

# Savannah State University

## Performance Evaluation

<b>Please check the appropriate box</b>	
<input type="checkbox"/> <b>Annual</b>	<input type="checkbox"/> <b>Provisional</b>

<b>GENERAL INFORMATION</b>	
<b>Employee Name:</b>	<b>Title:</b>
<b>Department:</b>	<b>Supervisor / Evaluator:</b>
<b>Date Hired:</b>	<b>Time In Position:</b>
<b>Date of Last Review:</b>	<b>Period Covered by Review:</b>

<b>PURPOSE AND INSTRUCTIONS</b>
<p><b>PURPOSE:</b></p> <p>This instrument is designed to help to facilitate a better understanding between the employee and supervisor/manager on employee performance, clarify mutual objectives, identify objectively defined areas of strength and development, and outline job specific employee goals and future action steps.</p> <p><b>INSTRUCTIONS: Please Read Carefully Before Completing This Form</b></p> <ol style="list-style-type: none"> <li>1. Carefully review the employee’s job description and notify HR of any changes or additions that need to be made to ensure that this description clearly defines the expectations, requirements, and performance standards for the job.</li> <li>2. Thoroughly evaluate the employee’s performance for each of the behavioral performance categories, using the job description as a reference. Assign the appropriate point value for that rating, as defined on the top of page 2. Indicate N/A if not applicable.</li> <li>3. Average the assigned points for each of the performance categories rated for an overall score rounded to the nearest tenth.</li> <li>4. Conduct a Performance Review Discussion to communicate the Performance Evaluation ratings, and complete the SMART Goals Worksheet and the <i>Professional Development and Performance Plan</i>. Have the employee sign all forms.</li> <li>5. Return <i>Performance Evaluation, Employee Self Evaluation, SMART Goals and Professional Development and Performance Plan</i> to HR by _____.</li> </ol>

## DEFINITION OF RATINGS

*Please refer to the following rating definitions when evaluating the employee's performance.*

<b>4</b>	<b>Exceeds Expectations</b>	<b>Consistently meets and sometimes exceeds all relevant performance standards.</b> Shows initiative and versatility, works collaboratively, has strong technical & interpersonal skills or has achieved significant improvement in these areas.
<b>3</b>	<b>Meets Expectations</b>	<b>Meets all relevant performance standards.</b> Performance meets standards set for the position on a consistent basis.
<b>2</b>	<b>Below Expectations</b>	<b>Sometimes meets the performance standards.</b> Seldom exceeds and often falls short of desired results. Performance has declined significantly, or employee has not sustained adequate improvement, as required, since the last performance review.
<b>1</b>	<b>Unsatisfactory</b>	<b>Consistently falls short of performance standards.</b> Results are generally unacceptable and need substantial improvement.

## PERFORMANCE CRITERIA

For each of the performance categories below rate each one according to the scale listed above.

1.	Quality of Work	Rating
Demonstrates competence in required job skills and knowledge and produces work that is accurate has clarity and is consistent; shows thoroughness of work. Accomplishes work in a timely manner and maintains adequate tracking systems and can easily access information on work status	<b>Comments:</b>	
2.	Quantity of Work	Rating
Maintains required volume of work and completes work within required time parameters. Work practices reflect effective and efficient use of time and material.	<b>Comments:</b>	
3.	Job Knowledge	Rating
Demonstrates job specific knowledge and applies this knowledge effectively in carrying out duties and requirements of the position, and adapts to various changes in all aspects of the position. Stays up-to-date on position and university related news, articles, best practices, and seeks out ways to improve processes when completing assigned tasks.	<b>Comments:</b>	

<b>4.</b>	<b>Teamwork and Communication</b>	<b>Rating</b>
Incorporates and is receptive to constructive critiques on how to improve, effectively gives constructive feedback to others and improves work processes and shares best practices. Exhibits effective communication skills (verbal communication, written communication and listening) and demonstrates a positive attitude and an ability to work harmoniously with others.	<b>Comments:</b>	
<b>5.</b>	<b>Alignment with Policies and Procedures</b>	<b>Rating</b>
Displays support for the institution and its values through the adherence to policies and procedures in the performance of duties and responsibilities.	<b>Comments:</b>	
<b>6.</b>	<b>Planning and Organizing</b>	<b>Rating</b>
Analyzes, designs, and develops action steps to achieve desired objectives and uses job-related resources and tools effectively to accomplish goals. Completes tasks with attention to detail and follows through with work assignments, meeting assigned deadlines.	<b>Comments:</b>	
<b>7.</b>	<b>Management</b>	<b>Rating</b>
Sets appropriate objectives, structures tasks and priorities when translating a vision into actionable plans and selects, directs and coordinates the activities of others to achieve desired results; coaches, motivates, and develops employees and communicates clear goals and desired objectives to subordinates. Shares both positive and development feedback that is timely and direct and delegates work efficiently to maximize productivity.	<b>Comments:</b>	
<b>8.</b>	<b>Work Ethics</b>	<b>Rating</b>
Demonstrates respect for and acceptance of diversity both culturally and as to points of view. Maintains punctuality, regular attendance and dress and grooming appropriate to the work environment. Exhibits integrity, honesty and trustworthiness. Serves University with pride and loyalty.	<b>Comments:</b>	

**Performance Achievements** – List performance achievements, accomplishments, and/or strengths the employee has exhibited since the last review (or date of employment if less than one year) followed by an example of how and when this achievement, accomplishment or strength was exemplified, where applicable.

<b>Achievement</b>	<b>Example</b>

**Professional Development Needs** – List areas in which the employee may need to develop followed by an example of how and when this need for development was exemplified where applicable.

<b>Development Need</b>	<b>Example</b>

## OVERALL PERFORMANCE SUMMARY

### Rating Scale

3.6-4.0	Exceeds Expectations
2.6-3.5	Meets Expectations
1.6-2.5	Below Expectations
1.0-1.5	Unsatisfactory

Performance Category	Rating
1.) Quality of Work	
2.) Quantity of Work	
3.) Job Knowledge	
4.) Teamwork and Communication	
5.) Alignment with Policies & Procedures	
6.) Planning and Organizing	
7.) Management (where applicable)	
8.) Work Ethics	
<b>OVERALL – (Total Points / # of categories rated)</b>	

\_\_\_\_\_  
**Employee Signature**

\_\_\_\_\_  
**Supervisor Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**

# GOAL WORKSHEET

## REVIEW PERIOD:

The following template can be used to create goals for the next review period using the SMART goal model. A SMART goal meets the criteria of the terms of the acronym SMART: Specific, Measurable, Attainable, Relevant, and Time-bound.

Description	Developing SMART Goals
<b>Specific</b>	<p>Goals are clear, detailed and unambiguous. A specific goal will usually answer the five "W" questions:</p> <ul style="list-style-type: none"> <li>• What: What do I want to accomplish?</li> <li>• Why: Specific reasons, purpose or benefits of accomplishing the goal.</li> <li>• Who: Who is involved?</li> <li>• Where: Identify a location.</li> <li>• Which: Identify requirements and constraints.</li> </ul>
<b>Measurable</b>	<p>This term stresses the need for concrete criteria for measuring progress toward the attainment of the goal. If a goal is not measurable, it is not possible to know whether progress toward successful completion is being made. A measurable goal will usually answer questions such as:</p> <ul style="list-style-type: none"> <li>• How much?</li> <li>• How many?</li> <li>• How will I know when it is accomplished?</li> </ul>
<b>Attainable</b>	<p>This term stresses the importance of goals that are realistic and attainable. While an attainable goal may stretch the goal-setter in order to achieve it, the goal is not necessarily extreme. An attainable goal may cause goal-setters to identify previously overlooked opportunities to bring themselves closer to the achievement of their goals. An attainable goal will usually answer the question:</p> <ul style="list-style-type: none"> <li>• How: How can the goal be accomplished?</li> </ul>
<b>Relevant</b>	<p>A relevant goal must represent an objective that the goal-setter is willing and able to work towards. A relevant goal will usually answer the question:</p> <ul style="list-style-type: none"> <li>• Does this seem worthwhile?</li> </ul>
<b>Time-Bound</b>	<p>The fifth term stresses the importance of giving goals a target date. A commitment to a deadline helps focus efforts on completion of the goal on or before the due date. Timeliness is intended to prevent goals from being overtaken by the day-to-day crises that invariably arise in an organization. A timely goal will usually answer the question:</p> <ul style="list-style-type: none"> <li>• When?</li> <li>• What can I do 6 months from now?</li> <li>• What can I do 6 weeks from now?</li> <li>• What can I do today?</li> </ul>

**Goal 1:** What do you want to accomplish?

**Measure of Success:** How will you know when you have accomplished your goals?

**Start Date:** When do you plan to begin?

**Due Date:** When do you plan to accomplish?

**Action Plan:**

**Due Date:**

**Notes:**

**Status:**

**Goal 2:** What do you want to accomplish?

**Measure of Success:** How will you know when you have accomplished your goals?

**Start Date:** When do you plan to begin?

**Due Date:** When do you plan to accomplish?

**Action Plan:**

**Due Date:**

**Notes:**

**Status:**



**Goal 3:** What do you want to accomplish?

**Measure of Success:** How will you know when you have accomplished your goals?

**Start Date:** When do you plan to begin?

**Due Date:** When do you plan to accomplish?

**Action Plan:**

**Due Date:**

**Notes:**

**Status:**

**Goal 4:** What do you want to accomplish?

**Measure of Success:** How will you know when you have accomplished your goals?

**Start Date:** When do you plan to begin?

**Due Date:** When do you plan to accomplish?

**Action Plan:**

**Due Date:**

**Notes:**

**Status:**

**Goal 5:** What do you want to accomplish?

**Measure of Success:** How will you know when you have accomplished your goals?

**Start Date:** When do you plan to begin?

**Due Date:** When do you plan to accomplish?

**Action Plan:**

**Due Date:**

**Notes:**

**Status:**

## Professional Development Performance Plan

**Professional Development:** What do you want to accomplish and what skills will you gain from this professional development?

**What date do you plan to have this accomplished by?**

**What will SSU gain from you obtaining the professional development?**

**Status:**

\_\_\_\_\_  
**Employee Signature**

\_\_\_\_\_  
**Supervisor Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**