

## Non-faculty Performance Evaluation

### **PART I - OVERVIEW**

The Agriculture Program performance evaluation process is based on the belief that employees are our most critical resource, and individual performance and development is the prime consideration in determining their value and contribution toward fulfilling agency goals. Therefore, the process is designed to improve job understanding and job competency; for mutual goal-setting to help motivate staff toward higher objectives; to learn about staff development needs; to improve communication between management and staff; to reward special meritorious job accomplishment as funding permits; and to identify unsatisfactory performance and counsel employees toward corrective actions.

Performance evaluation must be viewed as a continuing process throughout the year, with a formal evaluation conducted at least once a year using the performance evaluation form. Supervisors are encouraged to interact and/or meet periodically with employees about the job. The once-a-year performance evaluation should be a summary of earlier discussions, with a significant portion of the conference devoted to discussion of future performance planning.

### **PART II - GUIDE TO CONDUCTING A SUCCESSFUL PERFORMANCE EVALUATION**

#### **Before**

- Schedule the forthcoming evaluation with the employee at least one week in advance of the evaluation.
- Review the current Position Description or other equivalent position description.
- Ensure that the job tasks and related measures are output-oriented and relate to quality, quantity, timeliness of service, etc.
- Provide the employee with a copy of evaluation form and current Position Description to prepare for the session and explain how the performance evaluation conference will be conducted.
- Ensure that performance will be appraised on the basis of the essential duties and responsibilities of the position.
- Ensure that employee behavior and personal traits will be considered only to the extent that they are job-related and affect job results.
- Complete the Performance Evaluation form using the applicable performance criteria listed on the form as a guide in the evaluation process.

#### **During**

- Meet with the employee on schedule and ensure a private setting without interruption.
- Review the purpose for the evaluation conference with the employee.
- Review the Position Description with the employee to ensure it is accurate and current.
- Proceed with the conference, giving the employee the opportunity to respond to the evaluation.
- Discuss summary comments, including strengths, areas needing improvement, and a plan for development.
- Conclude the evaluation with an overall summary of the evaluation.
- Plan and schedule any follow-up activities concerning performance, development, or mutual goal-setting.
- Offer the employee the opportunity to make written comments regarding the evaluation.
- Inform the employee when to expect the next formal evaluation.
- Ask the employee to sign the performance evaluation form.

#### **After**

- Secure the signature of the unit head.
- Give a copy of the completed evaluation form to the employee.
- File the original evaluation form in the employee's official personnel file.
- Conduct follow-up activities for performance improvements as discussed with the employee and continue on-going coaching/evaluation.

## PERFORMANCE LEVEL RATING DESCRIPTIONS

Ratings should be completed for each applicable evaluation factor (i.e., job understanding) and for the performance summary (Part VI).

<b>▲ OUTSTANDING</b>	Employee's job performance is exceptional in comparison to job requirements, essential duties, and/or responsibilities and, if applicable, in comparison to other employees performing similar duties. Performance at this level <b>consistently exceeds</b> expectations and makes significant contributions to the mission of the unit.
<b>▲ HIGHLY EFFECTIVE</b>	Employee's job performance <b>consistently meets</b> and <b>frequently exceeds</b> job requirements, essential duties and/or responsibilities. Performance at this level is considered above average in comparison to job requirements and to others performing similar duties, when applicable.
<b>▲ EFFECTIVE</b>	Employee <b>consistently meets</b> all job requirements, essential duties, and/or responsibilities in a competent manner. This is the minimum expected level of performance for employees.
<b>▲ NEEDS IMPROVEMENT</b>	Employee <b>meets some but not all</b> job requirements, essential duties, and responsibilities. Guidance and/or coaching are needed for improvement.
<b>▲ UNSATISFACTORY</b>	Employee <b>does not meet</b> job requirements, essential duties and/or responsibilities for position. Immediate and significant improvement is needed.
<p><b>Please note:</b> An employee receiving a <i>Needs Improvement</i> or <i>Unsatisfactory</i> rating should receive a specific explanation of areas needing improvement and an action plan and timetable for achieving improvement. A <i>Needs Improvement</i> or <i>Unsatisfactory</i> rating may also establish grounds for termination if previously identified problems are not corrected. If you have questions on completion of the Performance Evaluation form, please contact the Agriculture Human Resources Office.</p>	

## Non-faculty Performance Evaluation

Employee's Name \_\_\_\_\_ UIN \_\_\_\_\_

Title \_\_\_\_\_ Supervisor \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

Review Period From \_\_\_\_\_ to \_\_\_\_\_ Unit \_\_\_\_\_ PIN \_\_\_\_\_

### PART III - ESSENTIAL DUTIES AND RESPONSIBILITIES

Briefly list the essential duties and responsibilities on which the employee will be evaluated. Refer to the Position Description, applicable memoranda, and prior verbal instructions for essential duties and responsibilities to evaluate employee's performance.

### PART IV - EVALUATION FACTORS

Review and respond to the following evaluation factors, making specific comments in each category. Indicate by checking (✓) the appropriate performance level to the right of each evaluation factor.

<b>A. JOB UNDERSTANDING</b>	Out-standing	Highly Effective	Effective	Needs Improvement	Unsatisfactory
1. <b>Job Knowledge:</b> Consider the extent to which job objectives, duties and responsibilities are understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. <b>Technical Knowledge:</b> Consider proficiency in application of methods, techniques, tasks, machines, equipment, materials, etc., necessary to accomplish work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>B. PRODUCTIVITY</b>	Out-standing	Highly Effective	Effective	Needs Improvement	Unsatisfactory
1. <b>Quality of Work:</b> Consider the extent to which employee sets work standards and consistently achieves high results as reflected by accuracy, neatness, thoroughness, dependability, and usefulness of results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <b>Quantity of Work:</b> Consider how much acceptable work is produced in relation to reasonable expectations, availability of adequate resources, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C. SELF-MANAGEMENT &amp; RELATED FACTORS INFLUENCING PERFORMANCE</b>	Out-standing	Highly Effective	Effective	Needs Improvement	Unsatisfactory
1. <b>Dependability:</b> Consider the extent to which employee can be counted upon to maintain regular attendance, successfully carry out instructions and fulfill responsibilities, complete assignments, meet deadlines, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <b>Punctuality:</b> Consider punctuality as it relates to job performance and reporting to work on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <b>Use of Time &amp; Other Resources:</b> Consider how time is organized and managed in meeting schedules, projects, deadlines, priorities, appointments, etc. Also consider to extent employee strives to eliminate nonessential work or personal activities, suggests cost-saving measures, uses available resources, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Out-standing	Highly Effective	Effective	Needs Improvement	Unsatisfactory
4. <b>Interpersonal Relations:</b> Consider the effectiveness of interpersonal relations with students, faculty, staff, visitors, clientele, users of services, and the general public. Consider the extent to which good will is maintained and a spirit of cooperation in the workplace is demonstrated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>Oral &amp; Written Communications:</b> Consider the effectiveness of oral and/or written communications as they relate to clarity, appropriateness, effect, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Initiative &amp; Resourcefulness:</b> Consider the extent to which the employee is a self-starter and can handle unforeseen difficulties successfully. Also consider the employee's ability to develop new ideas, handle unusual work situations, and whether or not close supervision is required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Critical Thinking &amp; Decision Making:</b> Consider the extent to which prior thought and analyses of facts and situations are done before initiative action and problem-solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Diversity:</b> Consider extent the employee supports diversity initiatives, contributes to building an enlightened community by creating a climate of openness and inclusiveness, actively seeks out mutually held values with other employees while respecting and valuing individual differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D. SUPERVISORS</b>	Out-standing	Highly Effective	Effective	Needs Improvement	Unsatisfactory
9. <b>Employee Development:</b> Consider extent employee provides development opportunities for each supervised employee, promotes professional growth, provides leadership and supervision, and creates a professional development plan for each employee supervised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PART V - ADDITIONAL EVALUATOR COMMENTS

List below any additional observations or concerns which were not addressed in Part IV. This section can be used to acknowledge and document especially noteworthy accomplishments as well as to point out areas requiring improvement or where performance is unacceptable. Provide a statement concerning what is needed to bring performance to acceptable level.

## PART VI - PERFORMANCE SUMMARY

Evaluate employee on the described job responsibilities based on preceding comments and ratings. Consider both Strengths and limitations and the employee's overall success in fulfilling position responsibilities.

Outstanding	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PART VII - PERFORMANCE OBJECTIVES & DEVELOPMENTS

The following should be arrived at jointly by the employee and supervisor.

A. **Objectives and Goals:** List objectives and goals which, when met, will enhance job performance and/or assist the employee in successfully accomplishing job responsibilities.

B. **Development Plan:** Outline a plan for development covering specific on-the-job training needs, training and development courses, self-development and other approaches which will help the employee in accomplishing his/her job responsibilities and in meeting objectives agreed to in "A" above. Include specific timetables for development actions and/or corrective actions as applicable.

**PART VIII - EMPLOYEE COMMENTS** (attach additional page if needed)

**PART IX - ACKNOWLEDGEMENT & SIGNATURES**

I acknowledge that this performance evaluation was conducted to evaluate my performance in the specified period and to discuss future performance and development plans. Also, a current copy of my Position Description was reviewed by me and my supervisor. I further understand that my signature does not necessarily indicate my concurrence with the evaluation results and that I am entitled to receive a copy of my performance evaluation bearing the required signatures. It is my understanding that a record of these results will be maintained in accordance with the current records retention schedule.

\_\_\_\_\_  
Signature of employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of supervisor completing this form

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of unit head or other applicable administrator

\_\_\_\_\_  
Date