

Morrow
0

KENT STATE UNIVERSITY INTERCOLLEGIATE ATHLETICS

HEAD COACH PERFORMANCE ASSESSMENT

2009

RECEIVED
HUMAN RESOURCE
SERVICES & SOLUTIONS
2009 JUN 20 A 11:45

The purpose of this instrument is to provide both supervisory and self assessment of head coaches in several critical areas of expected performance on an annual basis. Of primary importance is the continued development of head coaches and ultimately the program for which he/she is responsible.

NAME: Mike Morrow

SPORT: Head Women's Golf Coach - Golf Course Manager

DATE: 6/12/09

EMPLOYEE SIGNATURE: Mike Morrow

SUPERVISOR'S SIGNATURE: Anthony D. Daniel

Rate each statement using the following scale:

I. <u>ADMINISTRATIVE RESPONSIBILITIES</u> : Head coaches are responsible for several areas of administrative/organizational activities related to his/her sport.	5 Excellent	4 Very Good	3 Good	2 Fair	1 Poor
A. Compliance : responds positively to institutional philosophy and administrative guidelines	✓				
B. NCAA/MAC/KSU Regulations : familiar/accountable with rules/regulations governing his/her sport	✓				
C. Team Travel : prepare appropriately for all aspects of off-campus team participation	✓				
D. Athletic Reports : completes and submits all sport-related communications accurately and on time	✓				
E. Budget : prepares appropriate requests and complies with departmental and University guidelines	✓				

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., never missed a deadline or came in on budget.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

II. <u>HEAD COACH RELATIONSHIPS</u> : Head coaches must maintain positive and ongoing relationships with constituent groups.	5 Excellent	4 Very Good	3 Good	2 Fair	1 Poor
A. Athletic Administrators : communicates effectively with responsible departmental administration	✓				
B. Athletic Staff : responds/communicates effectively with the Athletic Department support staff	✓				
C. Training/Medical Personnel : relies on the expertise of these individuals for participation decisions	✓				
D. Assistant/G.A. Coaches : provides clear assignment of functions and responsibilities to create success			✓		
E. Student-Athletes : uses positive means to motivate/emphasize affirmative aspects of competitiveness	✓ +				
F. University Community : interacts effectively and is respected by students/staff/faculty/administrators	✓				
G. Alumni/Non-Campus Community : establishes and maintains effective relationships with Kent alumni and non-University-associated members of the community	✓				
H. Media : develops clear lines of communication with members of the various media representatives	✓				

I. Opponent Coaches/Players: establishes positive rapport with opposing team, coaches and players		✓				
Give (2) examples during the past year where you have excelled in this area including the date, time and why you are #1 for this example, i.e., determined feedback, quantity/quality measures.						
Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.						
III. COACHING PERFORMANCE: Head coaches must successfully perform in several areas inherent to the specific nature of the sport.		5 Excellent	4 Very Good	3 Good	2 Fair	1 Poor
A. Knowledge of the Sport: keeps current on trends, techniques and strategies related to the sport coached		✓ +				
B. Leadership: demonstrates effective leadership behavior with assistants and student-athletes		✓				
C. Competition Preparation: assumes responsibility for preparing staff and team physically, mentally and emotionally to compete		✓				
D. Competition Behavior: maintains self-control and provides examples of sportsmanlike conduct with players, officials and opponents		✓				
E. Competition Follow-up: accepts responsibility for competition outcomes and maintains stable focus in victory or defeat		✓				
F. Off-Season Program: establishes an appropriate off-season program for continued athlete development		✓				
G. Professional Involvement: attends workshops, speaks, writes and/or serves on committees related to the sport coached		✓				
Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., never missed a deadline or came in on budget.						
Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., have determined feedback, quantity/quality measures.						

IV. <u>ATHLETIC RECRUITMENT</u> : The successful recruitment of student-athletes is a necessity for a successful athletic program		5 Excellent	4 Very Good	3 Good	2 Fair	1 Poor
A. NCAA/MAC/KSU Regulations: abides by rules/regulations established for the recruitment of Division I athletes	✓					
B. High School Coaching Contacts: maintains contact with high school coaches for the identification of prospective recruits	✓					
C. Diversity: makes every effort possible to identify and recruit prospective minority student-athletes	✓					
D. Recruitment Organization: establishes systematic process for maintaining accurate recruitment records	✓					
E. Recruitment Integrity: establishes systematic process to ensure dealing honestly with prospective recruits and their parents.	✓					
F. Recruit Identification: establishes specific expectations for prospective recruits, including academic potential for success, athletic skill necessary for Division I competition and community behavior	✓ †					
G. University Procedures: follows for admitting student-athletes	✓					
<p>Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., have determined feedback, quantity/quality measures.</p> <p>Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.</p>						
V. <u>STUDENT ACADEMIC RESPONSIBILITIES</u> : Head coaches are accountable for student-athlete performance		5 Excellent	4 Very Good	3 Good	2 Fair	1 Poor
A. Admission: follows University/NCAA procedures for admitting student-athletes	✓					
B. Academic Progress: follows carefully the academic progress of athletes with regard to the NCAA/MAC/KSU standards	✓					
C. Academic Quality: promotes academic excellence as reflected by grades achieved by student-athletes	✓					
D. Athletic Eligibility: monitors student-athlete registration of hours to meet eligibility requirements	✓					
E. Graduation Rates: maintains consistent effort to graduate student-athletes in a reasonable time period	✓					

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are #1 for this example, i.e., determined feedback, quantity/quality measures.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

VI. COMPETITIVE PERFORMANCE STANDARDS: The head coach is responsible for the overall performance of the team with respect to several competitive standards.

5 Excellent	4 Very Good	3 Good	2 Fair	1 Poor
✓				
✓				
✓				

A. **Athletic Recognition**: encourage student-athletes to pursue excellence/gain recognition for performance

B. **Coaching Awards**: exhibits qualities that bring recognition for coaching performance and/or behavior

C. **MAC Win/Loss Record**: Maintains a .500 winning percentage over a three-year period in the MAC

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are #1 for this example, i.e., determined feedback, quantity/quality measures.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

VII. ADMINISTRATIVE SUPPORT: Administrative support is important for an effective sport program. Rate each of the following administrative support areas for your program.

5 Excellent	4 Very Good	3 Good	2 Fair	1 Poor
✓ +				
✓ +				
		✓		
✓				
✓				
✓				

A. **Facilities/Operations**: event scheduling, practice times, equipment, game management.

Andre

B. **Sports Medicine**: trainer availability/quality of treatment/communication with sports medicine staff

Seeks notes

C. **Academic Support**: study table, counseling and tutoring

pretty good -

D. **Compliance**: certifying eligibility, training knowledge and financial aid

(some mistakes)

E. **Sports Information**: staff support, media guides, press releases, etc.

Alan - big improvement

F. **Fund Raising**: (Blue & Gold) and Alumni Affairs

little contact by Matt

G. **Marketing, Promotions, Advertising**:

less important than internet / Gates

H. **Business/Finance**: processing expense statements, check requests, P.O.'s, UPS/FedEx, copiers, supplies

(huge improvement! Beansonte ~~up~~ a personality)

	5 Excellent	4 Very Good	3 Good	2 Fair	1 Poor
I. Human Resources: hiring process, info on G.A.'s, student workers, vehicle mileage logs, etc.		✓			
J. What one piece of advice would you have for the athletic director as it relates to your sport?					

COMMENTS:

A. Facilities/Operations

B. Sports Medicine

John Faulstich - Consummate professional - Mike disagreed w/ other head coaches - good communication

C. Academic Support

Angie - needs to check schedules more closely - related to practice times - returns phone calls quickly - professional

D. Compliance

need more personal contact w/ players - need follow-up (one-on-one)
Some mistakes but okay overall

E. Sports Information

Mike is willing to meet w/ sports editors & others to improve coverage

F. Fund Raising

- little contact w/ Matt

G. Marketing/Promotions/Advertising

H. Business

"Colin is bean counter w/ personality." ☺
"Huge improvement!"

VIII. TOTAL PROGRAM:

Please note three to five of your "great successes" or "achievements" on the job during the past year.

Please note three to five things you hope to accomplish this coming year.

KENT STATE UNIVERSITY

RECEIVED

JUL 25 2007

SKC ✓

HEAD COACH PERFORMANCE ASSESSMENT 2007

The purpose of this instrument is to provide both supervisory and self assessment of head coaches in several critical areas of expected performance on an annual basis. Of primary importance is the continued development of head coaches and ultimately the program for which he/she is responsible.

NAME: Michael K. Morrow

SPORT: Head Women's Golf Coach - Golf Course Manager

DATE: 7/16/07

EMPLOYEE SIGNATURE:

[Signature]

SUPERVISOR'S SIGNATURE:

Cathy O'Donnell

Note: attached salaries -

DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

Rate each statement using the following scale:

I. ADMINISTRATIVE RESPONSIBILITIES:

Head coaches are responsible for several areas of administrative/organizational activities related to his/her sport.

	1 Excellent	2 Very Good	3 Good	4 Fair	5 Poor
A. Compliance: responds positively to institutional philosophy and administrative guidelines	✓				
B. NCAA/MAC/KSU Regulations: familiar/accountable with rules/regulations governing his/her sport	✓				
C. Team Travel: prepare appropriately for all aspects of off-campus team participation	✓				
D. Athletic Reports: completes and submits all sport-related communications accurately and on time	✓				
E. Budget: prepares appropriate requests and complies with departmental and University guidelines	✓				

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., never missed a deadline or came in on budget.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

II. HEAD COACH RELATIONSHIPS:

Head coaches must maintain positive and ongoing relationships with constituent groups.

	1	2	3	4	5
A. Athletic Administrators: communicates effectively with responsible departmental administration	✓				
B. Athletic Staff: responds/communicates effectively with the Athletic Department support staff	✓				
C. Training/Medical Personnel: relies on the expertise of these individuals for participation decisions	✓				
D. Assistant/G.A. Coaches: provides clear assignment of functions and responsibilities to create success		✓			
E. Student-Athletes: uses positive means to motivate/emphasize affirmative aspects of competitiveness		✓			
F. University Community: interacts effectively and is respected by students/staff/faculty/administrators	✓				
G. Alumni/Non-Campus Community: establishes and maintains effective relationships with Kent alumni and non-University-associated members of the community	✓				
H. Media: develops clear lines of communication with members of the various media representatives	✓				
I. Opponent Coaches/Players: establishes positive rapport with opposing team, coaches and players	✓				

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., have determined feedback, quantity/quality measures.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

III. COACHING PERFORMANCE: Head coaches must successfully perform in several areas inherent to the specific nature of the sport.

	1 Excellent	2 Very Good	3 Good	4 Fair	5 Poor
A. Knowledge of the Sport: keeps current on trends, techniques and strategies related to the sport coached	✓				
B. Leadership: demonstrates effective leadership behavior with assistants and student-athletes	✓				
C. Competition Preparation: assumes responsibility for preparing staff and team physically, mentally and emotionally to compete	✓				
D. Competition Behavior: maintains self-control and provides examples of sportsmanlike conduct with players, officials and opponents	✓				
E. Competition Follow-up: accepts responsibility for competition outcomes and maintains stable focus in victory or defeat	✓				
F. Off-Season Program: establishes an appropriate off-season program for continued athlete development	✓				
G. Professional Involvement: attends workshops, speaks, writes and/or serves on committees related to the sport coached	✓				

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., never missed a deadline or came in on budget.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., have determined feedback, quantity/quality measures.

IV. **ATHLETIC RECRUITMENT:** The successful recruitment of student-athletes is a necessity for a successful athletic program

	1 Excellent	2 Very Good	3 Good	4 Fair	5 Poor
A. NCAA/MAC/KSU Regulations: abides by rules/regulations established for the recruitment of Division I athletes	✓				
B. High School Coaching Contacts: maintains contact with high school coaches for the identification of prospective recruits	✓				
C. Diversity: makes every effort possible to identify and recruit prospective minority student-athletes	✓				
D. Recruitment Organization: establishes systematic process for maintaining accurate recruitment records	✓				
E. Recruitment Integrity: establishes systematic process to ensure dealing honestly with prospective recruits and their parents.	✓				
F. Recruit Identification: establishes specific expectations for prospective recruits, including academic potential for success, athletic skill necessary for Division I competition and community behavior	✓				
G. University Procedures: follows for admitting student-athletes	✓				

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., have determined feedback, quantity/quality measures.

Mike is an outstanding coach in every way; it is an honor to work with him. His team's record speaks for itself.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

V. **STUDENT ACADEMIC RESPONSIBILITIES:** Head coaches are accountable for student-athlete performance

	1	2	3	4	5
A. Admission: follows University/NCAA procedures for admitting student-athletes	✓				
B. Academic Progress: follows carefully the academic progress of athletes with regard to the NCAA/MAC/KSU standards	✓				
C. Academic Quality: promotes academic excellence as reflected by grades achieved by student-athletes	✓				
D. Athletic Eligibility: monitors student-athlete registration of hours to meet eligibility requirements	✓				
E. Graduation Rates: maintains consistent effort to graduate student-athletes in a reasonable time period	✓				

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., have determined feedback, quantity/quality measures.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

VI. COMPETITIVE PERFORMANCE STANDARDS:

The head coach is responsible for the overall performance of the team with respect to several competitive standards.

	1 Excellent	2 Very Good	3 Good	4 Fair	5 Poor
A. Athletic Recognition: encourage student-athletes to pursue excellence/gain recognition for performance	/				
B. Coaching Awards: exhibits qualities that bring recognition for coaching performance and/or behavior	✓				
C. MAC Win/Loss Record: Maintains a .500 winning percentage over a three-year period in the MAC	/				

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., have determined feedback, quantity/quality measures.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

VII. ADMINISTRATIVE SUPPORT:

Administrative support is important for an effective sport program. Rate each of the following administrative support areas for your program.

	1	2	3	4	5
A. Facilities/Operations: event scheduling, practice times, equipment, game management. <i>Andie's office</i>	NA				
B. Sports Medicine: trainer availability/quality of treatment/communication with sports medicine staff <i>if right matter</i>	✓				
C. Academic Support: study table, counseling and tutoring <i>(could use another counselor)</i>	✓				
D. Compliance: certifying eligibility, training knowledge and financial aid <i>follow up is good</i>	✓				
E. Sports Information: staff support, media guides, press releases, etc. <i>Time will tell</i>					✓
F. Fund Raising: (Blue & Gold) and Alumni Affairs		✓			
G. Marketing, Promotions, Advertising: <i>success could be exploited at bkb games</i>					
H. Business/Finance: processing expense statements, check requests, P.O.'s, UPS/FedEx, copiers, supplies <i>NA</i>	✓				
	1 Excellent	2 Very Good	3 Good	4 Fair	5 Poor
I. Human Resources: hiring process, info on G.A.'s, student workers, vehicle mileage logs, etc.	✓				

J. What one piece of advice would you have for the athletic director as it relates to your sport?

--	--	--	--	--	--

COMMENTS:

A. Facilities/Operations

B. Sports Medicine

C. Academic Support

D. Compliance

E. Sports Information

F. Fund Raising

G. Marketing/Promotions/Advertising

H. Business

VIII. TOTAL PROGRAM:

Please note three to five of your "great successes" or "achievements" on the job during the past year.

Please note three to five things you hope to accomplish this coming year.

KENT STATE UNIVERSITY

HEAD COACH PERFORMANCE ASSESSMENT

The purpose of this instrument is to provide both supervisory and self assessment of head coaches in several critical areas of expected performance on an annual basis. Of primary importance is the continued development of head coaches and ultimately the program for which he/she is responsible.

NAME:

Michael K Morrow

Mike Morrow

SPORT:

Head Women's Golf Coach - Golf Course Manager

DATE:

7/13/06

Cathy O'Donnell

DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

RECEIVED
JUL 24 2006

Rate each statement using the following scale:

I. **ADMINISTRATIVE RESPONSIBILITIES:** Head coaches are responsible for several areas of administrative/organizational activities related to his/her sport.

	1 Excellent	2 Very Good	3 Good	4 Fair	5 Poor
A. Compliance: responds positively to institutional philosophy and administrative guidelines	✓				
B. NCAA/MAC/KSU Regulations: familiar/accountable with rules/regulations governing his/her sport	✓				
C. Team Travel: prepare appropriately for all aspects of off-campus team participation	✓				
D. Athletic Reports: completes and submits all sport-related communications accurately and on time	✓				
E. Budget: prepares appropriate requests and complies with departmental and University guidelines	✓				

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., never missed a deadline or came in on budget.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

II. **HEAD COACH RELATIONSHIPS:** Head coaches must maintain positive and ongoing relationships with constituent groups.

	1	2	3	4	5
A. Athletic Administrators: communicates effectively with responsible departmental administration	✓				
B. Athletic Staff: responds/communicates effectively with the Athletic Department support staff	✓ +				
C. Training/Medical Personnel: relies on the expertise of these individuals for participation decisions	✓				
D. Assistant/G.A. Coaches: provides clear assignment of functions and responsibilities to create success		✓			
E. Student-Athletes: uses positive means to motivate/emphasize affirmative aspects of competitiveness		✓			
F. University Community: interacts effectively and is respected by students/staff/faculty/administrators	✓				
G. Alumni/Non-Campus Community: establishes and maintains effective relationships with Kent alumni and non-University-associated members of the community	✓				
H. Media: develops clear lines of communication with members of the various media representatives	✓				
I. Opponent Coaches/Players: establishes positive rapport with opposing team, coaches and players	✓				

Mike is widely respected among his peers.

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., have determined feedback, quantity/quality measures.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

III. COACHING PERFORMANCE: Head coaches must successfully perform in several areas inherent to the specific nature of the sport.

	1 Excellent	2 Very Good	3 Good	4 Fair	5 Poor
A. Knowledge of the Sport: keeps current on trends, techniques and strategies related to the sport coached	✓				
B. Leadership: demonstrates effective leadership behavior with assistants and student-athletes	✓				
C. Competition Preparation: assumes responsibility for preparing staff and team physically, mentally and emotionally to compete	✓				
D. Competition Behavior: maintains self-control and provides examples of sportsmanlike conduct with players, officials and opponents	✓				
E. Competition Follow-up: accepts responsibility for competition outcomes and maintains stable focus in victory or defeat	✓				
F. Off-Season Program: establishes an appropriate off-season program for continued athlete development		✓			
G. Professional Involvement: attends workshops, speaks, writes and/or serves on committees related to the sport coached		✓			

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., never missed a deadline or came in on budget.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., have determined feedback, quantity/quality measures.

IV. ATHLETIC RECRUITMENT: The successful recruitment of student-athletes is a necessity for a successful athletic program

	1 Excellent	2 Very Good	3 Good	4 Fair	5 Poor
A. NCAA/MAC/KSU Regulations : abides by rules/regulations established for the recruitment of Division I athletes	✓				
B. High School Coaching Contacts : maintains contact with high school coaches for the identification of prospective recruits	(As appropriate) ✓				
C. Diversity : makes every effort possible to identify and recruit prospective minority student-athletes	✓				
D. Recruitment Organization : establishes systematic process for maintaining accurate recruitment records	✓				
E. Recruitment Integrity : establishes systematic process to ensure dealing honestly with prospective recruits and their parents	✓				
F. Recruit Identification : establishes specific expectations for prospective recruits, including academic potential for success, athletic skill necessary for Division I competition and community behavior	✓				
G. University Procedures : follows for admitting student-athletes	✓				

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., have determined feedback, quantity/quality measures.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

V. STUDENT ACADEMIC RESPONSIBILITIES: Head coaches are accountable for student-athlete performance

	1	2	3	4	5
A. Admission : follows University/NCAA procedures for admitting student-athletes	✓				
B. Academic Progress : follows carefully the academic progress of athletes with regard to the NCAA/MAC/KSU standards	✓				
C. Academic Quality : promotes academic excellence as reflected by grades achieved by student-athletes	✓				
D. Athletic Eligibility : monitors student-athlete registration of hours to meet eligibility requirements	✓				
E. Graduation Rates : maintains consistent effort to graduate student-athletes in a reasonable time period	✓				

Mike is very supportive of his S/A's academic efforts.

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., have determined feedback, quantity/quality measures.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

VI. COMPETITIVE PERFORMANCE STANDARDS:

The head coach is responsible for the overall performance of the team with respect to several competitive standards.

1 Excellent	2 Very Good	3 Good	4 Fair	5 Poor
✓				
✓				
⊕				

A. **Athletic Recognition:** encourage student-athletes to pursue excellence/gain recognition for performance

B. **Coaching Awards:** exhibits qualities that bring recognition for coaching performance and/or behavior

C. **MAC Win/Loss Record:** Maintains a .500 winning percentage over a three-year period in the MAC

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., have determined feedback, quantity/quality measures.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

VII. ADMINISTRATIVE SUPPORT:

Administrative support is important for an effective sport program. Rate each of the following administrative support areas for your program.

1	2	3	4	5
✓				
⊕				
✓	✓			
✓				
✓				

A. **Facilities/Operations:** event scheduling, practice time, equipment, game management.

B. **Sports Medicine:** trainer availability/quality of treatment/communication with sports medicine staff

C. **Academic Support:** study table, counselling and tutoring

D. **Compliance:** certifying eligibility, training knowledge and financial aid

E. **Sports Information:** staff support, media guides, press releases, etc.

F. **Fund Raising:** (Blue & Gold) and Alumni Affairs

G. **Marketing, Promotions, Advertising:**

H. **Business/Finance:** processing expense statements, check requests, P.O.'s, UPS/FedEx, copiers, supplies

(Justin)
States is a problem w/players
This fall we'll tell the story
W/A - doesn't deal much w/ Tim
Need to
Support
any
way
Catherine
Debt
Vick

Deb

	1 Excellent	2 Very Good	3 Good	4 Fair	5 Poor
I. Human Resources: hiring process, info on G.A.'s, student workers, vehicle mileage logs, etc.	✓				
J. What one piece of advice would you have for the athletic director as it relates to your sport?					

COMMENTS:

A. Facilities/Operations

B. Sports Medicine

C. Academic Support

D. Compliance

E. Sports Information

F. Fund Raising

G. Marketing/Promotions/Advertising

→ Suggestion to have
 Disquet for men's &
 women's golf teams at
 beg. of fall

VIII. TOTAL PROGRAM:

Please note three to five of your "great successes" or "achievements" on the job during the past year.

- 1) improvement in team - right to the end
- 2) finished very strong
- 3) Ria has really improved & is easy to coach, wants to learn

Please note three to five things you hope to accomplish this coming year.

- 1) improve over 2006 - but that is hard to do
- 2) NCAA finals

KENT STATE UNIVERSITY

HEAD COACH PERFORMANCE ASSESSMENT

The purpose of this instrument is to provide both supervisory and self assessment of head coaches in several critical areas of expected performance on an annual basis. Of primary importance is the continued development of head coaches and ultimately the program for which he/she is responsible.

NAME: Mike Morrow
SPORT: W. Half
DATE: 6/22/05

Mike Morrow
Cathy McDonald
Liz Edmund 7/11/05

DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

Michael K. Morrow

Rate each statement using the following scale:

I. ADMINISTRATIVE RESPONSIBILITIES:

Head coaches are responsible for several areas of administrative/organizational activities related to his/her sport.

1 Excellent	2 Very Good	3 Good	4 Fair	5 Poor
	/			
/				
/				
/				
/				

A. **Compliance:** responds positively to institutional philosophy and administrative guidelines

B. **NCAA/MAC/KSU Regulations:** familiar/accountable with rules/regulations governing his/her sport

C. **Team Travel:** prepare appropriately for all aspects of off-campus team participation

D. **Athletic Reports:** completes and submits all sport-related communications accurately and on time

E. **Budget:** prepares appropriate requests and complies with departmental and University guidelines

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., never missed a deadline or came in on budget.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

II. HEAD COACH RELATIONSHIPS:

Head coaches must maintain positive and ongoing relationships with constituent groups.

1	2	3	4	5
	/			
	/			
	/			
	/			
/				
/				
/				
	/			
/				

A. **Athletic Administrators:** communicates effectively with responsible departmental administration

B. **Athletic Staff:** responds/communicates effectively with the Athletic Department support staff

C. **Training/Medical Personnel:** relies on the expertise of these individuals for participation decisions

D. **Assistant/G.A. Coaches:** provides clear assignment of functions and responsibilities to create success

E. **Student-Athletes:** uses positive means to motivate/emphasize affirmative aspects of competitiveness

F. **University Community:** interacts effectively and is respected by students/staff/faculty/administrators

G. **Alumni/Non-Campus Community:** establishes and maintains effective relationships with Kent alumni and non-University-associated members of the community

H. **Media:** develops clear lines of communication with members of the various media representatives

I. **Opponent Coaches/Players:** establishes positive rapport with opposing team, coaches and players

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., have determined feedback, quantity/quality measures.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

III. COACHING PERFORMANCE: Head coaches must successfully perform in several areas inherent to the specific nature of the sport.

	1 Excellent	2 Very Good	3 Good	4 Fair	5 Poor
A. Knowledge of the Sport: keeps current on trends, techniques and strategies related to the sport coached	/				
B. Leadership: demonstrates effective leadership behavior with assistants and student-athletes	/				
C. Competition Preparation: assumes responsibility for preparing staff and team physically, mentally and emotionally to compete	/				
D. Competition Behavior: maintains self-control and provides examples of sportsmanlike conduct with players, officials and opponents	/				
E. Competition Follow-up: accepts responsibility for competition outcomes and maintains stable focus in victory or defeat	/				
F. Off-Season Program: establishes an appropriate off-season program for continued athlete development		/			
G. Professional Involvement: attends workshops, speaks, writes and/or serves on committees related to the sport coached		/			

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., never missed a deadline or came in on budget.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., have determined feedback, quantity/quality measures.

IV. **ATHLETIC RECRUITMENT:** The successful recruitment of student-athletes is a necessity for a successful athletic program

	1 Excellent	2 Very Good	3 Good	4 Fair	5 Poor
A. NCAA/MAC/KSU Regulations: abides by rules/regulations established for the recruitment of Division I athletes	/				
B. High School Coaching Contacts: maintains contact with high school coaches for the identification of prospective recruits		/			
C. Diversity: makes every effort possible to identify and recruit prospective minority student-athletes		/			
D. Recruitment Organization: establishes systematic process for maintaining accurate recruitment records	/				
E. Recruitment Integrity: establishes systematic process to ensure dealing honestly with prospective recruits and their parents.		/			
F. Recruit Identification: establishes specific expectations for prospective recruits, including academic potential for success, athletic skill necessary for Division I competition and community behavior	/				
G. University Procedures: follows for admitting student-athletes	/				

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., have determined feedback, quantity/quality measures.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

V. **STUDENT ACADEMIC RESPONSIBILITIES:** Head coaches are accountable for student-athlete performance

	1	2	3	4	5
A. Admission: follows University/NCAA procedures for admitting student-athletes		/			
B. Academic Progress: follows carefully the academic progress of athletes with regard to the NCAA/MAC/KSU standards	/				
C. Academic Quality: promotes academic excellence as reflected by grades achieved by student-athletes	/				
D. Athletic Eligibility: monitors student-athlete registration of hours to meet eligibility requirements	/				
E. Graduation Rates: maintains consistent effort to graduate student-athletes in a reasonable time period	(+)				

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., have determined feedback, quantity/quality measures.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

VI. COMPETITIVE PERFORMANCE STANDARDS:

The head coach is responsible for the overall performance of the team with respect to several competitive standards.

	1 Excellent	2 Very Good	3 Good	4 Fair	5 Poor
A. Athletic Recognition: encourage student-athletes to pursue excellence/gain recognition for performance	/				
B. Coaching Awards: exhibits qualities that bring recognition for coaching performance and/or behavior	/				
C. MAC Win/Loss Record: Maintains a .500 winning percentage over a three-year period in the MAC	/				

Give (2) examples during the past year where you have excelled in this area including the date, time and why you are a #1 for this example, i.e., have determined feedback, quantity/quality measures.

Give (2) goals for planned improvement in this area being specific to the outcome you wish to achieve and how you would determine if you have been successful, e.g., feedback of quantitative and qualitative measures.

VII. ADMINISTRATIVE SUPPORT:

Administrative support is important for an effective sport program. Rate each of the following administrative support areas for your program.

	1	2	3	4	5
A. Facilities/Operations: event scheduling, practice times, equipment, game management.					
B. Sports Medicine: trainer availability/quality of treatment/communication with sports medicine staff					
C. Academic Support: study table, counseling and tutoring					
D. Compliance: certifying eligibility, training knowledge and financial aid					
E. Sports Information: staff support, media guides, press releases, etc.					
F. Fund Raising: (Blue & Gold) and Alumni Affairs					
G. Marketing, Promotions, Advertising:					
H. Business/Finance: processing expense statements, check requests, P.O.'s, UPS/FedEx, copiers, supplies					

	1 Excellent	2 Very Good	3 Good	4 Fair	5 Poor
I. Human Resources: hiring process, info on G.A.'s, student workers, vehicle mileage logs, etc.					
J. What one piece of advice would you have for the athletic director as it relates to your sport?					

COMMENTS:

A. Facilities/Operations

B. Sports Medicine

C. Academic Support

D. Compliance

E. Sports Information

F. Fund Raising

G. Marketing/Promotions/Advertising

VIII. TOTAL PROGRAM:

Please note three to five of your "great successes" or "achievements" on the job during the past year.

Please note three to five things you hope to accomplish this coming year.