



**PROFESSIONAL/TECHNICAL SUPPORT
PERFORMANCE APPRAISAL FORM
FY 2013-2014**

Employee Last Name

Employee First Name

Date Employed at STC

Position Title

Date Assigned Present Position

Department

Appraisal Period

Performance evaluations are intended to measure the extent to which the employee’s performance meets the requirements of a particular position and to establish goals for the future; strengthen the relationship between you and the employee; open up channels of a communication; appraise past performance; recognize good performance; identify areas that might require improvement; enable you to access your own communication and supervisory skills.

INSTRUCTIONS:

Listed on the following pages are a number of Performance Factors that are important in the successful completion of most assignments. A list of qualities has been included to assist in evaluating an employee’s performance in each area. Factors 1-10 apply to all professional technical staff. Factors 11-15 apply only to professional technical staff with supervisory responsibilities. To complete the Performance Appraisal Form, place an “X” under the level of achievement, which most accurately describes the employee’s performance on each factor. In the spaces provided by each of the Performance Factors, you are **encouraged** to support your ratings with clarifying comments or specific examples, which occurred during the review period that determined or affected the level of achievement marked.

Factors rated anything other than “Meets Expectations” **must** be supported with examples or reasons. Factors rated “Below Expectations” or “Consistently Below Expectations” should be listed in the current year’s goals section of the Employee Development and Goal Setting Form. After the entire form has been completed and reviewed, the original is forwarded to the Human Resource Office. Both the supervisor and the employee retain a copy.

DEFINITION OF TERMS:

CONSISTENTLY BELOW EXPECTATIONS	Performance is at a level below established objectives with the result that overall contribution is marginal and substandard. Performance requires a high degree of supervision.
BELOW EXPECTATIONS	Meets some of the established objectives and expectations but definite areas exist where achievement is substandard. Performance requires somewhat more than normal degree of direction and supervision.
MEETS EXPECTATIONS	Meets established objectives in a satisfactory and adequate manner. Performance requires normal degree of supervision.
EXCEEDS EXPECTATIONS	Accomplishments are above expected level or essential requirements.
CONSISTENTLY EXCEEDS EXPECTATIONS	Job performance easily exceeds job requirements; performance approaches best possible attainment.

PERFORMANCE FACTORS

	1	2	3	4	5	6
1. KNOWLEDGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Understands job procedures and equipment essential to job ▪ Stays up to date on job methods, skills, and techniques ▪ Understands job functions within the organizational structure 						

Examples for giving this rating are:

	1	2	3	4	5	6
2. QUALITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Produces a final work product that is accurate and complete ▪ Corrects errors and recognizes inconsistencies in work assigned ▪ Organizes work to make duties easier and the supervisor's job easier ▪ Maintains awareness of changes in technical areas and responds to those changes ▪ Achieves results consistent with job expectations and performance standards 						

Examples or reasons for giving this rating are:

	1	2	3	4	5	6
3. QUANTITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Provides acceptable amount of work ▪ Accomplishes volume of work efficiently and promptly ▪ Meets job requirements and produces results within established time limits ▪ Uses available work time effectively, plans and prioritizes work, sets and accomplishes goals, and completes assignments on schedule ▪ Maintains output level consistent with job expectations and performance standards 						

Examples or reasons for giving this rating are:

	1	2	3	4	5	6
4. TASK AND PROJECT MANAGEMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Develops and meets priorities, schedules, and deadlines ▪ Maintains an effective level of service/activity in assigned areas ▪ Develops methods and procedures in fulfilling daily tasks and projects ▪ Monitors quality control and work completion within given level of resources 						

Examples or reasons for giving this rating are:

	1	2	3	4	5	6
5. DEPENDABILITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Arrives on time for scheduled work ▪ Changes schedule/plans in order to meet deadlines ▪ Accomplishes all tasks within the proper time frame ▪ Completes work thoroughly, eliminating the need for close review ▪ Demonstrates general knowledge of the supervisor's work and department functions ▪ Applies knowledge so matters are attended to/referred to appropriate person for action ▪ Puts forth extra effort when needed 						

Examples for giving this rating are:

	1	2	3	4	5	6
6. ADAPTABILITY/STRESS TOLERANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Adjusts to changes in job assignments, methods, personnel or surroundings ▪ Meets deadlines or handles several tasks simultaneously ▪ Demonstrates flexibility to adapt to unanticipated schedule changes ▪ Manages stress, flexible, accepts constructive comments, and demonstrates improvement 						

Examples for giving this rating are:

	1	2	3	4	5	6
7. INITIATIVE/RESOURCEFULNESS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Contributes suggestions and ideas or develops options ▪ Seeks out new and better ways of accomplishing tasks ▪ Identifies and applies available information and resources ▪ Generates effective ideas and solutions ▪ Seeks additional tasks as time permits ▪ Performs work without being told 						

Examples for giving this rating are:

	1	2	3	4	5	6
8. JUDGMENT/DECISION MAKING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Evaluates several responses to a problem ▪ Considers impact of alternatives ▪ Ensures decisions are made and/or referred to appropriate administrative level ▪ Takes responsibility and makes decisions within assigned authority ▪ Uses good judgment to arrive at logical conclusions ▪ Demonstrates the ability to take time action 						

Examples for giving this rating are:

	1	2	3	4	5	6
9. RELATIONSHIPS WITH PEOPLE AND COMMUNICATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Uses tact to diffuse difficult situations ▪ Offers help to others when time permits ▪ Responds effectively and courteously to others ▪ Contributes to improve the level of employee morale ▪ Addresses and resolves conflict/problem situations with others ▪ Works and communicates effectively with coworkers and supervisors ▪ Receives, comprehends and disseminates oral and written communication ▪ Develops and maintains a positive relationship within the College environment 						

Examples for giving this rating are:

	1	2	3	4	5	6
10. DEPARTMENTAL/COLLEGE POLICIES AND PROCEDURES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Follows departmental/College policies and procedures ▪ Completes forms in a proper manner keeping current on changes in department/College policies and procedures ▪ Recognizes and informs appropriate parties of non-compliance department/College policies and procedures 						

Examples for giving this rating are:

	1	2	3	4	5	6
11. EMPLOYEE DEVELOPMENT AND GOAL SETTING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(review/discuss prior year goals before completing)						
<ul style="list-style-type: none"> ▪ Sets personal and professional goals ▪ Achieves the desired results, purpose or work-related goals ▪ Initiates and provides suggestions for job enrichment and expanded duties 						

Examples for giving this rating are:

FOR SUPERVISORY PERSONNEL ONLY

(if the employee being evaluated is a supervisor, complete the following section in addition to performance factors 1-11)

	1	2	3	4	5	6
12. LEADERSHIP ABILITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Motivates employees and co-workers into performing duties needed to be accomplished ▪ Functions consistently and effectively in an objective and rational manner regardless of pressures ▪ Maintains a high degree of employee morale in order to accomplish department goals 						

Examples for giving this rating are:

	1	2	3	4	5	6
13. APPRAISAL AND DEVELOPMENT OF PEOPLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Exhibits fairness and impartiality with employees in assigning job duties and objectively appraises work performance ▪ Demonstrates the ability to select, train and effectively develop subordinates by recognizing their abilities and improving their weaknesses 						

Examples for giving this rating are:

	1	2	3	4	5	6
14. PLANNING AND ORGANIZATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Sets goals and objectives for the department ▪ Develops specific plans for department operations ▪ Prepares accurate budgets and administers budget effectively ▪ Delegates responsibility and authority; promotes accountability ▪ Assigns work to employees consistent with their ability to perform it 						

Examples for giving this rating are:

	1	2	3	4	5	6
15. COMMUNICATION SKILLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Communicates effectively in both oral and written expression with employees and supervisor ▪ Confronts issues and resolves them constructively ▪ Helps employees with their work problems ▪ Keeps employees informed of decisions and plans for department as well as College policies and procedures 						

Examples for giving this rating are:

SUMMARY APPRAISAL SHEET

Employee's Name Employee ID Number
Position Title Department

Review the ratings assigned to the Performance Factors on the previous pages. Check the category below which most clearly describes the employee's total performance.

CONSISTENTLY BELOW EXPECTATIONS BELOW EXPECTATIONS MEETS EXPECTATIONS EXCEEDS EXPECTATIONS CONSISTENTLY EXCEEDS EXPECTATIONS

IMPROVEMENT PLANS:

What can the employee do to improve their job performance?

What can the supervisor do to support the employee's performance improvement?

EMPLOYEE COMMENTS:

If the employee wishes to do so, any comments concerning the Performance Improvement Plan or the evaluation (for example, agreement or disagreement) may be indicated in the space provided below.

I have reviewed this document and discussed the contents with my supervisor. My signature means that I have been advised of my performance status and does not necessarily imply that I agree with the Appraisal.

Employee's Signature _____
Date

EVALUATOR'S COMMENTS:

(Record here only those additional significant items brought up during the discussion with the employee which are not recorded elsewhere in this document.)

Evaluator's Signature _____
Date