

**Prairie View A&M University  
Supervisor  
Performance Review Form**

**PURPOSES OF PERFORMANCE REVIEWS**

The principal purpose of staff reviews are to encourage staff development and to strengthen the departments' effectiveness.

Some specific purposes are to

1. Identify specific indicators of achievement
2. Pinpoint areas of greatest/least effectiveness
3. Stimulate improved performance
4. Aid in promotion, retention and salary decisions
5. Develop mutually established goals
6. Increase employer-employee communication

The formal performance review occurs at the end of the probationary period and annually thereafter. The entire Performance Review form should be forwarded to the Office of Human Resources for review and to be permanently filed.

**DEFINITIONS OF TERMS:**

CONSISTENTLY BELOW EXPECTATIONS: Performance is at a level below established objectives with the result that overall contribution is marginal and substandard. Performance requires a high degree of supervision.

BELOW EXPECTATIONS: Meets some of the established objectives and expectations but definite areas exist where achievement is substandard. Performance requires somewhat more than normal degree of direction and supervision.

MEETS EXPECTATIONS: Meets established objectives in a satisfactory and adequate manner. Performance requires normal degree of supervision.

EXCEEDS EXPECTATIONS: Accomplishments are above the expected level or the essential requirements.

CONSISTENTLY EXCEEDS EXPECTATIONS: Job performance easily exceeds job requirements, performance approaches best possible attainment.

## **INSTRUCTIONS FOR PART 1, 2 AND 3**

To complete the PERFORMANCE REVIEW FORM:

1. Refer to the **Weight Key** and **Rating Key** and score the employee under the level of achievement which most accurately describes the employee's performance on each factor.
2. Enter a weight for each item to be evaluated. Vice Presidents are responsible for reviewing the Performance Factors and determining weights for their departments. These determined weights will be used by Supervisors and Department Heads.
3. Enter a score for the employee based on the Rating Key.
4. Click in the **Adjusted Rate** field and **press F9**.
5. When all items are complete in the section, click in the **Total** fields and **press F9**.
6. At the end, select "employee" or "supervisor" and **click in the total box for "Weight" and "Adjusted Rate" and press F9**.
7. Use the Final Score Box at the end to determine the employee's final score and use this to determine the score in the back that closely describes the employee's total performance.

## **SETTING GOALS**

The Goal sheet is attached to the end of the review. This sheet has been provided for you and your employee to set new goals for the up and coming year. It is required that the goals are then reviewed and agreed upon as achievable goals for review at the end of the year. In this section, these goals are usually suggested by the employee as goals they would like to achieve pertaining to their positions and areas of expertise.

This is a great tool for you and your employee to express ideas concerning their job and department.

## **FURTHER INSTRUCTIONS AND INFORMATION**

1. All PERFORMANCE FACTORS, clarifying comments and specific examples are required to support your rating choices. The rating of 3 which is the "Meets Expectations" rating does not require a clarifying comment. "Meets Expectations" encompasses the required job duties of the employee, therefore does not require comments.
2. As part of the performance evaluation process, supervisors are required to meet with the employee and discuss each of the performance factors listed in the evaluation.
3. Supervisors are required to annually update the Position Description Audit Questionnaire (PDAQ) (formerly known as PDQ) for each of their employees by accessing PV PAWS.
4. Individuals who have a Final Performance Evaluation Score exhibiting a level of "Meets Expectations" or below are not eligible for merit increases.

**For further clarification or information please contact:**

**Office of Human Resources**

**936.261.1730**

**hrteam@pvamu.edu**

<b>Employee's Name:</b>		<b>UIN:</b>	<input type="checkbox"/> Annual
<b>Last:</b>	<b>First:</b>		<input type="checkbox"/> Six Month
<b>Position Title:</b>		<b>Date of Review:</b>	
<b>Department:</b>		<b>Period of Review:</b>	
		<b>From:</b>	<b>To:</b>
<b>WEIGHT KEY</b> 1. All weights are determined by the Vice President that oversees the respective departments.		<b>RATING KEY</b> 1. Consistently Below Expectations 2. Below Expectations 3. Meets Expectations 4. Exceeds Expectations 5. Consistently Exceeds Expectations	

PART 1 PERFORMANCE FACTORS	Weight	Rating	Adjusted Rating
1. <b>QUALITY OF WORK:</b> How accurate, neat and complete is the individual's work? Consider the degree to which the work meets acceptable standards. <b>Examples or reasons for giving this rating are:</b>	0	0	0.00
2. <b>PRODUCTIVITY:</b> Does individual produce an acceptable amount of work? Consider how person effectively uses available working time, plans and prioritizes work, sets and accomplishes goals and completes assignments on schedule. <b>Examples or reasons for giving this rating are:</b>	0	0	0.00
3. <b>KNOWLEDGE OF JOB:</b> Is the individual familiar with duties and requirements of position as well as methods, practices, and equipment to do the job? Consider knowledge gained through experience, education and specialized training. Consider if person maintains current knowledge about changes in policy and procedure, keep abreast of new developments and major issues in field. <b>Examples or reasons for giving this rating are:</b>	0	0	0.00
4. <b>ADAPTABILITY:</b> How does individual adjust to changes? Consider ability to learn quickly, to adapt to changes in job assignments, methods, personnel, or surroundings. <b>Examples or reasons for giving this rating are:</b>	0	0	0.00
5. <b>DEPENDABILITY:</b> How reliable is individual in performing work assignments and carrying out instructions? Consider degree of supervision required and willingness to take on responsibilities and to be accountable for them. <b>Examples or reasons for giving this rating are:</b>	0	0	0.00
6. <b>INITIATIVE AND RESOURCEFULNESS:</b> Does individual see things to be done and then take action? Consider ability to contribute, develop and/or carry out new ideas or methods. Consider ability to be self-starter, to offer suggestions, to anticipate needs and to seek additional tasks as time permits. <b>Examples or reasons for giving this rating are:</b>	0	0	0.00

7. <b>JUDGMENT:</b> Does individual exercise ability to decide correct or choose best course of action when some decision must be made? Consider ability to evaluate facts and make sound decisions, and use of reasoning to identify, solve and prevent problems. Work in a safe manner, preventing accidents, injuries and theft. <b>Examples or reasons for giving this rating are:</b>	0	0	0.00
8. <b>RELATIONSHIPS WITH PEOPLE:</b> Does individual work effectively with others (supervisors, peers, subordinates)? Consider respect and courtesy shown to others, how attitude affects the work area, willingness to accept supervision, and attitude exhibited toward the University as well as own job. Are apparel, manners and sociability appropriate to the job responsibilities? <b>Examples or reasons for giving this rating are:</b>	0	0	0.00
9. <b>ATTENDANCE AND PUNCTUALITY:</b> How faithful is the individual in reporting to work and staying on the job? Consider arrival times, observance of time limits for breaks and lunches. Consider patterns of sick leave, prior approval for vacation and prompt notice of absence due to illness. <b>Examples or reasons for giving this rating are:</b>	0	0	0.00
<b>Performance Factors Total (Total weight must add up to 34)</b>	<b>0%</b>	<b>0.0</b>	<b>0.00</b>
<b>PART 2 COMPETENCY FACTORS FROM EMPLOYEES PDAQ</b> Fill descriptions of 10 to 15, using a maximum of 6 entries, and as relevant for the person assessed.			
10. Fill as necessary	0	0	0.00
11. Fill as necessary	0	0	0.00
12. Fill as necessary	0	0	0.00
13. Fill as necessary	0	0	0.00
14. Fill as necessary	0	0	0.00
15. Fill as necessary	0	0	0.00
<b>Competencies Total (Total weight must add up to 33)</b>	<b>0%</b>	<b>0.0</b>	<b>0.0</b>

**PART 3 ADMINISTRATORS, DEPARTMENT HEADS AND SUPERVISORY PERSONNEL**

**(Complete this section in addition to the performance factors )**

<p>16. <b>LEADERSHIP ABILITY:</b> Is administrator, department head or supervisor able to get employees, and co-workers to do willingly and well the duties to be accomplished? Consider ability to get the work done with a high degree of morale and satisfaction on the part of those doing the work; the ability to function consistently and effectively in an objective and rational manner regardless of pressures. <b>Examples or reasons for giving this rating are:</b></p>	0	0	0.00
<p>17. <b>APPRAISAL AND DEVELOPMENT OF PEOPLE:</b> Does administrator, department head or supervisor demonstrate ability to select, train and effectively develop subordinates by recognizing their abilities and improving their weaknesses? Consider ability to exhibit fairness and impartiality with employees in assigning job duties and objectively evaluate work performance. <b>Examples or reasons for giving this rating are:</b></p>	0	0	0.00
<p>18. <b>PLANNING AND ORGANIZATION:</b> How effective is the administrator, department head or supervisor in setting effective goals for the department and for the individual employee, planning ahead and establishing priorities? Consider ability to make the most effective use of time, facilities, material, equipment, employee's skills and other resources. Examines ability to prepare and administer budget effectively. <b>Examples or reasons for giving this rating are:</b></p>	0	0	0.00
<p>19. <b>COMMUNICATION SKILLS:</b> To what extent does administrator, department head or supervisor demonstrate ability to communicate effectively in both oral and written expression with employees and his/her supervisor? Are issues confronted and resolved constructively? Consider ability to help employees with their work problems, ability to keep employees informed of decisions and plans for the office as well as policies and procedures of the University. <b>Examples or reasons for giving this rating are:</b></p>	0	0	0.00
<p>20. <b>INTERNAL CONTROL:</b> Does administrator; department head or supervisor have an internal control program? If yes, how effective is the program? Consider how reliable the finance information is when received from the administrator, department head or supervisor. Does the individual safeguard assets? How effective and efficient is the operation? Does the administrator, department head or supervisor comply with the laws, regulations, policies and procedures? <b>Examples or reasons for giving this rating are:</b></p>	0	0	0.00
<p><b>Supervisory Total (Total weight must add up to 33)</b></p>	<b>0%</b>	<b>0.0</b>	<b>0.0</b>
<p><b>For Supervisors:</b>  Add the total for the <b>Performance Factors Score</b>, the <b>Competency Factors Score</b>, and the <b>Supervisory Factors Score</b>. This is your <b>Supervisory Evaluation Score</b>.</p>	<b>0%</b>	<b>0.0</b>	<b>0.00</b>

**Final Score**

Use the conversion table to find adjusted score and mark this rating in the appropriate box. This is your **Performance Evaluation Score**. This is the score that corresponds to the rating in the back that most nearly describes the employee's total performance

- |     |             |  |
|-----|-------------|--|
| 1 = | 1 to 1.49   | Consistently Below Expectations        |
| 2 = | 1.5 to 2.49 | Below Expectation                      |
| 3 = | 2.5 to 3.49 | Meets Expectations                     |
| 4 = | 3.5 to 4.49 | Exceeded Job Expectations              |
| 5 = | 4.5 to 5    | Consistently Exceeded Job Expectations |

You may be entitled to know what information Prairie View A&M University collects concerning you. You may review and have Prairie View A&M University correct this information according to procedures set forth in A&M System Policy 61.01.02. The law is found in sections 552.021, 552.023, and 559.004 of the Texas Government Code.

## SUMMARY REVIEW SHEET

Review the ratings assigned to the Performance Factors on the previous pages. Check the category below which most clearly describes the employee's total performance.

- Consistently Below Expectations    Below Expectations    Meets Expectations    Exceeds Expectations  
 Consistently Exceeds Expectations

**JOB SKILLS BEING PERFORMED WELL:**

**IMPROVEMENT PLANS:**

What can the employee do to improve his/her performance on the job? Please use attached addendum to this form to list the employee's professional goals.

What can the supervisor do to support the employee's performance improvement?

**EMPLOYEE COMMENTS:**

If the employee wishes to do so, any comments concerning the Performance Improvement Plan or the evaluation (for example, agreement or disagreement) may be indicated in the space provided below.

I have reviewed this document and discussed the contents with my supervisor. My signature means that I have been advised of my performance status and does not necessarily imply that I agree with this evaluation. I have reviewed my updated PDAQ with my supervisor.

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

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

**SUPERVISOR'S COMMENTS:**

(Record here only those additional significant items brought up during the discussion with the employee which is not recorded elsewhere in this document.)

**SUPERVISOR'S CERTIFICATION:** I have completed the  Annual or  Six-month performance evaluation on this employee. I certify that the online Position Description Audit Questionnaire that describes the responsibilities and duties of this employee's position is current in PV PAWS.

\_\_\_\_\_  
**Supervisor's Signature**

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

\_\_\_\_\_  
**Reviewer's Signature**

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

**The original Performance Review is to be forwarded to the Office of Human Resources upon completion.**

HR Acknowledgement

HR Approval

\_\_\_\_\_  
**Human Resources Representative  
(for content and completion)**

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

# Goals

<b>Performance Goals:</b>	
<b>Goals</b>	<b>Relationship to Departmental Goals</b>
<i>Goal:</i>	
<i>Goal:</i>	
<i>Goal:</i>	
<i>Goal:</i>	
<i>Goal:</i>	
<i>Goal:</i>	