



# UCC ADMINISTRATIVE AND/OR CONFIDENTIAL EMPLOYEE PERFORMANCE EVALUATION

Evaluation Period:\* \_\_\_\_\_ to \_\_\_\_\_

Evaluation Meeting Date: \_\_\_\_\_

Employee: \_\_\_\_\_

Employee ID: \_\_\_\_\_

Job Title: \_\_\_\_\_

Department: \_\_\_\_\_

Immediate Supervisor/Administrator: \_\_\_\_\_

Title: \_\_\_\_\_

## SECTION 1

<b>TYPE OF EVALUATION:</b>  <input type="checkbox"/> Annual Evaluation  <input type="checkbox"/> Probationary Evaluation  <input type="checkbox"/> Other Evaluation: _____ _____	<b>OUTCOME:</b>  <input type="checkbox"/> Grant/Maintain regular status <input type="checkbox"/> Plan of Assistance <span style="float: right;">Due Date: _____</span>		
<p>Current, dated and signed (by employee) Job Description must be attached to evaluation. ALL changes should be clearly discernable.</p> <p>By initialing below, both employee and evaluator agree the <u>attached</u> Job Description accurately describes the duties required of the employee.</p>			
_____ Supervisor's Initials	_____ Date	_____ Employee's Initials	_____ Date

\*Evaluation period may be the inclusive dates of an annual evaluation, probation evaluation, interim evaluation, etc.

**Overall Average Rating Category:** (Bring average ratings from Sections 2 and 3 by Evaluation Categories)

<b>1. Managing Performance</b>	_____	<b>6. Student Focus</b>	_____
<b>2. Employee Development</b>	_____	<b>7. Work Environment/Safety</b>	_____
<b>3. Communication</b>	_____	<b>8. Technical Duties</b>	_____
<b>4. Decision Making/Problem Solving</b>	_____	<b>9. Other:</b> _____	_____
<b>5. Results Focus</b>	_____		

**Overall Performance Rating** (see expanded definitions on page 3 and 4):

- (3) Exemplary Performance
- (2) Solid Sustained Performance (Exceeds Expectations)
- (1) Achieves Performance Standards
- (0) Does Not Achieve Performance Standards (Supervisor: This requires a performance improvement action. Please contact HR at to coordinate a plan of assistance.)

**Supervisor Summary Comments** (attach additional sheet if necessary):

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**Employee Comments** (attach additional sheet if necessary):

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**Signature Section:** (Signature acknowledges review and discussion of evaluation, but it does not necessarily imply agreement. The immediate supervisor, chair, department director/dean must sign. Departments must check with the Vice President to determine if next review level is required.)

\_\_\_\_\_  
**Employee (Signature)**                                      Date

\_\_\_\_\_  
**Immediate Supervisor's Signature**                                      Date

\_\_\_\_\_  
**President or Vice President** (if required)      Date

\_\_\_\_\_  
**Human Resources Director**                                      Date

**Please return complete evaluation to UCC Human Resources.**

## SECTION 2

# PERFORMANCE LEVEL GUIDELINES

## (ADMINISTRATOR, CONFIDENTIAL/EXEMPT EMPLOYEE PERFORMANCE EVALUATION)

The following definitions are provided to help define the four rating levels in the UCC Classified Employee Performance Evaluation. This is offered as a guideline. It is not expected that staff meet ALL examples in a ratings category. Reviewers are required to give specific illustrations of behaviors demonstrated by employees. Reviewers are expected to have in mind the employee's job description when conducting the evaluation.

### Rating Guide:

#### **(3) EX - Exemplary Performance.**

Behaviors that demonstrate exceptional initiative and creativity in furthering the UCC Strategic Plan. Examples of behaviors that significantly exceed expectations include, but are not limited to:

- Performs at a level which results in significant accomplishments that may not have been otherwise achieved
- Has a strong sense of mission and seeks out responsibility
- Shows a comprehensive understanding of the organization's goals and is exemplary in meeting them
- Is a master of the skills and abilities required for the job; is highly knowledgeable;
- Is sought by others for leadership, counsel, information, and/or direction
- May mentor or teach others
- Creates and maintains a motivating environment conducive to retention
- Is a role model for behaviors necessary for success
- Continually demonstrates excellent ethical and innovative leadership skills
- Develops and models effective working relationships and partnerships with other managers, teams, units, agencies, an/or external customers
- Has a significant positive impact on the achievement of organizational goals
- Is pro-active and demonstrates foresight in correcting situations that may cause future problems
- Demonstrates innovation in meeting organization challenges
- Employee demonstrates exceptional and ethical behaviors that foster positive communication and relationships at multiple levels
- Demonstrates keen skills in collaborative management style
- Inspires, challenges and provides development opportunities for staff.

#### **(2) SS - Solid Sustained Performance:** This employee:

- Is very accomplished in all work areas and demonstrates consistently proficient and solid performance in managing work expectations
- Typically performs above expectations in meeting deadlines, using critical thinking skills, and creativity to accomplish tasks, projects, and objectives
- Is effective, consistent, and competent in working and communicating with staff
- Trains and guides staff and holds them accountable to meet job expectations and objectives
- Demonstrates ethical behaviors that result in positive working relationships
- Consistently demonstrates significant knowledge, skills, and abilities required to accomplish responsibilities
- Models a high work ethic
- Skillfully handles a variety of interpersonal situations
- Often seeks out additional responsibility

- Does not need direct supervision.

**(1) - APS - Achieves Performance Standards.** This employee:

- Meets job expectations, **OR** this employee is developing new skills and gaining new knowledge leading toward performing all expectations and objective of the job
- May sometimes require more supervision, and work may require more revision or adjustment to meet expectations
- May be new to the position or job duties and may not have completed a full work cycle;
- Is still learning the job
- May need time to develop skills to be more proficient in the current position
- Is cooperative and treats students, co-workers, and supervisors with respect and courtesy

**(0) - DNA – Does Not Achieve Performance Standards.** This employee’s performance or behavior:

- Needs improvement and/or is inconsistent or unacceptable
- May fail to meet one or more core performance standards and/or key job expectations and has had an identified action plan to ensure progress toward achieving all performance standards
- Work previously identified as less than acceptable has not reached the expected level of performance

## PURPOSE

- Demonstrate Umpqua Community College’s commitment to organizational excellence
- Provide an instrument to promote regularly scheduled, formal performance review for optimal professional development of all employees at UCC.
- Strengthen communication
- Ensure goals and performance expectations are commonly understood
- Acknowledge performance achieved
- Create plans for performance adjustment where appropriate
- Align performance with UCC’s Mission and Core Themes

## UCC MISSION

1. Promoting student access and success
2. Supporting quality learning and achievement through Academic Transfer Education
3. Support quality learning and achievement through Career and Technical Education (CTE)
4. Supporting quality learning and achievement through Student Transitions Educational Program (STEP)
5. Serving our community through quality, life-long learning in the areas of cultural, economic, workforce, self-improvement and professional development.

## PROCESS

Step 1: The Evaluator will complete the review instrument using data gathered from a variety of sources (i.e., correspondence, documentation about performance such as kudos or complaints), and in alignment to the essential functions of the Job Description. The employee has the option to provide input.

Step 2: Evaluator and classified employee MUST meet to go over the review together:

- (a) Review the Job Description to ensure accuracy
- (b) Discuss each evaluation category
- (c) Evaluator will complete the final review, and classified employee signs the review; employee may submit a rebuttal in writing for inclusion in their personnel file
- (d) Evaluator sends signed original to UCC Office of Human Resources and gives a copy to employee.

Step 3: If deficient performance issues were identified, a Plan of Assistance will be created. This plan should include a strategy and action steps for remediation, time-lines and a follow-up date for review. The evaluator will work with Human Resources on this plan.

### Key Responsibilities

List the employee's key responsibilities or primary purpose. Refer to Job Description and update if necessary. "Key responsibilities" are the major functions or major areas of responsibility assigned to the position.

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### Review of Past Performance Objectives:

Record objectives from the previous review period or initial employment objectives established for new employee in the space below. Provide feedback regarding the extent to which each objective was fulfilled within the Employee Performance Standard Section below. Also note changes (if any) to original objectives.

Objective 1: \_\_\_\_\_  
How was this objective met?

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Objective 2: \_\_\_\_\_  
How was this objective met?

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Objective 3: \_\_\_\_\_

How was this objective met?

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Objective 4: \_\_\_\_\_

How was this objective met?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objective 5: \_\_\_\_\_

How was this objective met?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Section 2A:**

**SUPERVISOR PERFORMANCE STANDARDS:**

The following standards must be addressed. Describe specific achievements and contributions this employee has made to further the department or team's accomplishments this year. Include specific areas needing performance improvement and include specific performance expectations and time frames needed to achieve performance standards. All ratings must include specific evaluation comments to justify or clarify performance ratings.

<p><b>Performance Standard: Managing Performance</b></p> <p><b>Definition:</b> Describes how well the management sets clear, consistent job expectations, gives active and concrete assistance and instructions, and provides effective and timely feedback/coaching about performance. Demonstrates fair dealings with employees. Deals firmly and appropriately with performance problems. Conducts staff performance evaluations in a timely and constructive manner.</p>	<p><b>Rating (1-3)</b> [ ____ ]</p>
<p><b>Evaluation Comments:</b></p> <p>_____ _____ _____</p>	

<p><b>Performance Standard: Employee Development</b></p> <p><b>Definition:</b> List professional development, workshops and training. This may include on-the-job training sessions attended for the previous rating period.</p>	<p><b>Rating Achieved:</b></p> <p><b>Achieved:</b> [ ____ ]</p> <p><b>Not Achieved:</b> [ ____ ]</p> <p><b>Not Applicable</b> [ ____ ]</p>
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<p><b>Evaluation Comments:</b></p> <hr/> <hr/> <hr/>
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<p><b>Performance Standard: Communication</b></p> <p><b>Definition:</b> Describes how effectively conveys information reasonably, succinctly and frequently. Builds relationships, and influences positive outcomes. Demonstrates good collaboration and listening skills and effective verbal and written communication skills.</p>	<p><b>Rating (1-3)</b> [ ____ ]</p>
<p><b>Evaluation Comments:</b></p> <hr/> <hr/> <hr/>	

<p><b>Performance Standard: Decision Making/Problem Solving</b></p> <p><b>Definition:</b> Describes how well the manager makes timely and rational decisions based on analysis of relevant information/data. Accepts responsibility for decisions and takes proper action when necessary. Facilitates an environment and share problem solving and decision-making.</p>	<p><b>Rating (1-3)</b> [ ____ ]</p>
<p><b>Evaluation Comments:</b></p> <hr/> <hr/> <hr/>	

<p><b>Performance Standard: Results Focus</b></p> <p><b>Definition:</b> Describes how well the manager targets and achieves expected outcomes, established performance expectations and goals , supports and contributes to continual quality improvements that support Umpqua Community College’s strategic plan, mission, vision, institutional core values, and department mission and goals. This also includes ensuring accountability for integrity of data and repairing systems.</p>	<p><b>Rating (1-3)</b> [ ____ ]</p>
<p><b>Evaluation Comments:</b></p> <hr/> <hr/> <hr/>	

<b>Performance Standard: Student Focus</b> <b>Definition:</b> Describes how well the manager fosters and models a commitment to student services, builds student confidence and increases student satisfaction.	<b>Rating (1-3)</b> [ ____ ]
<b>Evaluation Comments:</b> <hr/> <hr/> <hr/>	

<b>Performance Standard: Work Environment/Safety</b> <b>Definition:</b> Describes how well the manager promotes and supports a respectful workplace; complies with and supports general conditions of employment, EEO, security, and workplace safety policies. Models ethical behavior and decision-making and ensures compliance with appropriate federal, state laws, SBOE and College policies and procedures.	<b>Rating (1-3)</b> [ ____ ]
<b>Evaluation Comments:</b> <hr/> <hr/> <hr/>	

<b>Performance Standard: Technical Duties</b> <b>Definition:</b> Describes how well the manager performs their technical duties related to their position (include department specific requirements.)	<b>Rating (1-3)</b> [ ____ ]
<b>Evaluation Comments:</b> <hr/> <hr/> <hr/>	

<b>Additional Employee Performance Standards</b> Use this section to define additional job-related performance standards not covered above and evaluate employee's performance against established standards (as outlined above).	<b>Rating (1-3)</b> [ ____ ]
<b>Evaluation Comments:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	



## SECTION 3

### PERFORMANCE HIGHLIGHTS

(To be completed by employee. Supervisor has option to provide input.)

The Performance Highlights section is provided to help the employees give a complete picture of what they have accomplished this year (Accomplishments), and then identification of knowledge, skills, or abilities they are interested in growing (Growth areas). This is also an area where the supervisor can provide input to proactively identify areas of growth. This section can also help the employee and their supervisor to begin identifying objectives to consider in the employee's development plan (page 11).

#### ACCOMPLISHMENTS:

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#### AREAS FOR GROWTH:

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## SECTION 4

### NEXT REVIEW PERIOD

**Performance Objectives:**

Use the following section to record performance objectives for the next review period. Include Performance measure, standards and timeframes as appropriate.

**Objective 1:**

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**Objective 2:**

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**Objective 3:**

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**Objective 4:**

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**Objective 5:**

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**Employee Development Plan:**

Employee Development Plan: This section should be completed after employee and manager have agreed upon areas of development or improvement needed and/or required as related to upcoming standards. It should include developmental objectives, corresponding development activities (on the job, formal training, workshops, conferences, etc.), measurements, and time frames for completion.

**Developmental Objective 1:**

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**Developmental Objective 2:**

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**Developmental Objective 3:**

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**Developmental Objective 4:**

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**Developmental Objective 5:**

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**Rev: 3/7/14**

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