics, Signature** Date
* <u>Head Coach signature indicates agreement that goals set are challenging but realistic – not unrealistic or unattainable.</u>	** <u>SYour</u> signature does not necessarily indicate that you agreement with the post-season goal assessment. It indicates that you have reviewed it and had an opportunity to discuss it with your supervisor.

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FORM A2: CSUSM INTERCOLLEGIATE ATHLETICS: SEASON GOALS

As part of the coach evaluation process, the head coach and Director of Athletics will meet with all assistant coaches at the beginning of each season to set expectations for the assistant coach. They will meet again at season’s end to assess whether those expectations were met.

ASST. COACH: _____

SPORT: _____ **SEASON:** _____

PRE-SEASON EXPECTATIONS	POST-SEASON ASSESSMENT
1. Attendance Practice: Competition:	1. Attendance Practice: Competition:
2. Work with student-athletes	2. Work with student-athletes
3. Administrative duties	3. Administrative duties
5. Other	5. Other
Asst. Coach Signature* Date	Asst. Coach Signature** Date
Head Coach Signature Date	Head Coach Signature Date
Director, Athletics, Signature Date	Director, Athletics, Signature Date
<u>*Signature indicates agreement that expectations set are reasonable.</u>	** Your signature here does not necessarily indicate that you agree with the post-season goal assessment. It indicates that you have reviewed it and had an opportunity to discuss it with your supervisor.

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**FORM B1: STUDENT-ATHLETE EVALUATION OF
CSUSM INTERCOLLEGIATE ATHLETICS (HEAD COACH)**

We would appreciate your honest responses to the following evaluation questions. The information from this questionnaire will be kept strictly confidential.

SPORT: _____ HEAD COACH'S NAME: _____

NUMBER OF YEARS IN SPORT AT CSUSM: _____ YEAR IN SCHOOL: _____

ROLE ON TEAM (STARTER, RESERVE, ETC.) _____

DO YOU INTEND TO PARTICIPATE IN ATHLETICS AGAIN NEXT SEASON?

WHY OR WHY NOT? _____

EVALUATION OF OVERALL EXPERIENCE IN ATHLETICS

	A great deal	Somewhat	Not at all
How has your technical skill in your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A great deal	Somewhat	Not at all
How has your knowledge of your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A great deal	Somewhat	Not at all
How has your physical fitness improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A great deal	Somewhat	Not at all
How has your overall athletic performance improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How satisfied are you with your overall experience in intercollegiate athletics this year?

Highly satisfied	Somewhat satisfied	Somewhat dissatisfied	Highly dissatisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

276 **EVALUATION OF HEAD COACH**

277 Please rate your **head coach** on the following items by marking the appropriate box. If you
 278 wish, in the line below the box you may add any comments that you feel are appropriate

280	Your head coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
283	Has knowledge and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
284	expertise in your sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>					
287	Keeps informed of current	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
288	techniques and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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291	Attends all practices and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
292	contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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296	Consistently maintains office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
297	hours as scheduled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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301	Uses practice time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
302	effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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306	Exercises appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
307	control in practice and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
308	contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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312	Provides a safe, healthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
313	environment for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
314	student-athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
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321	Your head coach...				
322					
323	Demonstrates professional				
324	conduct with officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
325		<hr/>			
326					
327					
328	Demonstrates professional				
329	conduct with athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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332					
333	Displays a professional				
334	appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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338					
339		Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
340	Your head coach...				
341					
342	Develops and clearly				
343	communicates team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
344	goals and objectives	<hr/>			
345					
346					
347	Establishes and clearly				
348	communicates team (or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
349	meet/tournament/etc.)	<hr/>			
350	selection criteria				
351					
352					
353					
354	Establishes and clearly				
355	communicates team rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
356		<hr/>			
357					
358					
359	Applies team discipline				
360	appropriately and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
361	consistently	<hr/>			
362					

		Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
363	Your head coach...				
364					
365					
366	Provides opportunity				
367	for discussion and questions				
368	of areas of concern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
369		<hr/>			
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372	Motivates athletes effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
373		<hr/>			
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376	Communicates awareness of				
377	and compliance with				
378	NAIA and university rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
379		<hr/>			
380					
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382	Understands athletic eligibility				
383	rules and informs athletes of				
384	those requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
385		<hr/>			
386					
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388	Organizes away trips that are				
389	well-planned and efficiently				
390	run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
391		<hr/>			
392					
393					
394	Organizes home contests and				
395	events that are well-planned				
396	and efficiently run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
397		<hr/>			
398					
399					
400	Overall, how effective has your head coach been this year?				
401					
402	Highly		Somewhat	Somewhat	Highly
403	effective		effective	ineffective	ineffective
404	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
405					
406					

407 **What do you consider to be the strengths of your head coach?**

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423 **What do you consider to be the weaknesses of your head coach (if any), and what**
424 **suggestions do you have that might help your head coach be more effective?**

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441 **Please include any other comments you feel are appropriate.**

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**FORM B2: STUDENT-ATHLETE EVALUATION OF CSUSM
INTERCOLLEGIATE ATHLETICS (ASSISTANT COACH)**

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We would appreciate your honest responses to the following evaluation questions. The information from this questionnaire will be kept strictly confidential.

SPORT: _____ ASSISTANT COACH'S NAME: _____

NUMBER OF YEARS IN SPORT AT CSUSM: _____ YEAR IN SCHOOL: _____

ROLE ON TEAM (STARTER, RESERVE, ETC.) _____

Overall, how effective has your **assistant coach** been this year?

Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you consider to be the strengths of your assistant coach?

What do you consider to be the weaknesses of your assistant coach (if any), and what suggestions do you have that might help your assistant coach be more effective?

Please include any other comments you feel are appropriate.

FORM B3: STUDENT-ATHLETE EVALUATION OF CSUSM INTERCOLLEGIATE ATHLETICS (TRACK AND FIELD ASSISTANT COACH)

We would appreciate your honest responses to the following evaluation questions. The information from this questionnaire will be kept strictly confidential.

SPORT: _____ ASSISTANT COACH'S NAME: _____

NUMBER OF YEARS IN SPORT AT CSUSM: _____ YEAR IN SCHOOL: _____

ROLE ON TEAM (STARTER, RESERVE, ETC.) _____

DO YOU INTEND TO PARTICIPATE IN ATHLETICS AGAIN NEXT SEASON?

WHY OR WHY NOT? _____

EVALUATION OF OVERALL EXPERIENCE IN ATHLETICS

	A great deal	Somewhat	Not at all
How has your technical skill in your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A great deal	Somewhat	Not at all
How has your knowledge of your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A great deal	Somewhat	Not at all
How has your physical fitness improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A great deal	Somewhat	Not at all
How has your overall athletic performance improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How satisfied are you with your overall experience in intercollegiate athletics this year?

Highly satisfied	Somewhat satisfied	Somewhat dissatisfied	Highly dissatisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

550 **EVALUATION OF ASSISTANT COACH**

551 Please rate your **assistant coach** on the following items by marking the appropriate box. If you
 552 wish, in the line below the box you may add any comments that you feel are appropriate

554 Your assistant coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
556 557 Has knowledge and 558 expertise in your sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>				
560 561 Keeps informed of current 562 techniques and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>				
564 565 Attends all practices and 566 contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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568 569 Consistently maintains office 570 hours as scheduled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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574 575 Uses practice time 576 effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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578 579 Exercises appropriate 580 control in practice and 581 contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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584 585 Provides a safe, healthy 586 environment for 587 student-athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Your assistant coach...

Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
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Demonstrates professional conduct with athletes

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Motivates athletes effectively

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Overall, how effective has your **assistant coach** been this year?

Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you consider to be the strengths of your assistant coach?

What do you consider to be the weaknesses of your assistant coach (if any), and what suggestions do you have that might help your assistant coach be more effective?

Please include any other comments you feel are appropriate.

**FORM C1: CAL STATE SAN MARCOS ATHLETICS
PERFORMANCE APPRAISAL for
HEAD COACHES**

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Name _____ Sport _____
 Appraisal Period _____ Years in Current Position _____
 Team GPA _____ Graduation Rate _____

Regional / National Championship Appearances _____

Awards / Special Recognition for Coach / Athletes

The following scale will be used to rate performances in each of the areas listed below. Ratings of unacceptable performance or exceptional performance will be accompanied by written comments.

- | | |
|-------------------------------------|------------------|
| NA - Not Applicable or Not Observed | 3 - Satisfactory |
| 1 - Unsatisfactory | 4 - Commendable |
| 2 - Marginal | 5 - Outstanding |

I. COMMITMENT TO THE GOALS OF THE UNIVERSITY / DEPARTMENT OF ATHLETICS

- a. Demonstrates commitment to the mission and purpose of the university _____
- b. Demonstrates commitment to the mission and purpose of Athletics _____
- c. Communicates effectively with internal groups: other coaches and staff _____
- d. Works cooperatively with internal groups: other coaches and staff _____
- e. Communicates effectively with external groups: faculty, boosters, media, fans, and parents _____
- f. Conducts self and program in a professional manner at all times _____
- g. Attends meetings and Athletic Department functions as requested _____
- h. Supports community events through team and personal participation _____
- i. Demonstrates commitment to NAIA Code of Ethics and Coaches Code _____
- j. Sets meaningful goals for team athletic achievement _____

COMMENTS

- 700 II. ADMINISTRATIVE QUALITIES
- 701
- 702 a. Effectively plans, administers, and monitors team scheduling _____
- 703 b. Effectively plans, administers, and monitors team travel _____
- 704 c. Completes reports promptly and maintains organized records _____
- 705 d. Has developed and enforces written team rules and expectations _____
- 706 on and off the field, and on and off the campus _____
- 707 e. Arranges a competitive competition schedule within budgetary limits _____
- 708 f. Makes effective use of Assistant Coaches and student workers _____
- 709 g. Manages sport budget effectively _____
- 710 h. Participates in the promotion of the sport _____
- 711 i. Demonstrates adherence to Athletic Department policies relating to _____
- 712 purchasing and travel _____
- 713 j. Makes effective use of resources _____
- 714 k. Overall management of the sports program _____
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716 COMMENTS

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727 III. COACHING SKILLS

- 728
- 729 a. Displays a technical knowledge of the sport for competitive _____
- 730 NAIA play _____
- 731 b. Maintains a current knowledge of sport rules and trends _____
- 732 c. Demonstrates ability to effectively teach players in sport techniques _____
- 733 d. Demonstrates ability to motivate players to produce maximum results _____
- 734 e. Exercises control, leadership, and sound judgment during practices _____
- 735 and competitive events _____
- 736 f. Maintains a positive rapport with and shows respect toward athletes _____
- 737 g. Provides a role model for student athletes _____
- 738

739 COMMENTS

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- 758 IV. RULES COMPLIANCE
- 759
- 760 a. Understands and complies with NAIA rules and regulations _____
- 761 b. Understands and complies with applicable university student athlete recruitment _____
- 762 policy
- 763 d. Understands, instructs athletes regarding, and enforces university _____
- 764 Student Athlete Code of Conduct
- 765 e. Understands and complies with university regulations _____
- 766 f. Understands and complies with Athletic Department policies and procedures. _____
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769 COMMENTS

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- 781 V. ATHLETE ACADEMIC ACHIEVEMENT
- 782
- 783 a. Promotes student athlete academic progress _____
- 784 b. Works cooperatively with academic support services to _____
- 785 monitor the academic progress of student athletes
- 786 c. Makes a consistent effort toward the improvement of graduation _____
- 787 rates for team members
- 788 d. Overall team academic achievement _____
- 789 e. Supports and encourages student athletes in the use of academic resources and _____
- 790 advising
- 791

792 COMMENTS

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870 **FORM C2: CAL STATE SAN MARCOS ATHLETICS**
 871 **PERFORMANCE APPRAISAL for**
 872 **ASSISTANT COACH**

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Name _____ Sport _____

Appraisal Period _____ Years in Current Position _____

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880 The following scale will be used to rate performances in each of the areas listed below. Ratings of
 881 unacceptable performance or exceptional performance will be accompanied by written comments.
 882

883	NA	-	Not Applicable or Not Observed	3	-	Satisfactory
884	1	-	Unsatisfactory	4	-	Commendable
885	2	-	Marginal	5	-	Outstanding

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I. COMMITMENT TO THE GOALS OF THE UNIVERSITY / DEPARTMENT OF ATHLETICS

- a. Demonstrates commitment to the mission and purpose of the university _____
- b. Demonstrates commitment to the mission and purpose of Athletics _____
- c. Communicates effectively with internal groups: other coaches and staff _____
- d. Works cooperatively with internal groups: other coaches and staff _____
- e. Communicates effectively with external groups: faculty, media, fans, and parents _____
- f. Conducts self and program in a professional manner at all times _____
- g. Attends meetings and Athletic Department functions as requested _____
- h. Supports community events through personal participation _____
- i. Demonstrates commitment to NAIA Code of Ethics and Coaches Code _____
- j. Sets meaningful goals for team athletic achievement _____

901 COMMENTS

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907 II. ADMINISTRATIVE QUALITIES

- a. Effectively assists with team scheduling (if applicable) _____
- b. Effectively assists with team travel (if applicable) _____
- c. Completes reports promptly and maintains organized records _____
- d. Enforces written team rules and expectations on and off the field, and on and off the campus _____
- e. Maintains expenditures within budget parameters _____
- f. Participates in the promotion of the sport _____
- g. Demonstrates adherence to Athletic Department policies relating to purchasing and travel _____
- h. Makes effective use of resources _____
- i. Keeps abreast of departmental communications, including via e-mail and voice-mail _____

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920 COMMENTS

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- 926 III. COACHING SKILLS
- 927 b. Displays a technical knowledge of the sport for competitive
- 928 NAIA play _____
- 929 b. Maintains a current knowledge of sport rules and trends _____
- 930 c. Demonstrates ability to effectively teach players in sport techniques _____
- 931 d. Demonstrates ability to motivate players to produce maximum results _____
- 932 e. Exercises control, leadership, and sound judgment during practices _____
- 933 and competitive events _____
- 934 f. Maintains a positive rapport with and shows respect toward athletes _____
- 935 g. Provides a positive role model for student athletes _____

936 COMMENTS

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- 948 IV. RULES COMPLIANCE
- 949 a. Understands and complies with NAIA rules and regulations _____
- 950 b. Understands, instructs athletes regarding, and enforces university
- 951 Student Athlete Code of Conduct _____
- 952 c. Understands and complies with university regulations _____
- 953

954 COMMENTS

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- 966 V. ATHLETE ACADEMIC ACHIEVEMENT
- 967 a. Promotes student athlete academic progress _____
- 968 b. Works cooperatively with academic support services to
- 969 monitor the academic progress of student athletes _____
- 970 c. Makes a consistent effort toward the improvement of graduation
- 971 rates for team members _____
- 972 d. Supports and encourages student athletes in the use of academic resources
- 973 and advising. _____
- 974 _____
- 975

976 COMMENTS

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983 VI. RECRUITING

NEAC Recommendations to the Academic Senate

Committee	Seat (#)	Term	Name(s)
Academic Senate	CoAS	08-10	Nicoleta Bateman
Academic Senate	CoBA	08-10	Ofer Meilich
Academic Policy Committee	Library	08/09	Ian Chan
Academic Policy Committee	CoAS	Fall '08	Kristin Bates
Academic Policy Committee	At large	08-10	Kathy Hayden
Faculty Scholarship Committee	CoBA	08-11	Bruce Rich
General Education Committee	CoBA	08-10	Chetan Kumar
Nominations, Elections, Appointments & Const. Cmte.	Library	08-10	Pearl Ly
Risk Management Advisory Cmte.	At large	08-10	Liliana Rossmann
Student Grade Appeals Committee**	At large (2)	08-10	Ranjeeta Basu
Student Grade Appeals Committee**	At large - Alt.	08-10	Deborah Kristan
University Curriculum Committee	At large	08-10	Yi Sun
University Computing & Telecommunications Cmte.	CoAS	08-10	Russell Jackson
University Global Affairs Committee	CoAS	08-10	Alyssa Sepinwall

***must be tenured*