



EXEMPT PERFORMANCE APPRAISAL

STAFF MEMBER'S NAME		SOCIAL SECURITY NUMBER	
POSITION		DATE OF EMPLOYMENT	TIME IN CURRENT POSITION Yrs. Mos.
DIVISION	DEPARTMENT	REVIEW PERIOD FROM:	REVIEW PERIOD TO:
SUPERVISOR	SECOND LEVEL REVIEWER		DATE OF APPRAISAL
TYPE OF REVIEW <input type="checkbox"/> ANNUAL <input type="checkbox"/> 3 MONTHS (NEW HIRE OR JOB CHANGE) <input type="checkbox"/> OTHER (SPECIFY): _____			

INSTRUCTIONS

Apply the following definitions in rating the staff member on each factor and check the box, which most accurately describes the staff member's job performance. Comments for each factor is mandatory for all ratings except "Achieves Expectations"; however, comments are encouraged for this rating as well.

PERFORMANCE RATINGS

A. Far Exceeds Expectations

Staff member demonstrates the highest standards of performance. Results achieved far exceeds position requirements. The excellence of the staff member's work is clearly recognized by all.

B. Exceeds Expectations

Staff member demonstrates measurable contributions significantly above what is expected for this position. Performance consistently exceeds standards set for the position.

C. Achieves Expectations

Staff member's performance regularly meets all requirements. Performance fully meets standards set for the position on a consistent basis. This should be the expected level of performance for the position.

D. Partially Achieves Expectations

Staff member's performance is occasionally below expectations. Improvement is required in the area(s) rated within a specified time period. An overall rating of partially achieves should require immediate improvement in a specified time period.

E. Does Not Meet Expectations

Staff member's performance is not acceptable. Immediate improvement is required for continued employment.



SECTION I: Job Performance Factors

COMPETENCIES (PERFORMANCE STANDARDS)	ASSESSMENT
<p>1. Technical Knowledge and Skills:</p> <ul style="list-style-type: none">• Demonstrates job knowledge and skills essential to the effective performance of job responsibilities.• Shows initiative in increasing present skills and learning new ones.	<p><input type="checkbox"/> Far Exceeds Expectations</p> <p><input type="checkbox"/> Exceeds Expectations</p> <p><input type="checkbox"/> Achieves Expectations</p> <p><input type="checkbox"/> Partially Achieves Expectations</p> <p><input type="checkbox"/> Does Not Meet Expectations</p> <p><input type="checkbox"/> Not applicable</p>
<p>Comments/Specific Examples:</p>	

<p>2. Planning and Organization</p> <ul style="list-style-type: none">• Formulates and presents goals, budgets, and action plans in pertinent areas.• Sets priorities.• Accepts accountability for results.	<p><input type="checkbox"/> Far Exceeds Expectations</p> <p><input type="checkbox"/> Exceeds Expectations</p> <p><input type="checkbox"/> Achieves Expectations</p> <p><input type="checkbox"/> Partially Achieves Expectations</p> <p><input type="checkbox"/> Does Not Meet Expectations</p> <p><input type="checkbox"/> Not applicable</p>
<p>Comments/Specific Examples:</p>	



SECTION I: Job Performance Factors Continued

COMPETENCIES (PERFORMANCE STANDARDS)	ASSESSMENT
<p>3. Administrative Skills:</p> <ul style="list-style-type: none">• Establishes appropriate procedures to monitor work progress.• Monitors progress and makes adjustments as necessary.• Ensures established goals and timetables are met.	<p><input type="checkbox"/> Far Exceeds Expectations <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Achieves Expectations <input type="checkbox"/> Partially Achieves Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> Not applicable</p>
<p>Comments/Specific Examples:</p> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>4. Problem Solving:</p> <ul style="list-style-type: none">• Demonstrates ability to recognize problem areas.• Defines and initiates alternative solutions.	<p><input type="checkbox"/> Far Exceeds Expectations <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Achieves Expectations <input type="checkbox"/> Partially Achieves Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> Not applicable</p>
<p>Comments/Specific Examples:</p> <hr/> <hr/> <hr/> <hr/> <hr/>	



SECTION I: Job Performance Factors Continued

COMPETENCIES (PERFORMANCE STANDARDS)	ASSESSMENT
5. Decision Making: <ul style="list-style-type: none">Makes sound and timely decisions by analyzing facts.Reaches logical conclusions by use of foresight and planning.	<input type="checkbox"/> Far Exceeds Expectations <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Achieves Expectations <input type="checkbox"/> Partially Achieves Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> Not applicable
Comments/Specific Examples:	

6. Communication Skills: <ul style="list-style-type: none">Demonstrates effective oral and written presentation skills.Communicates effectively with superiors, peers, and staff.Corrects communication misunderstandings once recognized.	<input type="checkbox"/> Far Exceeds Expectations <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Achieves Expectations <input type="checkbox"/> Partially Achieves Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> Not applicable
Comments/Specific Examples:	



SECTION I: Job Performance Factors Continued

COMPETENCIES (PERFORMANCE STANDARDS)	ASSESSMENT
7. Interpersonal Skills: <ul style="list-style-type: none">• Relates well with all levels of personnel.• Encourages participation and teamwork.• Fosters an open and trusting work environment.	<input type="checkbox"/> Far Exceeds Expectations <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Achieves Expectations <input type="checkbox"/> Partially Achieves Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> Not applicable
Comments/Specific Examples:	

8. Initiative: <ul style="list-style-type: none">• Demonstrates ability to act on own accord.• Self-motivated.• Seeks greater responsibility.• Assumes logical approach to solving problems.	<input type="checkbox"/> Far Exceeds Expectations <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Achieves Expectations <input type="checkbox"/> Partially Achieves Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> Not applicable
Comments/Specific Examples:	



SECTION I: Job Performance Factors Continued

COMPETENCIES (PERFORMANCE STANDARDS)	ASSESSMENT
9. Relationship with Students, Internal and External Contacts: <ul style="list-style-type: none">Maintains confidentiality and honesty when handling transactions.Enhances the College's image.Reduces complaints.	<input type="checkbox"/> Far Exceeds Expectations <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Achieves Expectations <input type="checkbox"/> Partially Achieves Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> Not applicable
Comments/Specific Examples:	

10. Delegation and Supervisory Skills: <ul style="list-style-type: none">Delegates work effectively through appropriate assignments to staff members for their demonstrated level of skills and knowledge.Clearly defines responsibilities and authority limits for staff.Takes a proactive approach to defining and communicating standards of performance.	<input type="checkbox"/> Far Exceeds Expectations <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Achieves Expectations <input type="checkbox"/> Partially Achieves Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> Not applicable
Comments/Specific Examples:	



SECTION I: Job Performance Factors Continued

COMPETENCIES (PERFORMANCE STANDARDS)	ASSESSMENT
<p>11. Staff Development:</p> <ul style="list-style-type: none">• Actively ensures that staff members attend the College's internal training and development programs and encourages external educational development.• Assists staff members in achieving predetermined standards through on-the-job training.• Provides opportunities for growth and development for employees with career advancement potential.	<p><input type="checkbox"/> Far Exceeds Expectations</p> <p><input type="checkbox"/> Exceeds Expectations</p> <p><input type="checkbox"/> Achieves Expectations</p> <p><input type="checkbox"/> Partially Achieves Expectations</p> <p><input type="checkbox"/> Does Not Meet Expectations</p> <p><input type="checkbox"/> Not applicable</p>
<p>Comments/Specific Examples:</p>	
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SECTION II: Job Performance Results

Complete the following section based on the goals, objectives and projects that were agreed upon for the period of time currently being reviewed. Attach a separate sheet of paper if necessary.

Performance Goals/Objectives	Summary Evaluation
List the specific goals, objectives, and projects set for completion during the review period.	Statements regarding staff members' success in attaining the performance objectives, goals and projects.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	



SECTION III: Performance Goals

Complete the following section based on the goals, objectives, and projects that are expected to be achieved over the upcoming review period.

PERFORMANCE OBJECTIVES	MEASUREMENT CRITERIA
Assigned Projects	
Personal Development (if applicable)	
Other	

SECTION IV: Summary Evaluation

1. What specific skills or responsibilities does the staff member demonstrate especially well?



SECTION IV: Summary Evaluation Continued

2. What are the staff member's areas of needed improvement?

3. What additional training or experience would enhance this staff member's performance and/or self-development?

The summary rating considers performance in each area and should be supported by the appraisal content. The staff member's overall rating for this performance period is:

- | | |
|---|--|
| <input type="checkbox"/> Far Exceeds Expectations | <input type="checkbox"/> Partially Achieves Expectations |
| <input type="checkbox"/> Exceeds Expectations | <input type="checkbox"/> Does Not Meet Expectations |
| <input type="checkbox"/> Achieves Expectations | |

Supervisor's Overall Comments (attach comments on a separate piece of paper if necessary):



SECTION IV: Summary Evaluation Continued

Staff Member's Comments (attach comments on a separate piece of paper, if necessary):

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I have reviewed this performance appraisal and discussed the contents with my supervisor:

Staff Member's Signature

Date

APPRAISAL CONDUCTED BY: (Print Name)	Title	Date
Signature:		

APPRAISAL REVIEWED BY (Dept. Chair/VP/Provost – Print Name)	Title	Date
Signature:		

HUMAN RESOURCES: (Print Name)	Title	Date
Signature:		