



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. Knowledge of Job:</p> <ul style="list-style-type: none">Demonstrates knowledge and understanding of procedures and techniques for meeting job responsibilities.	<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>2. Quality of Work:</p> <ul style="list-style-type: none">Meets recognized and accepted standards of work performance through accuracy, neatness, and thoroughness.	<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
<p>3. Quantity and Timeliness of Work:</p> <ul style="list-style-type: none">Maintains volume of work based upon recognized standards of performance and within required time parameters.	<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>	

<p>4. Verbal and Written Communication Skills:</p> <ul style="list-style-type: none">Demonstrates the ability to transmit and receive information both verbally and in written communications in a clear and concise manner.	<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>	



SECTION I: Job Performance Factors Continued

COMPETENCIES (PERFORMANCE STANDARDS)	ASSESSMENT
5. Initiative and Adaptability: <ul style="list-style-type: none">Exhibits flexibility in creating or adjusting to new priorities, changes, or conditions. Self motivated; seeks greater responsibility.	<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. Interpersonal Skills: <ul style="list-style-type: none">Maintains harmonious and cooperative relationship with coworkers.	<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>7. Professionalism/Appearance:</p> <ul style="list-style-type: none">Projects an appearance appropriate for the College's image.	<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>8. Attendance and Punctuality:</p> <ul style="list-style-type: none">Adheres to assigned work schedule and avoids excessive absences.	<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
9. Relationship with Students, Internal and External Contacts: <ul style="list-style-type: none"> Maintains confidentiality and honesty when handling transactions. Enhances College's image. 	<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:	

COMPETENCIES (PERFORMANCE STANDARDS)	ASSESSMENT
10. Supervisory/Group Leadership Responsibilities: <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 II: Summary Evaluation

1. What specific goals, objectives, and projects were accomplished during the review period?

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

3. What specific goals, objectives, and projects are expected to be achieved over the upcoming review period?

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



5. 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:

☐ Far Exceeds Expectations

☐ Partially Achieves Expectations

☐ Exceeds Expectations

☐ Does Not Meet Expectations

☐ Achieves Expectations

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



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:		