

# Graduate Assistant Evaluation for Development & Performance

A top priority of the Educational Leadership Policy and Student Affairs Graduate Assistantship Program is to develop higher education/student affairs professionals who meet the highest level of professional excellence. It is our goal that each graduate assistant shows growth over the course of their experience. **The purpose of this evaluation is to track personal and professional growth in the categories listed below.** For this reason, the evaluations will be compared against each other to understand growth. This also serves as a way for supervisors to have meaningful conversations with their graduate assistants as mentors.

Please review the GA's position description and pay attention to the rating descriptions below. Baselines should reflect where the graduate assistant begins their placement. Mid-Year and Final evaluations should show growth compared to the baseline.

- Three evaluations are necessary per year: Baseline, Mid-Term & Final. Due dates will be provided by the SA GA Coordinator.
- Provide candid, honest responses. Honest feedback allows graduate assistants to make the improvements that will enhance their performance as they move through the program and toward their career.
- Carefully evaluate each of the performance characteristics separately, based on recurring day-to-day performance and not based on isolated events.
- Supervisors are encouraged to make comments. These reviews are intended as a mutual exchange of information, enabling GAs to progress towards their fullest potential.

Performance Rating Indicators	
<b>5 – Exceptional</b>	Performance is excellent and consistently recognized as being advanced or above expectations; performance potential deemed optimal.
<b>4 – Exceeds Expectations</b>	Performance often exceeds expectations; graduate assistant exhibits intermediate understanding of duties and above average performance in the respective category.
<b>3 – Meets Expectations</b>	Performance consistently meets expectations and requirements.
<b>2 – Learning Expectations</b>	Performance frequently meets minimum requirements; performance needs improvement to meet expectations.
<b>1 – Coaching Required</b>	Graduate assistant is at the beginning of their performance potential and understanding of this characteristic and overall category. Improvement is needed to meet position requirements.

Graduate Assistant Name	
Graduate Assistant Year	First Year <input type="checkbox"/> Second Year <input type="checkbox"/>
Evaluation Period	
Evaluation Date	
Evaluator	
Office	

Enter appropriate rating indicators mentioned on page one (1). Please use the comments section to share insights that can contribute to the professional growth and development of the graduate assistant.

**Category 1: Position Knowledge**

Rating	Performance Characteristic
	Displays thorough knowledge and understanding of assigned duties.
	Demonstrates “know how” and skills necessary to perform service competently; knowledge appropriate for position.
	Understands interrelationship of the position to the rest of the organization (i.e., priorities and philosophies).
	Utilizes knowledge from the ELP program, regional and national association to inform projects, duties, and programs on a routine basis.
<b>Position Knowledge average</b>	
<b>Comments</b>	

**Category 2: Completion of Projects and Duties**

Rating	Performance Characteristic
	Has adequately completed or striving towards completion of objectives set forth by supervisor.
	Can provide a report or synopsis of completed projects or the status of projects set forth by the supervisor
	Has established connections with the other units, departments and community partners to achieve larger goals of the office.
<b>Completion of Projects and Duties average</b>	
<b>Comments</b>	

**Category 3: Quality of Work**

<b>Rating</b>	<b>Performance Characteristic</b>
	Appropriate attention to detail.
	Meets targets and deadlines.
	Utilizes supervision appropriately; able to serve with limited supervision; demonstrates initiative.
	Flexible and adaptable; demonstrates ability to perform under stress.
	Results are accurate, reliable, and consistent with training.
	Plans and organizes service for maximum effectiveness and efficiency.
	<b>Quality of Work average</b>
<b>Comments</b>	

**Category 4: Attitude**

<b>Rating</b>	<b>Performance Characteristic</b>
	Willingly accepts and responds to direction, constructive criticism, and delegated assignments; accepts suggestions.
	Accepts full responsibility for actions.
	Presents an appropriate appearance as it relates to duties and type of work
	Promotes a shared vision that drives unit, divisional, and institutional short-term and long-term planning
	Willingly observes and supports the organization's policies and procedures.
	<b>Attitude average</b>
<b>Comments</b>	

**Category 5: Communication**

<b>Rating</b>	<b>Performance Characteristic</b>
	Expresses self clearly and concisely in written and oral communications.
	Utilizes appropriate conflict management practice (i.e., speaks for self, does not engage in gossip or dissemination of rumors, clearly identifies interests, seeks win/win solutions).
	Communicates well with clients, peers, and supervisors.
	Employs active listening skills, requesting clarification and feedback when needed.
	<b>Communication average</b>
<b>Comments</b>	

**Category 6: Relationships and Teamwork**

<b>Rating</b>	<b>Performance Characteristic</b>
	Promotes favorable relationships with those being served
	Earns respect of others
	Treats others with respect
	Develops and maintains effective working relationship with supervisors, peers, and others outside the unit.
	Works proactively as part of the team to achieve goals of the office
	Willing asks for help from others or seeks consultation as appropriate
	Understands their impact on others
	Willingly volunteers for projects
	Establish systems and teams that promote leadership development and mentoring
	Create a culture of feedback to improve leadership as an individual and team
	<b>Relationships and Teamwork average</b>
<b>Comments</b>	

**Category 7: Planning, Organization and Time Management**

Rating	Performance Characteristic
	Anticipates and plans ahead.
	Is punctual in keeping meetings and appointments. Good attendance habits.
	Sets a course of action to meet goals on time for self, for others, and for projects.
	Design program and learning outcomes that are clear, specific, and measurable; informed by theoretical frameworks and aligned with organizational outcomes, goals, and values.
	Effective use of service time; does not negatively impact the work of others.
	Takes initiative to accomplish more than what is required.
	Articulate, interpret, and apply results of AER reports and studies, including professional literature
	Determines courses of action that are most effective and efficient.
	Handles a variety of tasks concurrently.
	Demonstrates logical thinking that results in timely and practical decisions.
	Ability to differentiate among methods for assessment, program review, evaluation, planning, and research.
	<b>Planning, Organization and Time Management average</b>
<b>Comments</b>	

<b>Performance Evaluation Average Rating:</b>	
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**To the Graduate Assistant**

This evaluation has been discussed with me AND:

I agree with it <input type="radio"/>	I disagree with it <input type="radio"/>
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**Graduate Assistant Comments if any:**

Graduate Assistant Signature	Supervisor Signature
Date:	Date: