



**SNOW
COLLEGE**

Staff Annual Performance Evaluation

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Your Success, Our Priority

At our institution, we believe that open communication and clear expectations are key to personal and professional success. The performance evaluation process is designed to celebrate achievements, provide constructive feedback, and help each employee thrive in their role.

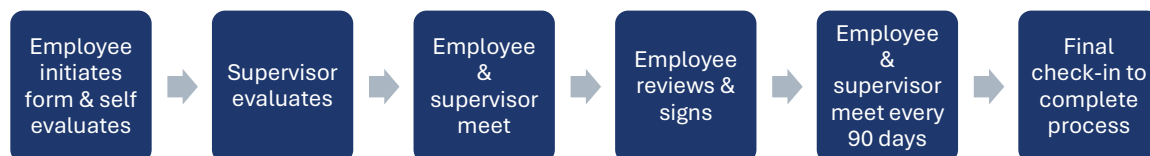
Introduction

The performance evaluation process is an important opportunity for employees and managers to reflect on accomplishments, identify areas for growth, and set clear goals for the future. This document provides step-by-step guidance to ensure evaluations are completed accurately, consistently, and in alignment with institutional expectations. Following these instructions will help ensure that the process is fair, constructive, and supportive of professional development for all employees.

Why This Matters

Performance evaluations are more than just a yearly requirement—they are a tool for fostering communication, recognizing contributions, and creating a shared understanding of expectations. When completed thoughtfully, they help employees feel valued, managers make informed decisions, and the organization maintain a culture of continuous improvement.

Process



Review Period 1

Review period 1 entails setting an agreed-upon baseline of competencies and goals for the upcoming year. During this phase, the supervisor and employee work together to identify the core skills, behaviors, and performance expectations that will serve as the foundation for the evaluation process. Clear goals are established to align the employees' contributions with institutional strategic initiatives.

This step is critical because it creates a shared understanding of what success looks like, provides measurable benchmarks for progress, and ensures fairness and consistency in how performance will be assessed. Documenting these expectations up front reduces ambiguity later in the year and helps both the employee and supervisor stay accountable.

It is important to note that all comments, goals, and competencies recorded in this section will be visible to all parties who view the evaluation. For this reason, comments should be written clearly, professionally, and with the understanding that they become part of the official performance record.

Self-Evaluation

Employee and Managerial Evaluation and Goals

Review Period

Initial Evaluation / Review Period 1 (August - September 30th)

Today's Date

August 13, 2026

Name

Badger ID *

Email

Employee Type

Supervisor's Name *

Supervisor's Email

Supervisors' Supervisor's Name *

Supervisors' Supervisor's Badger Id

Supervisors' Supervisor's Email

Management Responsibilities?

Employee Position

Job Title

Taken from your latest LOA

Employee Information

The Employee Information page will auto-fill most of the information. The employee will only need to ensure that the Supervisor fields are completed and optionally, input a job title.

Employee Competencies

All employees will self-evaluate themselves on five competencies.

1 - Responsibility & Ownership (Review Period 1)

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Accepts individual responsibility for work product and personal actions. Follows through and takes ownership for achieving department and college objectives. Understands and accepts consequences for failures. (Review Period 1) *

This relates to: **Leading at Snow #5 – We Support Necessary Change, Even When It's Uncomfortable & Leading at Snow #7 – We Give and Receive Feedback with Courage and Care**

Employee Competency 1 - Comments (Review Period 1) *

Provide supporting comments for your rating, including specific examples or outcomes where possible.

enter comments here

Employee competencies will be rated on a three-point scale.

On track – Performance or behavior meets or exceeds expectations

Developing – Performance or behavior partially meets expectations

Off track – Performance or behavior is below expectations

Every competency rating requires a comment.

Managerial Competencies

Employees who manage people will also need to rate themselves on four management competencies.

Managerial Competency 2 - Team Building (Review Period 1)

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Defines team's goals and objectives. Develops high-performing teams by establishing a spirit of cooperation and cohesion for achieving goals. Consistently encourages team members to share information. (Review Period 1) *

This relates to: **Leading at Snow #1 – We Assume Positive Intent & Leading at Snow #6 – We Model Respect Across Divisions**

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Managerial Competency 2 - Comments (Review Period 1) *
Provide supporting comments for your rating, including specific examples or outcomes where possible.

enter comments here

Managerial competencies will be rated on the same three-point scale.

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On track – Performance or behavior meets or exceeds expectations

Developing – Performance or behavior partially meets expectations

Off track – Performance or behavior is below expectations

Every competency rating requires a comment.

Goal Alignment with Strategic Initiatives

Strategic Institutional Priorities and Goals

Please set at least two personal goals for the coming year that correspond Snow College's strategic priorities listed below. Each goal should correspond to one of the strategic priorities listed below.

Ensure positive and sustainable growth in ENROLLMENT through effective, data-driven recruitment and retention strategies. This includes participation in new student orientation and other retention-related activities, recruiting visits, generating recruiting materials, supporting the TechConnect and Prison Education Programs, proposing and developing new classes or new programs that bring in new students, revising online courses to meet adult student needs, opening tech ed shops and labs for occasional night hours, and any other activities designed to attract new students or retain existing students.

Empower students with durable skills and WORKFORCE READINESS. This includes having students participate in the CLA exam, assessing higher-order thinking skills in courses, revising courses to emphasize higher-order thinking skills, taking Coursera courses in AI and education, incorporating AI into courses, and any other activities that prepare students for the workforce or enhance durable skills that meet workforce needs.

Strengthen Institutional CAPACITY AND OPERATIONAL EXCELLENCE. This includes serving on a strategic initiative task force, creating or revising institutional policies, improving divisional or departmental workflows, mentoring new employees, leading or participating in employee training, implementing software or AI solutions, and any other activity that improves efficiency or effectiveness of Snow College.

Describe your SMART goals and identify the institutional Strategic Initiative they supports.

Please provide two personal SMART goals that support one or more of Snow College's Strategic Initiatives.

Specific: Linked to a job description, departmental goals/mission, and/or overall institutional goal. Answers the question—Who? and What?

Measurable: The success toward meeting the goal can be measured. Answers the question—How?

Attainable: Goals are realistic and can be achieved in a specific amount of time and are reasonable.

Relevant: The goals are aligned with current tasks and projects and focus in one defined area; include the expected result.

Time Oriented: Goals have a clearly defined time frame including a target or deadline date.

Examples:

Not a SMART goal:

Keep our department's website up-to-date. *Does not identify a measurement or time frame, nor identify why the improvement is needed or how it will be used.*

SMART goal:

The first Friday of every month, solicit updates and new materials from our department's managers for the web page; publish this new material to the website by 12:00 noon on the following Friday. Each time new material is published, review our department's website for material that is out of date, and delete or archive the outdated material.

Ref: [SMART GOALS – TEMPLATE \(sandiego.edu\)](#)

Employees are required to describe two goals and align them with the College's Strategic Initiatives. A third, fourth, and fifth goal is optional.

Ensure Positive and Sustainable Growth in ENROLLMENT, Retention, Completion, and Graduation

Empower Students with Durable Skills and WORKFORCE READINESS

Strengthen Institutional Capacity and OPERATIONAL EXCELLENCE

Optionally, the employee may upload supplemental documentation to support goals and goal progress.

Once the required goals have been input, the employee will click the “Submit” button to complete the self-evaluation.

Manager Tasks

After the employee submits the evaluation, the manager will receive a Kuali task via email.

Subject: Your APPROVAL is requested: Employee Evaluation & Goals - Supervisor's Evaluation Approval

S |

Hello Tim,

Your attention is required

Form Name: **EMPLOYEE EVALUATION & GOALS**

Step Name: **SUPERVISOR'S EVALUATION APPROVAL**

Your Action: **APPROVAL**

[Begin Review](#)

This email was automatically generated.

The manager will begin their review of the employee evaluation. Each competency will require the supervisor to either “Agree” or “Disagree” with the employee’s rating and leave a comment if the supervisor disagrees with the employee’s evaluation.

Employee Competency #1 - Supervisor's Review

Employee Competency #1 - Supervisor's Response *

☐ Agree

☐ Disagree

Employee Competency #1 - Supervisor's Comments *

enter comments here

Once all competencies and goals have been reviewed, the manager will sign the form and click “Approve” to move the form forward to the next step.

The supervisor will then meet with the employee to discuss the evaluation. To complete this step, the supervisor will “Mark Complete” in the Kuali task.

Employee Next Steps

To finish review period 1 of the evaluation, the employee will receive a Kuali task to do a review of the evaluation after the supervisor has done their evaluation. The employee

should review the evaluations for any changes that were made during the meeting with the supervisor and sign the evaluation. They will then click “Approve” to complete the process and initiate final notifications.

The employee and supervisor will then receive a PDF attachment in a Kuali email of the finalized evaluation, followed by the supervisor’s supervisor receiving the same notification and PDF.

Informal Check-in Meetings

Supervisors will receive Kuali notifications in between formal check-in meetings recommending an informal check-in with the employee. These meetings are not required and not documented through the evaluation process, but highly recommended to communicate with and help employees stay on track.

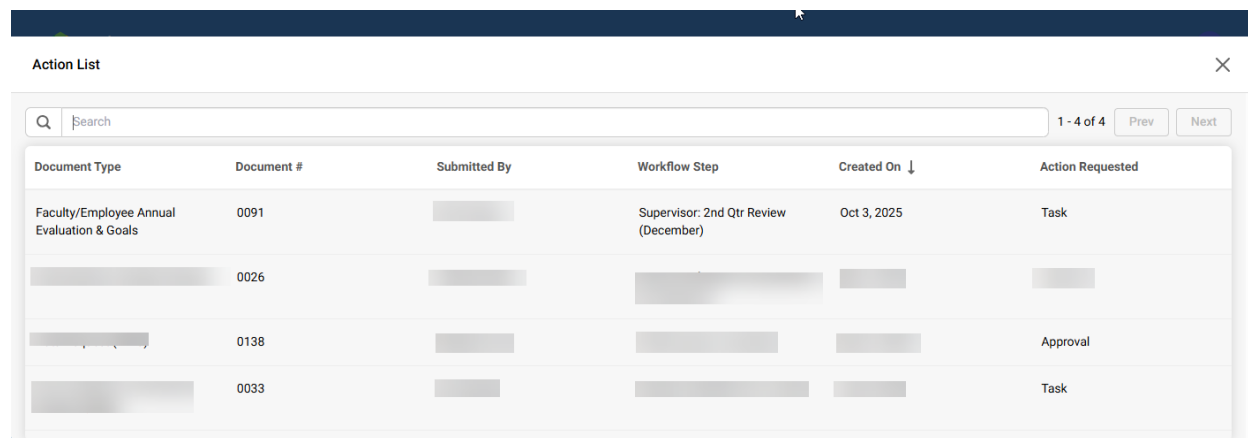
Review Period 2

Managers of staff will receive an automated email from Kuali during the months of November and April reminding them to do formal check-in meetings with the employee. These check-ins are documented in the evaluation and comments can be updated if needed.

This formal check-in involves a review of the evaluation and allows for updating comments.

Formal Reviews

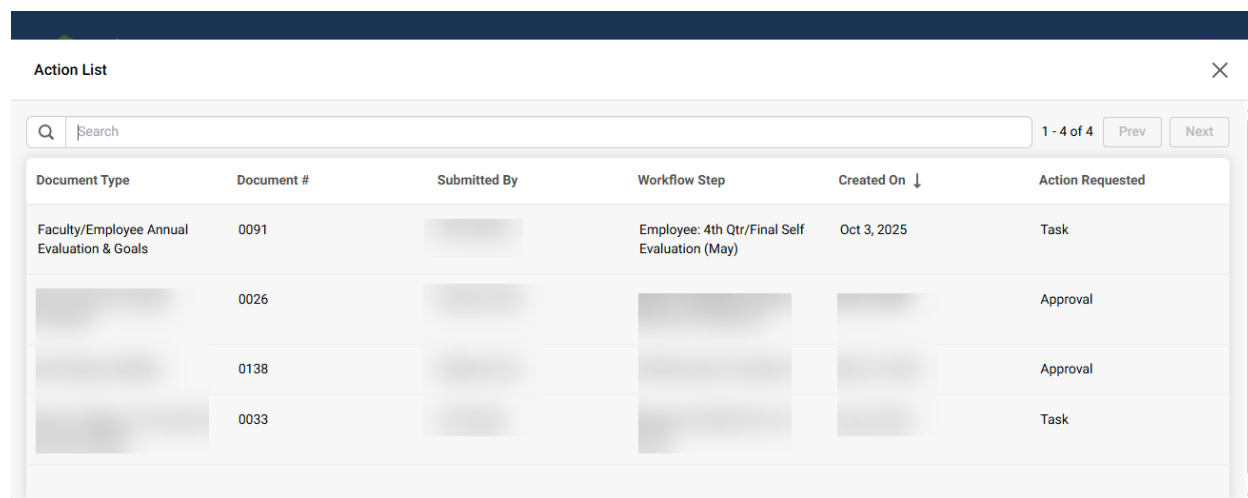
Formal reviews should take place in November and April. The supervisor will access these reviews using the task found in their Kuali action list.



The screenshot displays the 'Action List' interface in Kuali. It features a search bar at the top with a magnifying glass icon and the text 'Search'. To the right of the search bar, it indicates '1 - 4 of 4' items, with 'Prev' and 'Next' buttons. Below the search bar is a table with the following columns: 'Document Type', 'Document #', 'Submitted By', 'Workflow Step', 'Created On ↓', and 'Action Requested'. The table contains four rows of data, with the first row being fully legible and the others partially obscured by redaction boxes.

Document Type	Document #	Submitted By	Workflow Step	Created On ↓	Action Requested
Faculty/Employee Annual Evaluation & Goals	0091	[Redacted]	Supervisor: 2nd Qtr Review (December)	Oct 3, 2025	Task
[Redacted]	0026	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	0138	[Redacted]	[Redacted]	[Redacted]	Approval
[Redacted]	0033	[Redacted]	[Redacted]	[Redacted]	Task

Review Period 3

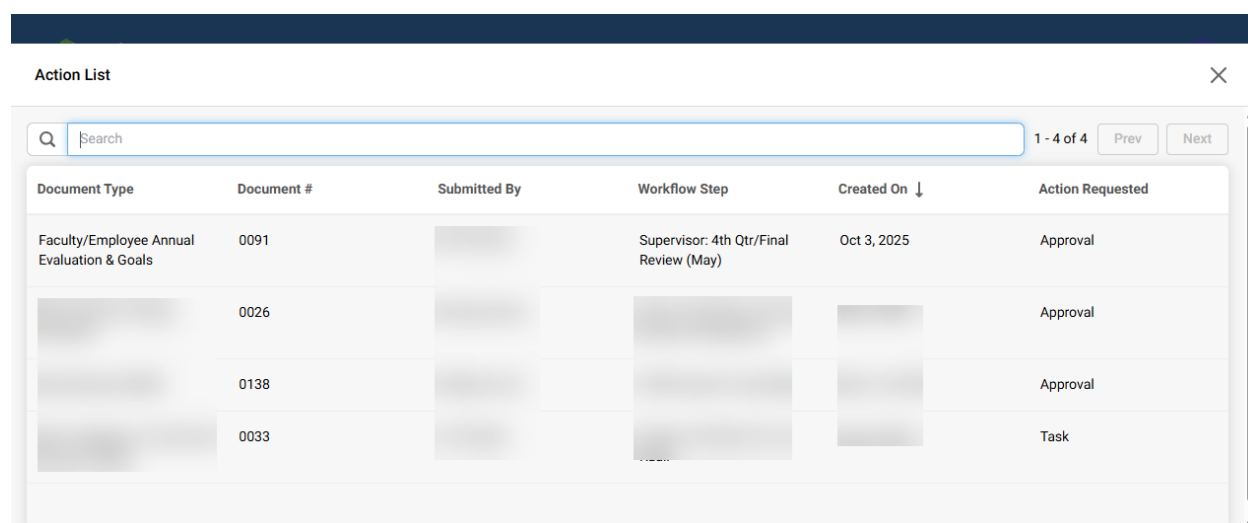


The screenshot shows the 'Action List' window with a search bar and navigation buttons. The table has six columns: Document Type, Document #, Submitted By, Workflow Step, Created On, and Action Requested. The first row is highlighted.

Document Type	Document #	Submitted By	Workflow Step	Created On ↓	Action Requested
Faculty/Employee Annual Evaluation & Goals	0091		Employee: 4th Qtr/Final Self Evaluation (May)	Oct 3, 2025	Task

The third review is initiated by the employee through a Kualii notification. This review has the employee looking back at the evaluation cycle and completing the self-evaluation again to gauge improvement and goal success.

After the employee submits the third review, the form will then be reviewed by the employee's supervisor. This task is accessed through the Action List in Kualii.



The screenshot shows the 'Action List' window with a search bar and navigation buttons. The table has six columns: Document Type, Document #, Submitted By, Workflow Step, Created On, and Action Requested. The second row is highlighted.

Document Type	Document #	Submitted By	Workflow Step	Created On ↓	Action Requested
Faculty/Employee Annual Evaluation & Goals	0091		Supervisor: 4th Qtr/Final Review (May)	Oct 3, 2025	Approval

After the employee and supervisor meet, the supervisor approves and signs the final annual review.

Taking Notes During Check-Ins

Quarterly check-ins are an opportunity to review progress, provide feedback, and ensure alignment with the goals and competencies established at the beginning of the evaluation cycle. To make the most of these conversations, supervisors should document discussions

carefully and professionally, keeping in mind that comments become part of the official evaluation record.