

Employee Name:

Title:

Employee ID:

Time in position:

Department/
School/Unit:

Review Period:

Supervisor:

Time under rater's
supervision:

Supervisory Staff Performance Review Form

Part I: Performance Standards

Exceeds Standards:	The staff member's performance is consistently outstanding. Demonstrates broad knowledge of the functional area; identifies critical issues and provides proposed solutions; plans and organizes work; communications are clear and concise; promotes teamwork; suggests improvements to policies and procedures; meets a high standard of accountability. Establishes the goals and direction for staff; manages workflow efficiently; proactively develops and mentors' staff. Generates innovative ideas. Leads and implements initiatives. Well regarded by peers and seen as someone to depend on. Must provide justification for this selection in the comment field.	Exceeds Standards	Successfully Meets Standards	Does Not Meet Standards
Successfully Meets Standards:	The staff member performs work requirements accurately, completely, and timely. Demonstrates works skills that consistently meet and on occasion exceed job expectations in performance. Manages work efficiently; identifies problems and issues with adequate solutions; communications are appropriate for the defined audience; works respectfully with others; and meets commitments. Establishes the goals and direction for staff; ensures work; manages workflow efficiently; proactively develops and mentors' staff.			
Does Not Meet Standards:	The staff member fails to perform work assignments that meet job requirements or standards. Staff member needs frequent supervision and direction, quality and/or quantity does not meet job standards and performance is below expectation. Has difficulty guiding staff and providing direction and work assignments. Must provide justification for this selection in the comment field.			
1. Excellence: Establishes high work standards. Produces measurable results with appropriate level of effort. Recognizes achievements of others. Willingly takes on projects that benefit the campus. Ability and willingness to collaborate with colleagues on teams to accomplish goals and support institutional initiatives.				
2. Professional Knowledge: Possesses and applies relevant knowledge, skills and abilities of functional area needed for effective performance of responsibilities.				
3. Professional Judgment/Analytical Ability: Ability to evaluate situations and select courses of action that reflect sound institutional thinking. Aligns work objectives with institutional goals.				
4. Organization and Planning: Ability to systemically structure tasks, make plans and set objectives, establish priorities and schedules, and use recordkeeping systems.				
5. Oral and Written Communication: Ability to clearly express facts, ideas, or thoughts. Expresses disagreement tactfully and sensitively. Communicates effectively with people at all levels. Listens effectively to other ideas, problems, and suggestions.				
6. Management Skill: The demonstration of intuitive and learned behavior that effectively guides assigned staff, schedules work and ensures completion, and adjusts work/direction of staff accordingly. Can appropriately resolve problems. Manages difference effectively.				
7. Leadership: Ability to set the vision, goals, and direction of staff, take charge when needed. Select, build, direct and coordinate activities of staff to do better work as a team, as well as others impacted by the work of the staff/dept., serves as role model.				
8. Staff Development: Ensures proper training, including mandatory training, mentoring, coaching and delegation to enhance employee's efforts and improvement of overall skills and abilities. Empowers individuals and teams. Shares talent and expertise.				
9. Application of Policies and Procedures: Ability to understand, adhere to and communicate established policies and practices.				
10. Accountability: Accepts responsibility for commitments, acts in best interest of campus community and takes initiative. Applies sound work ethics and standards; Ensures employment laws and policies are followed. Follows University Code of Conduct.				

Scoring for Part I:

Exceeds Standards:	Staff member receives THREE (3) or more Exceeds ratings with no Does Not Meet Standards.	Exceeds Standards	Successfully Meets Standards	Does Not Meet Standards
Successfully Meets Standards:	Staff Member receives no more than TWO (2) Does Not Meet Standards.			
Does Not Meet Standards:	Staff member receives THREE (3) or more Does Not Meet Standards.			
Any staff member that has an overall rating of "Does Not Meet Standards" in Part I, must be placed on a Performance Improvement Plan. The Rater must contact The Office of Human Resources for support.				
*comment on how employee demonstrated each valued behavior during the timeframe. At a minimum, provide specific examples for each and every area that was marked as "Exceeds" or "Does Not Meet Standards" above; also provide examples of areas of strength and opportunities for development. Overall rating:				

Part II. Acknowledgement

I acknowledge by my signature that I have read this evaluation and have discussed it with my supervisor. In addition, I acknowledge that I am aware of the CUA Code of Conduct.

Employee's Signature:	Date:
I have discussed this evaluation with the employee	
Rater's Signature:	Date:
Rater's Name (Print)	
I have reviewed the evaluation	
Unit/Department Head's Signature:	Date:

Part III: Goal and SLA Setting (optional for positions that are goal driven)

Setting performance goals should be a shared responsibility between manager and employee that builds commitment and ownership. It sets the stage for effective communication and expectations that are mutually understood.

A measurable **goal** should establish concrete criteria for measuring progress toward the attainment of each **goal** you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your **goal**.

For some positions, the goal is to maintain excellent service levels. For these positions, their goals should reflect a Service Level Agreement (SLA) for the employee to meet with their “customers”. All employees should have goals or SLAs.

Goal Setting for the Upcoming Evaluation Period

Goal or SLA	Task and Measurement	Target Dates

Examples of Goals

Examples of measurable goals:

- Develop and implement a student enrollment promotion program for the fall semester that increases enrollment by 2% over the prior year's 2009 figures.
- Deliver a training course on effective performance appraisals to 80% of new managers within the next year.
- Successfully close 90% of all student requests with 1-business day of receipt with a rating of 8 or higher. (SLA)

Examples of non-measurable goals or SLAs:

- Implement a comprehensive Family and Medical Leave Act (FMLA) training program. Although “implement” is an outcome, it doesn’t establish a measurable criteria to judge completion.
- Revise the admissions policy and rules handbook. Because “revise” is a process, not an outcome.

Update on previous year Goals (if goals were set during the last evaluation period)

Goal or SLA	Task and Measurement	Status

****How to save & submit this form:**

Click 'File' and then 'Save As...'

1. Save the fillable review with the following naming convention:

<Last Name>, <First Name>, <Exempt Supervisory Staff Performance Period Evaluation>, <date -- four digit year, two digit month, two digit day>

2. Once completed send it to HR-EmployeeRelations@cua.edu

3. Share feedback with the employee