



Classified Performance Evaluation

Employee Name: _____ Department: _____

Date of Current
Performance Evaluation: _____ Performed by: _____

Section I. Quality/Quantity of Work and Productivity

I-A. Completes work assignments on time

<input type="radio"/>	5 - Often exceeds - Greatly exceeds expectations and objectives. Projects and assignments are frequently completed before deadline.
<input type="radio"/>	4 - Consistently meets - Consistently meets expectations. Projects and assignments are always completed on time.
<input type="radio"/>	3 - Usually meets - Generally meets expectations in all areas. Projects and assignments are occasionally late or incomplete.
<input type="radio"/>	2 - Needs to improve - Often unacceptable, projects and assignments are periodically late or incomplete.
<input type="radio"/>	1 - Below minimum - Unacceptable, projects and assignments are consistently late or incomplete.

Comments:

I-B. Completes work assignments accurately

<input type="radio"/>	5 - Often exceeds - Performs work at the highest level of accuracy with little or no supervision required. Mistakes are extremely rare, yet minor.
<input type="radio"/>	4 - Consistently meets - Performs work at the acceptable level of accuracy with minimal supervision. Mistakes are minimal, and minor in nature.
<input type="radio"/>	3 - Usually meets - Completes assignments according to the established work standards with routine supervision. Mistakes do occur occasionally.
<input type="radio"/>	2 - Needs to improve - Occasionally assignments are performed to an unacceptable level of accuracy even while under close supervision. Mistakes do occur regularly.
<input type="radio"/>	1 - Below minimum - Work is rarely performed at an acceptable level of accuracy and the mistakes made are major, even while under constant supervision.

Comments:

i-C. Communicates information accurately both verbally and in writing

<input type="radio"/>	5 - Often exceeds - Outstanding ability to communicate ideas and pertinent information to others accurately.
<input type="radio"/>	4 - Consistently meets - Consistently able to express ideas and important information clearly and concisely.
<input type="radio"/>	3 - Usually meets - Generally organized and expresses thoughts clearly and concisely when necessary.
<input type="radio"/>	2 - Needs to improve - Sometimes able to express thoughts clearly although not consistently.

<input type="radio"/>	1 - Below minimum - Unable to express thoughts clearly. Lacks organization and willingness to tell others when it is important.
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Comments:

I-D. Follows instructions

<input type="radio"/>	5 - Often exceeds - Excellent understanding of job assignments and duties. Extremely knowledgeable at all times.
<input type="radio"/>	4- Consistently meets - Good knowledge of duties. Well informed. Actively pursues additional job knowledge.
<input type="radio"/>	3 - Usually meets - Has adequate knowledge of duties and assignments. Needs some instruction.
<input type="radio"/>	2 - Needs to improve - Inadequate knowledge of assignments and duties. Understanding is not sufficient. Needs additional instruction.
<input type="radio"/>	1 - Below minimum - Definite lack of knowledge. Very little understanding of job duties and assignments.

Comments:

I-E. Observes work time responsibly

<input type="radio"/>	5 - Often exceeds - All time is spent on tasks and duties while on University time.
<input type="radio"/>	4- Consistently meets - Most, if not all, time is spent on task and duties while on University time.
<input type="radio"/>	3 - Usually meets - Most time is spent on tasks and duties while on University time. The time spent off tasks and duties occasionally impedes with assignments of self and others.
<input type="radio"/>	2 - Needs to improve - Majority of time is spent on task and duties while on University time. The time spent off tasks and duties impedes with assignments of self and others.
<input type="radio"/>	1 - Below minimum - Minimal time is spent doing task and duties while on University time. The time spent off task significantly impedes with assignments of self and others.

Comments:

I-F. 1) Avoids tardiness

<input type="radio"/>	5 - Often exceeds - Always on time.
<input type="radio"/>	4- Consistently meets - Rarely is tardy. If late, a valid excuse is always given.
<input type="radio"/>	3 - Usually meets - Infrequent tardiness. If late, a valid excuse is generally given.
<input type="radio"/>	2 - Needs to improve - Frequent tardiness. When late, a valid excuse is seldom given.
<input type="radio"/>	1 - Below minimum - Usual tardiness. When late, a valid excuse is rare, if an excuse is given at all.

2) Avoids unscheduled absenteeism

<input type="radio"/>	5 - Often exceeds - Rare unscheduled absenteeism. If absent, a valid excuse is always given.
<input type="radio"/>	4- Consistently meets - Seldom unscheduled absenteeism. If absent, a valid excuse is most often given.
<input type="radio"/>	3 - Usually meets - Infrequent unscheduled absenteeism. If absent, a valid excuse is generally given.

<input type="radio"/>	2 - Needs to improve - Frequent unscheduled absenteeism. When absent, a valid excuse is seldom given.
<input type="radio"/>	1 - Below minimum - Usual unscheduled absenteeism. When absent, a valid excuse is rare, if an excuse is given at all.

Comments:

I-G. Exercises good judgment and makes appropriate decisions in performance of duties

<input type="radio"/>	5 - Often exceeds - Defines problems and makes judgments promptly and accurately. Fully utilizes all information sources and job knowledge.
<input type="radio"/>	4 - Consistently meets - Possesses good decision-making skills. Shows consistent insight in solving problems.
<input type="radio"/>	3 - Usually meets - Generally comprehends situations in most cases. Demonstrates a basic insight in duties in most cases.
<input type="radio"/>	2 - Needs to improve - Understands situations in some instances. May make wrong decisions due to lack of knowledge of the duty itself.
<input type="radio"/>	1 - Below minimum - Decisions are poor when made. Demonstrates little or no insight into solving problems.

Comments:

I-H. Recognizes and resolves actual and potential problem situations

- 5 - Often exceeds - Defines problems, makes proper analyses quickly and accurately.
- ☐
- 4 - Consistently meets - Has shown good decision-making skills. Uses job knowledge and information sources to good advantage.
- ☐
- 3 - Usually meets - Understands situations in most cases. Generally analyzes problems to make sound decisions.
- ☐
- 2 - Needs to improve - Researches or understands in some cases. May be hesitant about making general decisions or makes wrong decisions.
- ☐
- 1 - Below minimum - Does not research or evaluate situations properly. Makes decisions with little information or research and refuses to make decisions.
- ☐

Comments:

Section II – Knowledge of job, learning and development**II-A. Demonstrates an understanding of day-to-day work assignments**

<input type="radio"/>	5 - Often exceeds - Understanding of assignments is excellent, rarely needs supervision.
<input type="radio"/>	4 - Consistently meets - Understanding of assignments is acceptable, with minimal supervision.
<input type="radio"/>	3 - Usually meets - Understanding of assignments is adequate, with routine supervision.
<input type="radio"/>	2 - Needs to improve - Understanding of assignments is often unacceptable, even while under close supervision.
<input type="radio"/>	1 - Below minimum - Understanding of assignments is unacceptable, even while under close supervision.

Comments:

IIB. Follows department policies and procedures

<input type="radio"/>	5 - Often exceeds - Departmental policies and procedures are understood and followed with a high degree of integrity and respect.
<input type="radio"/>	4- Consistently meets - Departmental policies and procedures are followed with integrity and respect.
<input type="radio"/>	3 - Usually meets - Departmental policies and procedures are followed yet reminders are sometimes necessary.
<input type="radio"/>	2 - Needs to improve - Departmental policies and procedure are sometimes misunderstood which leads to work being done incorrectly.
<input type="radio"/>	1 - Below minimum - Departmental policies and procedures are disregarded with work being completed incorrectly.

Comments:

II-C. Observes required safety practices

<input type="radio"/>	5 - Often exceeds - Safety practices are understood and followed with genuine concern for the well-being of self and others in mind.
<input type="radio"/>	4- Consistently meets - Safety practices procedures are followed with a general interest in the well-being of self and others.
<input type="radio"/>	3 - Usually meets - Safety practices are followed yet reminders are sometimes necessary.
<input type="radio"/>	2 - Needs to improve - Safety practices are sometimes misunderstood which leads to work being done inappropriately.
<input type="radio"/>	1 - Below minimum - Safety practices are disregarded with minimal concern for self and others in mind.

Comments:

II-D-1. How much on-the-job training has the employee completed to perform current job?

☐ NA ☐ 1-4 hours ☐ 5-8 hours ☐ 9-12 hours ☐ More than 12 hours

2. How much classroom training has employee had to perform job?

☐ NA ☐ 1-4 hours ☐ 5-8 hours ☐ 9-12 hours ☐ More than 12 hours

Comments:

II-E. Displays interest and takes initiative in performance of job duties

<input type="radio"/>	5 - Often exceeds - Outstanding interest and always takes initiative in job duties. Goes above and beyond expectations.
<input type="radio"/>	4- Consistently meets - Always shows interest and takes initiative in job duties. Is willing to take on other assignments.
<input type="radio"/>	3 - Usually meets - Shows an adequate interest and initiative in job duties. Shows little interest in going above expectations.
<input type="radio"/>	2 - Needs to improve - Occasionally shows interest and initiative in job duties. Shows little to no interest in going above expectations.
<input type="radio"/>	1 - Below minimum - Rarely shows interest and initiative in job duties. Shows no interest in going above expectations.

Comments:

II-F. Adjusts to change positively

<input type="radio"/>	5 - Often exceeds - Change is embraced and managed with a professional manner.
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Update

<input type="radio"/>	4- Consistently meets - Change is handled with in a professional manner.
<input type="radio"/>	3 - Usually meets - Change is worked with although sometimes is met with contention.
<input type="radio"/>	2 - Needs to improve - Change is met consistently with strife and not perceived in a decent manner.
<input type="radio"/>	1 - Below minimum - Change is never perceived in a decent manner and is sometimes met with resistance.

Comments:

II-G. Responds positively to suggestions for improvement

<input type="radio"/>	5 - Often exceeds - Suggestions for improvement are understood and are always considered and applied.
<input type="radio"/>	4- Consistently meets - Suggestions for improvement are understood and are often considered and applied.
<input type="radio"/>	3 - Usually meets - Suggestions for improvement are understood and are sometimes considered and applied.
<input type="radio"/>	2 - Needs to improve - Suggestions for improvement are sometimes misunderstood and are rarely applied.
<input type="radio"/>	1 - Below minimum - Suggestions for improvement are consistently misunderstood and are with defensive actions.

Comments:

II-H. Willingly acquires new skills and learns new procedures

<input type="radio"/>	5 - Often exceeds - Is embraced and managed with a professional manner.
<input type="radio"/>	4- Consistently meets - Is handled with in a professional manner.
<input type="radio"/>	3 - Usually meets - Is sometimes met with professional manner.
<input type="radio"/>	2 - Needs to improve - Is met consistently with strife and not perceived in a professional manner.
<input type="radio"/>	1 - Below minimum - Is never perceived in a decent manner and is sometimes met with resistance.

Comments:

II-I. Keeps team/unit informed as needed (e.g., work activities, potential problems, etc.)

<input type="radio"/>	5 - Often exceeds - Outstanding ability to communicate ideas and pertinent information to team accurately.
<input type="radio"/>	4- Consistently meets - Always able to express ideas and important information clearly and concisely to team.
<input type="radio"/>	3 - Usually meets - Most of the time is able to express ideas and important information clearly and concisely to team.
<input type="radio"/>	2 - Needs to improve - Occasionally is able to share important information clearly and concisely to team.
<input type="radio"/>	1 - Below minimum - Rarely is able to share important information clearly and concisely to team.

Comments:

II-J. Strives to continually improve performance

<input type="radio"/>	5 - Often exceeds - Always asks what they can do to support the department and increase knowledge base.
<input type="radio"/>	4- Consistently meets - Well informed. Actively pursues additional job knowledge.
<input type="radio"/>	3 - Usually meets - Has asked what they can do to support the department and increase knowledge base.
<input type="radio"/>	2 - Needs to improve - Understanding of duties is not sufficient. Often needs additional instruction.
<input type="radio"/>	1 - Below minimum - Very little understanding of job duties and assignments. Needs extensive instruction.

Comments:

Section III – Contact with others**III-A. Provides appropriate assistance with professionalism and courtesy**

<input type="radio"/>	5 - Often exceeds - Assistance is always going above and beyond what would normally be expected.
<input type="radio"/>	4- Consistently meets - Assistance is regularly achieving an above average level.
<input type="radio"/>	3 - Usually meets - Assistance is given to basic acceptable levels.
<input type="radio"/>	2 - Needs to improve - Assistance is sometimes given to acceptable levels.
<input type="radio"/>	1 - Below minimum - Assistance is rarely given and when it is, it is often inappropriate.

Comments:

III-B. Contributes to a cooperative climate

<input type="radio"/>	5 - Often exceeds - Outstanding cooperation and the first to help.
<input type="radio"/>	4- Consistently meets - Always is cooperative and tries to help others.
<input type="radio"/>	3 - Usually meets - Generally is cooperative and may try to help others occasionally.
<input type="radio"/>	2 - Needs to improve - Occasionally is cooperative and will usually contribute to negativity.
<input type="radio"/>	1 - Below minimum - Rarely is cooperative and has a negative influence on the department.

Comments:

III-C. Works effectively with others

<input type="radio"/>	5 - Often exceeds - An outstanding team player and supportive to everyone.
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<input type="radio"/>	4- Consistently meets - Always a good team member and supportive.
<input type="radio"/>	3 - Usually meets - Most of the time is a good team member yet not consistent.
<input type="radio"/>	2 - Needs to improve - Occasionally is a good team member does contribute to negativity.
<input type="radio"/>	1 - Below minimum - Rarely works effectively with the team and is negative.

Comments:

III-D. Actively seeks to assist coworkers as time and responsibilities permit

<input type="radio"/>	5 - Often exceeds - Outstanding ability to assist co-workers and the first to help.
<input type="radio"/>	4- Consistently meets - Always tries to help others.
<input type="radio"/>	3 - Usually meets - Generally tries to help others.
<input type="radio"/>	2 - Needs to improve - Occasionally will assist others.
<input type="radio"/>	1 - Below minimum - Rarely assists anyone and has a negative influence on the department.

Comments:

Section IV – Supervision (if non-supervisory continue to Section V)

Indicate type of employees supervised
(check all that apply).

☐ Classified

☐ Student employees

☐ Graduate assistant

IV-A. Demonstrates effective supervision

<input type="radio"/>	5 - Often exceeds - An outstanding supervisor and supportive to everyone.
<input type="radio"/>	4- Consistently meets - Always a good supervisor and supportive to employees.
<input type="radio"/>	3 - Usually meets - Most of the time is a good supervisor yet not consistent.
<input type="radio"/>	2 - Needs to improve - Occasionally is a good supervisor does contribute to confusion.
<input type="radio"/>	1 - Below minimum - Rarely works effectively with their team and is negative.

Comments:

IV-B. Keeps staff updated on policies and procedures

<input type="radio"/>	5 - Often exceeds - Outstanding ability to communicate pertinent information to team accurately.
<input type="radio"/>	4- Consistently meets - Always able to express important information clearly and concisely to team.

<input type="radio"/>	3 - Usually meets - Most of the time is able to communicate important information clearly and concisely to team.
<input type="radio"/>	2 - Needs to improve - Occasionally is able to share important information clearly and concisely to team.
<input type="radio"/>	1 - Below minimum - Rarely is able to share important information clearly and concisely to team.

Comments:

IV-C. Takes prompt action to resolve job and performance problems

<input type="radio"/>	5 - Often exceeds - Outstanding ability to resolve issues with their team utilizing conflict resolution skills and following work rules.
<input type="radio"/>	4 - Consistently meets - Always able to resolve issues with their team utilizing conflict resolution skills and following work rules.
<input type="radio"/>	3 - Usually meets - Most of the time is able to resolve issues with their team utilizing conflict resolution skills and following work rules.
<input type="radio"/>	2 - Needs to improve - Occasionally is able to resolve issues with their team utilizing conflict resolution skills and following work rules.
<input type="radio"/>	1 - Below minimum - Rarely is able to resolve issues with their team utilizing conflict resolution skills and following work rules.

Comments:

IV-D. Provides necessary feedback to staff

<input type="radio"/>	5 - Often exceeds - Outstanding ability to give positive and negative feedback to team while demonstrating respect.
<input type="radio"/>	4 - Consistently meets - Always able to give positive and negative feedback to team while demonstrating respect.
<input type="radio"/>	3 - Usually meets - Most of the time is able give positive and negative feedback to team while generally demonstrating respect.
<input type="radio"/>	2 - Needs to improve - Occasionally is able to give positive and negative feedback to team while occasionally demonstrating respect.
<input type="radio"/>	1 - Below minimum - Rarely is able to give positive and negative feedback to team; issues arise on a regular basis.

Comments:

IV-E. Promotes teamwork with an emphasis on working toward common goals

<input type="radio"/>	5 - Often exceeds - Defines problems and makes judgments promptly and accurately; consistently treats team members the same.
<input type="radio"/>	4 - Consistently meets - Possesses good decision-making skills; consistently treats team members the same.
<input type="radio"/>	3 - Usually meets - Generally comprehends situations in most cases; is not consistent with treatment team members.
<input type="radio"/>	2 - Needs to improve - Occasionally understands situations, requires excessive coaching from manager and is not consistent with treatment of team members.
<input type="radio"/>	1 - Below minimum - Decisions are poor when made, demonstrates little or no insight in promoting team work. Complaints are common.

Comments:

F. Formal supervisory training completed during prior year

- ☐ No formal supervisory training
 ☐ 5-8 hours
☐ 1-4 hours
 ☐ 9-16 hours
☐ More than 16 hours

Comment:

Section V – Job Specific Criteria

Do you wish to include job-specific work expectations?

- ☐ Yes
 ☐ No (proceed to section VI)

In order for an employee to receive a rating of a job-specific criterion, the performance expectations for the employee must have been clearly communicated in advance. If this is not the case, and you wish to establish job-specific criteria for incorporation in the current year evaluation process, use the employee development plan to document expectations and development opportunities. Enter a descriptive statement for performance rating category. Examples: "Demonstrates basic banner navigation skills." "Demonstrates clear understanding of the appropriate use and safe handling of pesticides and fertilizer." "Maintains departmental financial records."

V-A. Enter job-specific performance expectation and brief description.**Enter performance rating**

<input type="radio"/>	5 - Often exceeds - Employee's performance is outstanding with little or no supervision required.
<input type="radio"/>	4 - Consistently meets - Employee's performance is always acceptable with minimal supervision required.
<input type="radio"/>	3 - Usually meets - Employee's performance is acceptable the majority of the time with routine supervision required.
<input type="radio"/>	2 - Needs to improve - Employee's performance requires immediate improvement and requires close supervision.
<input type="radio"/>	1 - Below minimum - Employee's performance is unacceptable with constant supervision required.

V-B. Enter job-specific performance expectation and brief description.**Enter performance rating**

<input type="radio"/>	5 - Often exceeds - Employee's performance is outstanding with little or no supervision required.
<input type="radio"/>	4 - Consistently meets - Employee's performance is always acceptable with minimal supervision required.
<input type="radio"/>	3 - Usually meets - Employee's performance is acceptable the majority of the time with routine supervision required.
<input type="radio"/>	2 - Needs to improve - Employee's performance requires immediate improvement and requires close supervision.
<input type="radio"/>	1 - Below minimum - Employee's performance is unacceptable with constant supervision required.

V-C. Enter job-specific performance expectation and brief description.

Enter performance rating

<input type="radio"/>	5 - Often exceeds - Employee's performance is outstanding with little or no supervision required.
<input type="radio"/>	4- Consistently meets - Employee's performance is always acceptable with minimal supervision required.
<input type="radio"/>	3 - Usually meets - Employee's performance is acceptable the majority of the time with routine supervision required.
<input type="radio"/>	2 - Needs to improve - Employee's performance requires immediate improvement and requires close supervision.
<input type="radio"/>	1 - Below minimum - Employee's performance is unacceptable with constant supervision required.

Section VI – Overall performance rating

Enter responses regarding the employee's performance over the course of the evaluation period.

Enter performance rating

<input type="radio"/>	5 - Often exceeds
<input type="radio"/>	4- Consistently meets
<input type="radio"/>	3 - Usually meets
<input type="radio"/>	2 - Needs to improve (Complete a performance Improvement plan)
<input type="radio"/>	1 - Below minimum (Complete a performance improvement plan)

Comments:

Employee Signature _____ Date _____

Supervisor Signature _____ Date _____

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Section VII – Beyond Compliance Training

IMPORTANT Beyond Compliance Message: Annually, two hours of Beyond Compliance training are required of all staff and strongly encouraged for our TT and FTNTT faculty. The deadline to satisfy Beyond Compliance training is the end of the fiscal year, June 30. It is IMPORTANT to note that one of your two annual Beyond Compliance (BC) hours may be a gender-based discrimination or harassment course. The Title IX Training option may be a facilitator-led session. (Visit [Beyond Compliance](#) for dates and times) or online. To access the online, self-paced Beyond Compliance sessions, please visit [Safe Colleges](#).

Has this employee completed at least two hours of compliance training in the last fiscal year?

<input type="radio"/>	Yes
<input type="radio"/>	No (Please comment in “Goals for Completion” below)
<input type="radio"/>	In Progress (Please comment in “Goals for Completion” below)

Comments:

Additional opportunities for development of staff:

The university is strongly encouraging our staff to complete trainings regarding **diversity, equity and inclusion**. (Visit [Diversity Education and Training Lab Offerings](#)). In addition, supervisors should provide opportunities for staff to enhance their job-related knowledge and skill set. It is suggested that these goals be a focus in each performance evaluation period going forward. Trainings may involve facilitator-led sessions, webinars, pre-recorded presentations, and other options. (Visit [HR Training & Development Calendar](#)).

1. What specific opportunities have been provided (i.e. trainings your department has organized, requested or supported, etc.) to expand diversity, equity and inclusion capacity/expertise for this staff member?

2. What specific opportunities have been provided (i.e. trainings your department has organized, requested or supported, etc.) to this staff member to enhance their job related knowledge and skill set?

3. What opportunities for promotions might occur over the next three years?

This section is available in the employee self-evaluation form.

SUPPLEMENTAL QUESTIONS: *To be completed by employee as self-evaluation questions.*

- A. What did you receive from your supervisor that you felt WAS HELPFUL and assisted you in your ability to perform your job effectively?

- B. What did you receive from your supervisor that you felt WAS NOT HELPFUL and inhibited your ability to perform your job effectively?

- C. What did you NOT receive from your supervisor that you felt would have been helpful in performing your job more effectively?

- D. What specific opportunities have you been provided (i.e. trainings your department has organized, requested or supported, etc.) that expanded your diversity, equity and inclusion capacity/expertise?

- E. What professional development opportunities would you like your supervisor to provide to enhance your diversity, equity and inclusion expertise/capacity?

- F. What specific professional development opportunities have you been provided to enhance your knowledge and job-related skill set?

- G. What professional development opportunities would you like your supervisor to provide to enhance your knowledge and job-related skill set?

- H. What promotions or alternate assignments/positions might you seek over the next three years?