

STAFF MEMBER'S NAME			SOCIAL SECURITY NUMBER	
POSITION			DATE OF EMPLOYMENT	TIME IN CURRENT POSITION Yrs. Mos.
DIVISION	DEPARTMEN	IT	REVIEW PERIOD FROM:	REVIEW PERIOD TO:
SUPERVISOR SEC		SECOND L	LEVEL REVIEWER	DATE OF APPRAISAL
TYPE OF REVIEW				
ANNUAL 3 MONTHS (NEW HIRE OR JOB CHANGE) 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 <u>mandatory</u> 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.

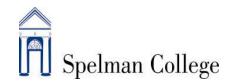
### E. Does Not Meet Expectations

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



# **SECTION I: Job Performance Factors**

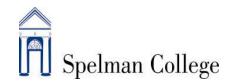
COMPETENCIES (PERFORMANCE STANDARDS)	ASSESSMENT
<ol> <li>Technical Knowledge and Skills:</li> <li>Demonstrates job knowledge and skills essential to the effective performance of job responsibilities.</li> <li>Shows initiative in increasing present skills and learning new ones.</li> </ol>	<ul> <li>Far Exceeds Expectations</li> <li>Exceeds Expectations</li> <li>Achieves Expectations</li> <li>Partially Achieves Expectations</li> <li>Does Not Meet Expectations</li> <li>Not applicable</li> </ul>
Comments/Specific Examples:	
<ul> <li>Planning and Organization</li> <li>Formulates and presents goals, budgets, and action plans in pertinent areas.</li> <li>Sets priorities.</li> <li>Accepts accountability for results.</li> </ul>	<ul> <li>Far Exceeds Expectations</li> <li>Exceeds Expectations</li> <li>Achieves Expectations</li> <li>Partially Achieves Expectations</li> <li>Does Not Meet Expectations</li> <li>Not applicable</li> </ul>
Comments/Specific Examples:	



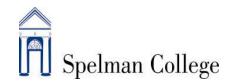
COMPETENCIES (PERFORMANC	E STANDARDS)	ASSESSMENT
<ul> <li>3. Administrative Skills:</li> <li>Establishes appropriate procedures to r</li> <li>Monitors progress and makes adjustme</li> <li>Ensures established goals and timetab</li> </ul>	nts as necessary.	<ul> <li>Far Exceeds Expectations</li> <li>Exceeds Expectations</li> <li>Achieves Expectations</li> <li>Partially Achieves Expectations</li> <li>Does Not Meet Expectations</li> <li>Not applicable</li> </ul>
Comments/Specific Examples:		
<ul> <li>4. Problem Solving:</li> <li>Demonstrates ability to recognize proble</li> <li>Defines and initiates alternative solution</li> </ul>		<ul> <li>Far Exceeds Expectations</li> <li>Exceeds Expectations</li> <li>Achieves Expectations</li> <li>Partially Achieves Expectations</li> <li>Does Not Meet Expectations</li> <li>Not applicable</li> </ul>
Comments/Specific Examples:		



COMPETENCIES (PERFORMANCE STANDARDS)	ASSESSMENT
<ul><li>5. Decision Making:</li><li>Makes sound and timely decisions by analyzing facts.</li><li>Reaches logical conclusions by use of foresight and planning.</li></ul>	<ul> <li>Far Exceeds Expectations</li> <li>Exceeds Expectations</li> <li>Achieves Expectations</li> <li>Partially Achieves Expectations</li> <li>Does Not Meet Expectations</li> <li>Not applicable</li> </ul>
Comments/Specific Examples:	
<ul> <li>6. Communication Skills:</li> <li>Demonstrates effective oral and written presentation skills.</li> <li>Communicates effectively with superiors, peers, and staff.</li> <li>Corrects communication misunderstandings once recognized.</li> </ul>	<ul> <li>Far Exceeds Expectations</li> <li>Exceeds Expectations</li> <li>Achieves Expectations</li> <li>Partially Achieves Expectations</li> <li>Does Not Meet Expectations</li> <li>Not applicable</li> </ul>
Comments/Specific Examples:	



	COMPETENCIES (PERFORMANCE STANDARDS)	ASSESSMENT
7. • •	Interpersonal Skills: Relates well with all levels of personnel. Encourages participation and teamwork. Fosters an open and trusting work environment.	<ul> <li>Far Exceeds Expectations</li> <li>Exceeds Expectations</li> <li>Achieves Expectations</li> <li>Partially Achieves Expectations</li> <li>Does Not Meet Expectations</li> <li>Not applicable</li> </ul>
Comme	nts/Specific Examples:	
8.	Initiative:	Ear Excoods Expostations
•	Demonstrates ability to act on own accord.	<ul> <li>Far Exceeds Expectations</li> <li>Exceeds Expectations</li> </ul>
٠	Self-motivated.	<ul> <li>Achieves Expectations</li> <li>Partially Achieves Expectations</li> </ul>
٠	Seeks greater responsibility.	<ul> <li>Does Not Meet Expectations</li> <li>Not applicable</li> </ul>
•	Assumes logical approach to solving problems.	
Comme	nts/Specific Examples:	



## SECTION I: Job Performance Factors Continued

COMPETENCIES (PERFORMANCE STANDARDS)	ASSESSMENT
<ul> <li>9. Relationship with Students, Internal and External Contacts:</li> <li>Maintains confidentiality and honesty when handling transactions.</li> <li>Enhances the College's image.</li> <li>Reduces complaints.</li> </ul>	<ul> <li>Far Exceeds Expectations</li> <li>Exceeds Expectations</li> <li>Achieves Expectations</li> <li>Partially Achieves Expectations</li> <li>Does Not Meet Expectations</li> <li>Not applicable</li> </ul>
Comments/Specific Examples:	
<ul> <li>10. Delegation and Supervisory Skills:</li> <li>Delegates work effectively through appropriate assignments to staff members for their demonstrated level of skills and knowledge.</li> <li>Clearly defines responsibilities and authority limits for staff.</li> <li>Takes a proactive approach to defining and communicating standards of performance.</li> </ul>	<ul> <li>Far Exceeds Expectations</li> <li>Exceeds Expectations</li> <li>Achieves Expectations</li> <li>Partially Achieves Expectations</li> <li>Does Not Meet Expectations</li> <li>Not applicable</li> </ul>

Comments/Specific Examples:



COMPETENCIES (PERFORMANCE STANDARDS)	ASSESSMENT
<ol> <li>Staff Development:</li> <li>Actively ensures that staff members attend the College's internal training and development programs and encourages external educational development.</li> <li>Assists staff members in achieving predetermined standards through on-the-job training.</li> <li>Provides opportunities for growth and development for employees with career advancement potential.</li> </ol>	<ul> <li>Far Exceeds Expectations</li> <li>Exceeds Expectations</li> <li>Achieves Expectations</li> <li>Partially Achieves Expectations</li> <li>Does Not Meet Expectations</li> <li>Not applicable</li> </ul>
Comments/Specific Examples:	



### 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.	



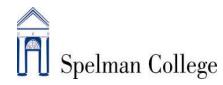
### **SECTION III: Performance Goals**

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 Developm	nent (if applicable)	
Oth	ner	

### **SECTION IV: Summary Evaluation**

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



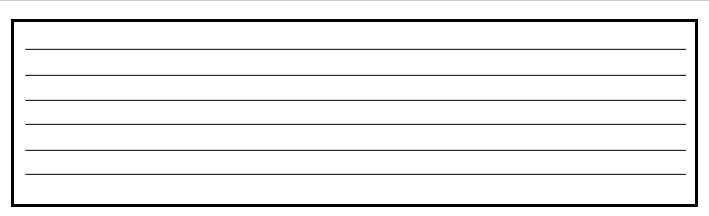
### SECTION IV: Summary Evaluation Continued

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 selfdevelopment?

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:			
<ul> <li>Far Exceeds Expectations</li> <li>Exceeds Expectations</li> <li>Achieves Expectations</li> </ul>	<ul> <li>Partially Achieves Expectations</li> <li>Does Not Meet Expectations</li> </ul>		

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):

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

Staff Member's Signature

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

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

HUMAN RESOURCES: (Print Name)	Title	Date
Signature:		

Date