

**Instructions:**

Effective evaluation of job performance is an on-going process. Annually each manager/supervisor provides a summary of progress toward meeting job expectations and the prior year's goals. This form is to be used for annual evaluations, and at other times during the year when formal feedback is appropriate.

**Part I – Performance Factors**

These include key responsibilities and basic competencies. Rate each factor based on performance during the period identified above. Weigh performance elements related to each factor and choose one rating for each factor.

**Part II – Goals from last year or last evaluation period**

Rate the progress made on each of the goals established at the beginning of the period. Also include any new goals established during the evaluation period and note any modifications to the original goals.

**Part III – Goals for this coming year or evaluation period**

Enter the performance goals for the next period to be evaluated. Individual goals and objectives should align with those of the department and the campus.

**Part IV – Professional Development Plan****Individual Category and Overall Rating Scale\*:****Exceptional (E)**

Performance far exceeded expectations due to exceptionally high quality of work performed in *all essential areas* of responsibility, resulting in an overall quality of work that was superior; and either 1) included the completion of a major goal or project, or 2) made an exceptional or unique contribution in support of unit, department, or College objectives. This rating is achievable by any employee though given infrequently.

**Exceeds expectations (EE)**

Performance consistently exceeded expectations in *most essential areas* of responsibility, and the quality of work overall was excellent. Annual goals were met.

**Meets expectations (ME)**

Performance met expectations in *most essential areas* of responsibility, at times possibly exceeding expectations, and the quality of work overall was very good. The most critical annual goals were met.

**Improvement needed (I)**

Performance did not *consistently* meet expectations – performance failed to meet expectations in one or more *essential areas* of responsibility, and/or one or more of the most critical goals were not met. A professional development plan to improve performance must be outlined in Section 4, including timelines, and monitored to measure progress.

**Provisional (P)**

Employee has been in position for less than one full year and is satisfying the standards and expectations of a person learning or becoming oriented to a new position or assignment.

**Unsatisfactory (U)**

Performance was consistently below expectations in *most essential areas* of responsibility, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas. In Section 4, a plan to correct performance, including timelines, must be outlined and monitored to measure progress.

**Not Applicable (N/A)**

Job duties of the employee do not require the skills or competencies described in the evaluation form.

*\*The achievement of goals is typically a consideration in assessing the overall rating.*

Employee Name	<input type="text"/>	Evaluation Period: From	<input type="text"/>	To	<input type="text"/>	Type	<input type="text"/>
Department	<input type="text"/>		Job Title	<input type="text"/>			

**Part I. Performance Factors**

Select the 10 Most Essential Factors.

Rating:

Comments

**JOB KNOWLEDGE**

	Demonstrates an understanding of the mission and goals of the College and how they affect his/her areas of responsibility.		
	Understands and stays current with best practices, techniques, principles, technologies, and personal skill development required for effective job performance.		

**JOB RESPONSIVENESS**

	Applies job knowledge effectively and thoroughly; produces an appropriate quantity of work in a reliable, accurate and timely manner.		
	Handles routine operations and office crises effectively; able to balance multiple demands and set priorities accordingly.		
	Initiates work and follows through on details.		
	Demonstrates appropriate level of flexibility and adapts to change readily.		
	Seeks new ways to improve business processes and office productivity.		

**COMMUNICATIONS/COLLABORATION**

	Shows respect for people and seeks to understand the perspectives of others; works in a constructive, collaborative and productive manner; acts as a team player to further the department's and the College's objectives.		
	Actively listens to peers, subordinates and others, demonstrating understanding of their needs, issues and problems.		
	Relates well to the public. Serves as an effective and enthusiastic representative of the College.		
	Demonstrates effective oral communication skills in individual or group meetings.		
	Writes clearly, concisely and in a grammatically correct form.		

**PROBLEM SOLVING/DECISION MAKING**

	Identifies problems, secures relevant information and determines possible causes of problems.		
	Evaluates alternative solutions to problems in a logical manner.		
	Makes timely and sound decisions, even under conditions of uncertainty. Weighs impacts of actions in advance.		
	Uses financial and/or quantitative information effectively to evaluate and solve problems.		
	Establishes realistic budgets and manages them appropriately.		
	Establishes appropriate courses of action to accomplish goals using available resources. Brings problems to the attention of supervisor in a timely manner.		

Employee Name	<input type="text"/>	Evaluation Period: From	<input type="text"/>	To	<input type="text"/>	Type	<input type="text"/>
Department	<input type="text"/>		Job Title	<input type="text"/>			

**Part I. Performance Factors (Continued)**

Select the 10 Most Essential Factors.		Rating:	Comments
<b>LEADERSHIP/STAFF MANAGEMENT</b>			
<input type="checkbox"/>	Recruits and hires quality staff, building a strong team with complementary strengths.		
<input type="checkbox"/>	Provides direction to staff; clearly defines roles and responsibilities; appropriately monitors work performance within the context of College policy/procedure and good management practice.		
<input type="checkbox"/>	Guides processes and tasks to completion, delegating to or partnering with other staff to get the job done.		
<input type="checkbox"/>	Provides clear, appropriate and timely feedback to staff.		
<input type="checkbox"/>	Provides opportunity for growth and encourages staff development.		

**Part II. Prior Evaluation Period Goals**  
Rate the progress made on each of the goals established at the beginning of the period and any new goals. Note any modifications to the original goals. Please note N/A if this is an employee's first evaluation.

Goal	Met Goal?	Comments
1.		
2.		
3.		
4.		
5.		

**COMMENTS**

Employee	_____	_____	_____
	Printed Name	Signature	Date
Manager / Supervisor	_____	_____	_____
	Printed Name	Signature	Date

Employee Name	<input type="text"/>	Evaluation Period: From	<input type="text"/>	To	<input type="text"/>	Type	<input type="text"/>
Department	<input type="text"/>		Job Title	<input type="text"/>			

### Part III. Next Evaluation Period Goals

Enter the performance goals for the next period to be evaluated. Individual goals and objectives should align with those of the department and the campus. Progress toward meeting these goals will be reviewed at the next evaluation period.

Goal	Measure of Success
1.	
2.	
3.	
4.	
5.	

### Part IV. Professional Development Plan

### Overall Rating

#### OVERALL RATING (based on Parts I and II)

Relative weights of job success factors and performance goals are determined by the manager/supervisor. Higher priority items may be more heavily weighted in the overall rating than others.

***\*The Overall Rating will be included in your merit increase letter in October.***

Rating	Comments

### Signatures

Employee	Printed Name	Signature <small>(My signature indicates that I have received a copy of this evaluation)</small>	Date
Department Manager	Printed Name	Signature	Date
VP / Dean	Printed Name	Signature	Date

As a member of the National Collegiate Athletic Association (NCAA) and the Council of Ivy Group Presidents (Ivy League), it is imperative that members of the Columbia University community which includes Barnard College, in all matters related to the intercollegiate athletics program, exhibit the highest professional standards and ethical behavior with regard to adherence to NCAA, Conference, University, and Department of Intercollegiate Athletics and Physical Education rules and regulations.