

## Annual Performance Evaluation Program-AP Employees

The Annual Performance Evaluation is comprised of three components: (1) Job Related Competencies,(2) Performance Values, and (3) Annual Goals. Annual Performance Evaluations shall be completed by the employee’s immediate supervisor in a transparent process with the employee. Annual Performance Evaluations are for the expressed purpose of giving the employee feedback to improve

**Introduction** - Documented performance evaluations are communication tools that ensure supervisors and direct reports have a shared understanding about expectations and requirements. The evaluation process also provides opportunities for regular interaction and in-person communication. This is an excellent way to optimize clarity and alignment.

**Job Related Competencies** - Competencies are job related knowledge, skill and ability (KSAs) and ensure the right person is in the right job. Defining and measuring competencies allows for the maintenance and development of workforce talent.

**Performance Values-** Performance values define workplace expectations. Employees are expected to complete tasks adequately, communicate well with a friendly attitude, work well with others, and respond positively to instruction and situational needs.

**Annual Goals** - Goals are an important part of the Performance Evaluation Program. This allows University strategic goals to be connected through leaders to individual employee goals. The alignment of goals is an important way to focus attention on the outcomes that are desired to drive overall success. Meaningful goals are written as SMART goals, where SMART stands for Specific, Measurable, Achievable, Realistic and Time-based.

**Personal Professional Development Goals-** Personal professional goals are not rated as part of the performance evaluation. This is meant for employees to share their career aspirations with supervisors. It is meant as a tool for supervisors to support employees professional growth.

**Ratings** – Ratings are done using a five point, narrative scale. This is one way to ensure consistency across raters.

OVERALL RATING				
Far Exceeds (52-64)	Exceeds (38-51)	Meets (30-37)	Partially Meets (16-29)	Not Met (0-15)
Performance is consistent, of excellent quality, and stands out as truly exceptional. An employee would need to achieve 52-64 points to receive an overall rating of Far Exceeds.	Performance at a level above expectations. An employee would need to achieve 38-51 points to receive an overall rating of Exceeds.	Performance meets the requirements of the position. An employee would need to achieve 30-37 points and a minimum of meets for the predetermined job related competencies and performance values discussed with the supervisor to receive an overall rating of Meets.	Performance does not meet expectations. An employee would need to achieve 16-29 points to receive an overall rating of Partially Meets.  Recommend a Development Plan.	Performance must improve substantially. An employee would need to achieve 0-15 points to receive an overall rating of Not Met.  Requires a Performance Improvement Plan.

**Plan Year** – The Plan Year (or Plan Cycle or Annual Performance Cycle) follows the Fiscal Year – July 1 to June 30.

**Timing** – The Performance Plan comes first, during which goals and dates to meet are set. Periodic meetings take place during the Plan Year. Completing the final evaluation comes last. As the Plan Year is closing, planning begins for the next year.

**Communication** – All of the above also sets the stage for frequent and meaningful communication between supervisors and employees. This communication, guided by the evaluation program, ensures a minimal set of similar communications taking place across campus. This is a powerful way to achieve alignment. Additional communication is also strongly recommended.