



CLASSIFIED STAFF
PERFORMANCE APPRAISAL FORM
FY 2011-2012

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. Factors 1-10 apply to all supervisors and non-supervisors while Factors 11-14 apply only to supervisors. 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 and specific examples, which occurred during the review period that determined or affected the level of achievement marked. Factors rated "Consistently Exceeds Expectations" or "Consistently Below Expectations" must be supported with examples or reasons. After the entire form has been completed and reviewed, it is forwarded to the Human Resource Office for filing in the employee's personnel file.

DEFINITION OF TERMS:

- CONSISTENTLY BELOW EXPECTATIONS: Performance is at a level below established objectives with the result that overall contribution is marginal and substandard.
BELOW EXPECTATIONS: Meets some of the established objectives and expectations but definite areas exist where achievement is substandard.
MEETS EXPECTATIONS: Meets established objectives in a satisfactory and adequate manner.
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. QUALITY OF WORK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How accurate, neat and complete is the individual's work?						

Examples for giving this rating are:

	1	2	3	4	5	6
2. PRODUCTIVITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the individual produce an acceptable amount of work? Consider how the person: effectively uses available working time, plans and prioritizes work, sets and accomplishes goals, and completes assignments on schedule.						

Examples or reasons for giving this rating are:

	1	2	3	4	5	6
3. KNOWLEDGE OF JOB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the individual familiar with duties and requirements of the positions as well as methods, practices, and equipment to do the job? Consider: knowledge gained through experience, education and specialized training, if the person maintains current knowledge about changes in policy and procedure, keeps abreast of new developments and major issues in the field.						

Examples or reasons for giving this rating are:

	1	2	3	4	5	6
4. ADAPTABILITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How does the individual adjust to changes? Consider the ability to: learn quickly and adapt to changes in job assignment, methods, personnel or surroundings.						

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"/>
How reliable is the individual in performing work assignments and carrying out instructions? Consider: degree of supervision required and willingness to take on responsibilities and to be accountable for them.						

Examples for giving this rating are:

	1	2	3	4	5	6
6. INITIATIVE AND RESOURCEFULNESS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does the individual see things to be done and then take action? Consider the ability to: contribute, develop and/or carry out new ideas or methods, be a self-starter, offer suggestions, anticipate needs and seek additional tasks as time permits.

Examples for giving this rating are:

	1	2	3	4	5	6
7. JUDGMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does the individual exercise the ability to decide the correct or best course of action when some choice must be made? Consider the ability to: evaluate facts and make sound decisions, use reasoning to identify, solve and prevent problems, work in a safe manner, prevent accidents, injuries and theft.

Examples for giving this rating are:

	1	2	3	4	5	6
8. RELATIONSHIPS WITH PEOPLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does the individual work effectively with others (supervisors, peers, subordinates)? Consider: respect and courtesy show to others, how behavior affects the work area, willingness to accept supervision, behavior exhibited toward the College as well as the individual's own job. Are the individual's apparel, manners and sociability appropriate for their job responsibilities?

Examples for giving this rating are:

	1	2	3	4	5	6
9. ATTENDANCE AND PUNCTUALITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples for giving this rating are:

	1	2	3	4	5	6
10. OTHER PERFORMANCE FACTORS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples for giving this rating are:

EMPLOYEE: _____

DATE: _____

GENERAL COMMENTS:

GOALS FOR THE EMPLOYEE:

WHAT COULD THE COMPANY DO TO BETTER USE YOUR SKILLS AND STRENGTHS?:

EMPLOYEE'S GOALS:

EMPLOYEE'S COMMENTS:

SUPERVISOR

EMPLOYEE

DATE