



ASSOCIATED STUDENTS, INCORPORATED
CAL STATE LA

SELF-EVALUATION

Employee Name:			
Position Title:	Click here to enter text.	Department:	Click here to enter text.
Evaluation Period:	From (mm/dd/yyyy): Click here to enter text.	To (mm/dd/yyyy): Click here to enter text.	
Annual Evaluation __	Probationary Evaluation __	Mid-year Review __	

PURPOSE STATEMENT

The job-related performance of employees is reviewed to ensure attainment of goals and objectives, improve communication, and promote career growth and development. The evaluation process involves assessing an employee’s work performance during the review period relative to specific indicators. Performance ratings are determined for each indicator based on specific goals, objectives, and outcomes established by the employee and supervisor within the scope of the employee’s current job description.

The self-evaluation is the first step in the assessment of one’s performance in that it allows the employee to provide examples of work product and accomplishments for which they would like to be evaluated.

PERFORMANCE ACHIEVEMENT LEVELS

Exceeds Expectations

Performance during the review period regularly exceeds expectations. This level is reserved for those who provide an exceptional level of performance and service and who regularly exceed most expectations in all essential areas of responsibility and the quality of work was excellent. All annual goals were met.

Meets Expectations

Performance consistently meets expectations in all essential areas of responsibility, while occasionally exceeding expectations and the quality of work overall was very good. Most critical annual goals were met.

Opportunity for Improvement

Performance does not consistently meet expectations. Performance during the review period met some, but not all expectations for the essential areas of responsibility outlined for the position. One or most critical goals were not met. Individual may still be learning the job and/or functions and requires additional time to develop.

Unsatisfactory

Performance during review period was consistently below expectations in most essential areas of responsibility and/or reasonable progress toward meeting minimum expectations of the position was not evident. Significant improvement is needed in one or more critical areas. A plan to correct performance, including timelines, must be outlined and monitored to measure progress.

<p>CORE COMPETENCIES</p>	<p>Employee will articulate specific examples and provide comments or challenges in accomplishing the core competencies identified to the left for the evaluation period.</p>
<p>ALL EMPLOYEES:</p>	
<p>Problem Identification and Resolution: Based on competencies and authority found in the current position, uses techniques to analyze situations most efficiently; assesses risks and impacts on the organization and makes appropriate decisions. Understands all relevant factors and develops sound, timely, and practical solutions to daily challenges; demonstrates ability to understand the impact of decision making on others.</p>	
<p>Communication: Shares information effectively in a professional manner in verbal and written form with various audiences and listens attentively and openly to the ideas, concerns, and suggestions of others. Ability to write and present information in a professional, organized, and persuasive manner. Answers inquiries in a timely and professional manner.</p>	
<p>Customer Service: Listens, identifies, and responds quickly and effectively to internal and external customer needs and follows up to ensure customer satisfaction is maintained in all aspects of the position.</p>	
<p>Cooperation and Collaboration: Builds strong working relationships with colleagues throughout the organizational unit and the University and seeks opportunities to partner with others to achieve goals and objectives in a diverse environment.</p>	
<p>Job Skills: An employee’s demonstrated knowledge and essential skills relevant to their job, such as work practices, policies, procedures, resources, laws, customer service, and technical information, as well as the relationship of work to the organization’s mission. Also, employee’s self-improvement efforts to enhance skills and knowledge and to stay current with changes impacting the job.</p>	
<p>Quality and Accuracy of Work: Exhibits a commitment to excellence in service and improving the quality of life in the University community. Develops personal level of competence and keeps abreast new developments and continues one’s own educational/professional development. Employee meets established objectives, expectations, and standards of quality and quantity. Regularly assesses and evaluates their work and takes responsibility for the results. Driven toward a goal of continual improvement.</p>	
<p>Productivity: Completes assigned tasks on time and can manage multiple projects and assignments at a time. Uses work time efficiently and effectively.</p>	

<p>Commitment and Dedication: Employee shows initiative when confronting problems and seeks to resolve them on their own or brings them to the attention of others who can address them. Dependable and contributes to the organization. Adheres to expected work hours. Attends meetings and events as expected and meets overall attendance requirements for work.</p>	
<p>Teamwork: Listens to and encourages others in their work. The employee is a positive and supportive contributor to meetings and the work environment. Understands the collective goals of the organization and actively supports them.</p>	
<p>MANAGEMENT EMPLOYEES ONLY:</p>	
<p>Strategic Leadership: Strives for excellence in job performance and creates an atmosphere of trust and integrity in the workplace. Makes timely decisions. Provides long-range goals compatible with the mission of ASI. Identifies and communicates the strategic mission of the organization and functional area for which they manage, supervise, and/or coordinate. Demonstrates effective planning to manage departmental workload and projects. Ability to prioritize and align departmental projects to meet broader organizational and University objectives. Represents ASI in a professional manner on and off campus.</p>	
<p>Financial Leadership: Maintains and/or supports assigned areas within approved budget taking sufficient steps to conserve organizational resources. Develops, implements and/or suggests cost savings measures while meeting goals and objectives. Anticipates future programmatic, equipment, and resource needs for the organization and prepares quotes and budget proposals to submitted for annual budgeting and review. Maintains high ethical standards for finances for self and others and demands strict adherence to financial policies and procedures.</p>	
<p>People Leadership: Gives clear directions, explains decisions, solicits co-worker input to maximize results. Effectively delegates and empowers staff to make independent decisions at appropriate operational levels and holds employees accountable for successful completion. Ability to inspire, influence, and enable others to achieve a specific mission. Cultivates an environment of inclusion and maintains constructive human relations among co-workers and subordinates and shows a commitment to diversity, equity, and inclusion through recruiting, hiring, and training of subordinates. Coordinates staff effectively, develops mutual trust and respect, plans, and supports the achievement of professional development goals for direct reports, and provides regular and timely feedback. Provides training, counseling, and holds employees accountable as needed. Manages and articulates the staffing needs for the department to improve workflow and meet desired goals.</p>	

RESULTS OF EMPLOYEE'S GOALS IN CURRENT REVIEW PERIOD

3-5 MEASURABLE GOALS FOR THE CURRENT EVALUATION PERIOD (DESCRIBE GOALS AND HOW IT WAS MEASURED AND THE STATUS OF THE GOAL)	RESULTS			
	<input type="checkbox"/> In-progress	<input type="checkbox"/> Completed	<input type="checkbox"/> Not started	<input type="checkbox"/> Eliminated
	<input type="checkbox"/> In-progress	<input type="checkbox"/> Completed	<input type="checkbox"/> Not started	<input type="checkbox"/> Eliminated
	<input type="checkbox"/> In-progress	<input type="checkbox"/> Completed	<input type="checkbox"/> Not started	<input type="checkbox"/> Eliminated
	<input type="checkbox"/> In-progress	<input type="checkbox"/> Completed	<input type="checkbox"/> Not started	<input type="checkbox"/> Eliminated
	<input type="checkbox"/> In-progress	<input type="checkbox"/> Completed	<input type="checkbox"/> Not started	<input type="checkbox"/> Eliminated
PERSONAL IMPROVEMENT GOALS (DESCRIBE GOALS PERTAINING TO YOUR PERSONAL GROWTH AND DEVELOPMENT FOR THIS EVALUATION PERIOD, IF ANY)	RESULTS			
	<input type="checkbox"/> In-progress	<input type="checkbox"/> Completed	<input type="checkbox"/> Not started	<input type="checkbox"/> Postponed
	<input type="checkbox"/> In-progress	<input type="checkbox"/> Completed	<input type="checkbox"/> Not started	<input type="checkbox"/> Postponed
	<input type="checkbox"/> In-progress	<input type="checkbox"/> Completed	<input type="checkbox"/> Not started	<input type="checkbox"/> Postponed

PROFESSIONAL ACHIEVEMENTS:
 Briefly describe any additional strengths and accomplishments during this review period that was not identified above in the core competencies.

AREAS FOR IMPROVEMENT:

Identify any areas in which the employee feels they did not meet expectations and explain why. Reasons may include personal performance or a lack of resources, supervision, support, etc. that prevented the employee from accomplishing goals.

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PERFORMANCE PLANNING FOR **NEXT** REVIEW PERIOD.

<i>3 – 5 Measurable Goals:</i>	<i>Deadlines, due dates, and expected results:</i>
<i>Personal improvement goals (may include professional development and/or supplemental training)</i>	<i>Deadlines, due dates, and expected results:</i>

Submit final digital self-evaluation to your direct supervisor via email.