



## Staff Performance Evaluation

*For*

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*(employee's name)*

At Drake University, the performance evaluation process has two key steps. First, at the beginning of each fiscal year, the employee and supervisor should meet to establish the goals for the year. Then, at the end of the year, the employee and supervisor meet to review the overall results of each goal and the duties performed. A mid-year review is also encouraged, as appropriate, to evaluate progress on goals and make adjustments reflecting changes in goals or duties.

### **Step One: Setting Goals**

Prior to the performance period, each supervisor and employee should work together on a set of goals for the employee. Those goals should be created based on Drake University's strategic goals and objectives and should encompass the employee's job duties and responsibilities. During this process, the job description for the position should also be reviewed to ensure its accuracy. For each goal, action steps, objectives and target dates should be discussed and documented. As goals and priorities change, the employee and supervisor should meet again to evaluate progress on goals and make appropriate adjustments. At year-end, the overall results of each objective should be documented along with comments from the supervisor detailing the year-end results.

### **Step Two: Evaluating Performance**

Based on the goals set at the beginning of the year, the supervisor should assess the employee's performance. Specific examples should be provided of the employee's performance. Supervisors should rate the employee's achievement of each goal and then determine an overall rating, based on the rating factors described on the next page.

In addition to the achievement of goals and performance of duties, all University employees are expected to demonstrate behaviors that support the University Values. Accordingly, supervisors should also comment on the extent to which an employee demonstrates the Core Values, as defined in the "Guide to Core Values and Performance Ratings" on the next page of this performance evaluation form.

### **Step Three: Recognize Educational Achievement and Discuss Development Needs**

Because learning is one of the core values of Drake University, it is important that we focus on the development and learning needs of our employees. Each year at performance review time managers should recognize any educational or development achievements of the prior year. In addition, employees are encouraged to discuss employee development needs for the upcoming year.

## **BEFORE SETTING GOALS . . .**

- Check this box to indicate the job description for this position was reviewed as part of the goal setting process. If job duties have significantly changed, discuss those changes with your supervisor and contact Human Resources for information on how to update your job description document.

## Performance Ratings

<b>5</b>	Performance demonstrates an exceptional and extraordinary accomplishment well beyond the stated goals and core values. This rating is typically reserved for the exceptional cases in which an employee's effort and performance was of exceptional quality and quantity.
<b>4</b>	Performance exhibits outstanding accomplishment and demonstration of each of the core values.
<b>3</b>	Performance achieved the stated goals and demonstrated the core values. This rating represents a broad range of acceptable performance.
<b>2</b>	Not all the goals were met effectively. Some improvement is needed.
<b>1</b>	Goals were not met and core values not consistently and effectively demonstrated. Immediate corrective action is necessary.

## Core Values

Drake University's Core Values, as articulated in the strategic plan, are Excellence, Learning, Integrity, Citizenship and Fiscal Responsibility. Here is a summary of how those values can be exemplified in the performance of one's duties:

**Excellence** - Personally strives for excellence in performance by surpassing established standards; Supports a team environment of accountability and commitment; Takes personal responsibility for the satisfaction of key constituencies (e.g. students, parents, faculty and staff) and exceeds their appropriate expectations accurately and quickly; seeks responsibilities beyond normal duties.

**Learning** – Encourages and supports the continuous acquisition and application of knowledge for self, students, faculty and staff; Establishes and pursues an individual development plan leading to ongoing personal and professional growth; Holds educational achievement beyond the minimum qualifications of the position and utilizes that education in the performance of duties; Continuously looks for new and/or non-traditional ideas and approaches to improve personal and team effectiveness.

**Integrity** – Builds trust with others (e.g. students, faculty, parents and staff); Responsibly uses Drake resources and sets an example for others in the use of such resources.

**Citizenship** – Demonstrates sensitivity to the concerns and viewpoints of others and responds appropriately; Demonstrates an interest in helping others solve problems and accomplish work objectives; Takes personal responsibility for ensuring the quality of life for students, faculty and staff at Drake University.

**Fiscal Responsibility** – Seeks to constantly improve quality, accuracy and efficiency, looks for small improvements as well as major improvements; identifies and eliminates unnecessary work and all non-value added activities; optimizes time and resources.

GOAL # \_\_\_\_\_

<b>I. SETTING GOALS</b>	
<b>To Be completed at the beginning of the review period</b>	Describe the goal, the duties performed to achieve the goal and any target dates for completion. Discuss how this goal supports the objectives of department supports the objectives of the Drake University Strategic Plan:
<b>II. PERFORMANCE EVALUATION</b>	
<b>To be completed at the end of the review period</b>	Assess the performance of the employee as it relates to this goal or duty, including employee's demonstration to any of the core values of Drake University. Provide examples and supporting comments:
<b>III. OVERALL RATING FOR THIS GOAL</b>	
<b>Rating</b>	Rate the performance of the employee with respect to this goal:  <div style="text-align: center; font-size: 24px; letter-spacing: 10px;">5      4      3      2      1</div>

\*This page can be copied for the number of goals set by the employee and supervisor. It is recommended that the supervisor and employee establish 4 – 6 goals for each review period.

## Educational and Developmental Accomplishments

### Educational and Developmental Accomplishments

One of the core values of Drake University is learning. The following space can be used to recognize the acquisition of any additional skills, knowledge or the achievement of a degree, certification or other educational accomplishment.

### Plans for Development

To be completed at the end of the performance period. Identify key developmental areas the employee should focus on over the next year.

## Overall Rating and Summary Statement

### Overall Rating

Using the ratings key at the beginning of this form assign the employee an overall rating for the time period covered by this form by circling the appropriate numerical rating below. This rating is not necessarily a mathematical formula using the ratings given for the goals above (such as total score / number of goals) as some goals may have greater weight or importance than others.

5      4      3      2      1

### Summary Statement

Summarize the employee's performance over the past year including demonstration of the core values of Drake University and any educational accomplishments during the past year.

## Signatures and Employee Comments

Prepared by \_\_\_\_\_

Date: \_\_\_\_\_

Dean or Department Head \_\_\_\_\_

Date: \_\_\_\_\_

Employee's Signature \_\_\_\_\_

Date: \_\_\_\_\_

*Your signature indicates that you have seen, reviewed and discussed this appraisal with your supervisor and have been given an opportunity to add your comments.*

### Employee Comments (Optional):