

Administrator/Staff Performance Appraisal

Employee Name: _____

Supervisor: _____

Job Title: _____

Calendar Year: _____

Division/Dept: _____

Rating Categories and Comments

The definitions of the rating categories are listed below. Supervisory comments, including specific examples must support the categories of exceeds expectations, needs improvement or unsatisfactory. Comments for all categories are encouraged.

- EXCEEDS EXPECTATIONS:** Consistently **exceeds** performance standards in **many** areas of the job duty, performance objective or general performance factor.
- SOLID PERFORMANCE:** Consistently **performs** major job functions, performance objective or general performance factors.
- NEEDS IMPROVEMENT:** Consistently **does not meet** standards of the job duty, performance objective or general performance factor. Improvement is **required**.
- UNSATISFACTORY:** Performance level is **unacceptable**.

Appraisal of Performance Objectives and/or Major Job Functions

Identify approximately five major job functions of the employee's position from his/her job description and/or performance objectives that were established by the supervisor and employee and evaluate each job function and/or performance objective.

| | | | |
|--|---|---|---|
| 1. Performance Objective or Job Function | | | |
| EXCEEDS EXPECTATIONS <input type="checkbox"/> | SOLID PERFORMANCE <input type="checkbox"/> | NEEDS IMPROVEMENT <input type="checkbox"/> | UNSATISFACTORY <input type="checkbox"/> |
| Comments | | | |

| | | | |
|--|---|---|---|
| 2. Performance Objective or Job Function | | | |
| EXCEEDS EXPECTATIONS <input type="checkbox"/> | SOLID PERFORMANCE <input type="checkbox"/> | NEEDS IMPROVEMENT <input type="checkbox"/> | UNSATISFACTORY <input type="checkbox"/> |
| Comments | | | |

| | | | |
|--|---|---|---|
| 3. Performance Objective or Job Function | | | |
| EXCEEDS EXPECTATIONS <input type="checkbox"/> | SOLID PERFORMANCE <input type="checkbox"/> | NEEDS IMPROVEMENT <input type="checkbox"/> | UNSATISFACTORY <input type="checkbox"/> |
| Comments | | | |

4. Performance Objective or Job Function

| | | | |
|--|---|---|---|
| EXCEEDS EXPECTATIONS <input type="checkbox"/> | SOLID PERFORMANCE <input type="checkbox"/> | NEEDS IMPROVEMENT <input type="checkbox"/> | UNSATISFACTORY <input type="checkbox"/> |
|--|---|---|---|

Comments

5. Performance Objective or Job Function

| | | | |
|--|---|---|---|
| EXCEEDS EXPECTATIONS <input type="checkbox"/> | SOLID PERFORMANCE <input type="checkbox"/> | NEEDS IMPROVEMENT <input type="checkbox"/> | UNSATISFACTORY <input type="checkbox"/> |
|--|---|---|---|

Comments

Performance Factors

1. Knowledge

Understanding required to accomplish assigned duties and responsibilities. Consider the following: currency in field; individual and unit goals and objectives; university/college/departmental policies and procedures; accreditation requirements; strategic planning; and legal issues.

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|--|---|---|---|
| EXCEEDS EXPECTATIONS <input type="checkbox"/> | SOLID PERFORMANCE <input type="checkbox"/> | NEEDS IMPROVEMENT <input type="checkbox"/> | UNSATISFACTORY <input type="checkbox"/> |
|--|---|---|---|

Comments

2. Communication

Effective informing and listening skills. Consider the following: speaking, writing, listening, and informing.

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|--|---|---|---|
| EXCEEDS EXPECTATIONS <input type="checkbox"/> | SOLID PERFORMANCE <input type="checkbox"/> | NEEDS IMPROVEMENT <input type="checkbox"/> | UNSATISFACTORY <input type="checkbox"/> |
|--|---|---|---|

Comments

3. Decision Making

Using information for appropriate outcomes. Consider the following: gathering, collaborating, reviewing, analyzing, and evaluating.

| | | | |
|--|---|---|---|
| EXCEEDS EXPECTATIONS <input type="checkbox"/> | SOLID PERFORMANCE <input type="checkbox"/> | NEEDS IMPROVEMENT <input type="checkbox"/> | UNSATISFACTORY <input type="checkbox"/> |
|--|---|---|---|

Comments

4. *Teamwork and Cooperation*

Using cooperative interpersonal skills to accomplish the university mission. Consider the following: courtesy, support, tact, respect, and collaboration.

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|--|---|---|---|
| EXCEEDS EXPECTATIONS <input type="checkbox"/> | SOLID PERFORMANCE <input type="checkbox"/> | NEEDS IMPROVEMENT <input type="checkbox"/> | UNSATISFACTORY <input type="checkbox"/> |
| Comments | | | |

5. *Leadership and Motivation*

Creating and maintaining a productive environment. Consider the following: pursuing excellence; fostering of commitment; modeling positive examples, and mentoring.

| | | | |
|--|---|---|---|
| EXCEEDS EXPECTATIONS <input type="checkbox"/> | SOLID PERFORMANCE <input type="checkbox"/> | NEEDS IMPROVEMENT <input type="checkbox"/> | UNSATISFACTORY <input type="checkbox"/> |
| Comments | | | |

6. *Resource Management*

Being efficient and productive within the organization; effective utilization and evaluation of resources. Consider the following: budget, personnel, time, materials, and records.

| | | | |
|--|---|---|---|
| EXCEEDS EXPECTATIONS <input type="checkbox"/> | SOLID PERFORMANCE <input type="checkbox"/> | NEEDS IMPROVEMENT <input type="checkbox"/> | UNSATISFACTORY <input type="checkbox"/> |
| Comments | | | |

7. *Professional Development*

Demonstrating commitment to continued improvement and currency in field. Consider the following: attending conferences/workshops/seminars; pursuing learning opportunities, i.e. self-study, classes, research; and participating in professional organizations.

| | | | |
|--|---|---|---|
| EXCEEDS EXPECTATIONS <input type="checkbox"/> | SOLID PERFORMANCE <input type="checkbox"/> | NEEDS IMPROVEMENT <input type="checkbox"/> | UNSATISFACTORY <input type="checkbox"/> |
| Comments | | | |

8. *Mission and Community Relations*

Demonstrating commitment to improving university atmosphere, services and image. Consider the following: Displays consistent understanding, enthusiasm, support, dedication and interest for the Mission, customer service, university activities/committees; community boards/service; outreach and recruitment/retention.

| | | | |
|--|---|---|---|
| EXCEEDS EXPECTATIONS <input type="checkbox"/> | SOLID PERFORMANCE <input type="checkbox"/> | NEEDS IMPROVEMENT <input type="checkbox"/> | UNSATISFACTORY <input type="checkbox"/> |
| Comments | | | |

9. *Equal Opportunity Participation*

Understanding the university's commitment to equal opportunity/equal access and the university's policies on harassment and discrimination. Consider the following: demonstrating commitment and sensitivity toward and appreciation of diverse populations.

| | | | |
|--|---|---|---|
| EXCEEDS EXPECTATIONS <input type="checkbox"/> | SOLID PERFORMANCE <input type="checkbox"/> | NEEDS IMPROVEMENT <input type="checkbox"/> | UNSATISFACTORY <input type="checkbox"/> |
| Comments | | | |

Performance Improvement Plan - This section is a requirement when the evaluation of any job duty, performance objective, or general performance factor is rated at "Needs Improvement" or "Unsatisfactory." This section may be used also to enhance the performance of employees, regardless of rating. The performance improvement plan should be a joint effort between the employee and supervisor and should include such items as specific performance expectations, a schedule for follow-up and any training/mentoring, etc., needed to improve performance.

Performance Objectives for Next Year – The supervisor and employee should jointly establish goals for the next performance appraisal cycle. Goals should be consistent with an employee's job duties, strategic plan, department goals, and/or an employee's professional development goals.

Professional Development Achievement and Plan for Next Year – To the fullest extent possible, the university supports professional development for all employees. The supervisor should comment on what was accomplished this year, and the supervisor and employee should establish jointly a professional development plan for the next year, which would enhance performance in the employee's current position or encourage further professional growth.

OVERALL EVALUATION – Assign the rating that best indicates the employee’s overall performance for the year.

EXCEEDS
EXPECTATIONS

SOLID
PERFORMANCE

NEEDS
IMPROVEMENT

UNSATISFACTORY

SUPERVISORY COMMENTS – Supervisors may make any general comments here.

Supervisor’s Name (Please Print)

Supervisor’s Signature

Reviewed by next higher level supervisor (or department designee):

Reviewer’s Name (Please Print)

Reviewer’s Signature

Employee’s Name (Please Print)

Employee’s Signature

Note: The employee’s signature does not necessarily indicate agreement with the performance appraisal results. The signature indicates only that the performance appraisal was discussed with the employee.

Date of Performance Appraisal Interview: _____

EMPLOYEE’S COMMENTS – Employees may make any comments here within fourteen (14) working days after receiving this performance appraisal. All employee comments will be attached to this performance appraisal and filed in the employee’s personnel file. Attach additional sheets if necessary.

Employee's Self-Assessment – Supervisors **must** hand out this page to the employee **before** the performance appraisal meeting. Employees are strongly encouraged to do a narrative self-assessment of their performance and to share it with their supervisor.

Instructions to the employee - Reflect on your job performance over the last year. What job duties and/or performances objectives do you think you performed well? Where would you like to improve? Were you able to accomplish your unit and department goals? Did you encounter any barriers that impacted your job performance or accomplishment of performance or unit or department goals? How can your supervisor or others assist you to enhance job performance? (These are general instructions; however, employees should not feel limited by them and should feel free to add other comments.)

Printed Name

Signature