Employee Performance Appraisal
Human Resources

Directions for Completing Performance Appraisal

Step 1: The supervisor should meet with the employee to discuss the "FUTURE GOALS AND DEVELOPMENT" section. Clear and measureable goals and development initiatives and timelines should be outlined. Review the SMART Goals handout (available on the HR website) for information about formulating goals.

Step 2 (Optional): After setting a date for the performance appraisal review, the supervisor should present the employee with the "Employee Section." The form should be given to the employee at least two weeks prior to the evaluation and the employee should return the form at least a week prior to the evaluation. If completed, please submit copies along with this document.

Step 3: The supervisor should complete the performance appraisal according to the following parameters:

- **Core Values:** Using the rating scale, evaluate how well your employee demonstrates the University's five core values. Support your rating with specific examples you have observed over the past year.
- **Behaviors:** Using the rating scale, evaluate how well your employee meets the criteria described in each of the six behaviors. Support your ratings with specific examples you have observed over the past year.
- **Supervisory Skills:** This section should be completed for anyone with supervisory responsibilities (anyone with a full-time employee reporting to them). Using the rating scale, evaluate how well your employee meets the criteria described. Support your ratings with specific examples you have observed over the past year.
- **Teaching Responsibilities:** This section should be completed for anyone with teaching responsibilities. Using the rating scale, evaluate how well your employee meets the criteria described. Support your ratings with specific examples you have observed over the past year.
- **Additional Performance Goals:** Supervisor may list up to four major goals and evaluate employee on how he/she has performed those responsibilities. Support your ratings with specific examples you have observed over the past year.
- **Professional Development Goals:** Supervisor may list up to four professional development goals and evaluate employee on how he/she has performed those responsibilities. Support your ratings with specific examples you have observed over the past year.
- **Review of Goals and Development Set for This Period:** Using the employee's goals from the past performance period evaluate whether or not those goals were achieved. If a goal was not achieved and is still important, it may be necessary to carry it over into the new goals section.
- **Overall Rating:** No mathematical calculations are necessary. The rating automatically populates for you.
- **Comments Section:**
    - *Additional Supervisory Comments:* Supervisor may use this space for additional comments regarding employee work performance.
    - *Employee Comments:* Employee may provide a response to the evaluation. If so, please attach to this form.
- **New Goals for the Next Review Period:** Supervisor and employee should jointly set 2-4 performance and 2-4 professional development goals for employee to accomplish during upcoming performance period. Supervisor should suggest development activities that would benefit employee. Ask for employee's input and discuss most beneficial options.
- **Signature Block:** Please sign the Performance Review and obtain employee's signature as well as your supervisor's approval (3 signatures total) before sending to Human Resources.

Remember

- At the end of the form select "Print" to print a hard copy of the document. Then, obtain necessary signatures and send this copy of the original performance review to Human Resources.
- At any time, you can select File > Save to save a copy of the form to your computer. You can then return to the form at anytime.
- Job descriptions for the position being evaluated should be submitted to HR prior to the performance review.
- *Calculate* buttons are provided under each section. They may not be required as the form should automatically calculate, however it is a good idea to press the calculate button when done with a section to ensure that the form does calculate the correct values.
- There is a final *Calculate* button at the end of the form. You must press it to ensure that the final calculation is done.
- Questions? Call or email Human Resources.
- **Please Note:** This form requires the latest version of Adobe Reader or Adobe Acrobat in order to work properly. If you are not running at least Adobe Reader 9 or Adobe Acrobat 9, please contact the Computer and Information Services help desk at (918) 293-4700 and they will install it for you. In particular, this form will *probably not work* in Preview on MacOS X. Please consider using Adobe Acrobat or Adobe Reader to open this form, or open it in Windows, if you are using the MacOS X operating system.

Performance Appraisal

Employee Information

Division/Unit _____ Department/Program _____

Last Name _____ First Name _____ MI _____ CWID _____

Position Title _____

Evaluator Information

Last Name _____ First Name _____ MI _____ CWID _____

Position Title _____

Performance Planning Meeting

At the beginning of the evaluation period, a performance planning meeting must be held and documented by the supervisor and the employee to discuss employee performance objectives for this evaluation cycle.

Was a Performance Planning Meeting conducted between evaluator and employee? ☐ Yes ☐ No

If no, provide reason:

Signatures

This performance review must have all three signatures below before sending to the Human Resources department.

By signing below, you acknowledge that you have seen this report and have been apprised of your evaluation. You understand that you may make a written statement within ten working days of this evaluation. If a statement is submitted within ten working days, it will be attached to this evaluation report.

_____ _____
Employee Signature   Date

_____ _____
Supervisor Signature   Date

_____ _____
Next Level Approval   Date

Core Values

5 = Consistently Exceeds Job Requirements, 4 = Frequently Exceeds Job Requirements, 3 = Fully Meets Job Requirements, 2 = Needs Improvement,
1 = Unsatisfactory

Core Value	Rating (1-5)
Stewardship of Resources Uses University resources wisely and encourages others to do so, as well; accepts individual responsibility for actions that affect the institution; pursues opportunities to deliver services more efficiently and effectively. Specific examples which support rating and/or suggestions for improvement:	
Integrity Committed to principles of truth and honesty; straightforward, forthright and appropriate in communications; keeps confidences; admits mistakes; widely trusted; honors commitments and promises; upholds the highest ethical conduct. Specific examples which support rating and/or suggestions for improvement:	
Respect for Diversity Seeks opportunities to learn and understand cultures of others; celebrates and appreciates differences; respects different opinions; seeks to understand before acting. Specific examples which support rating and/or suggestions for improvement:	
Service to Others Anticipates the needs of others; provides prompt and courteous service with a positive attitude; takes pride in what he/she does. This includes service to both internal and external groups (e.g. students, community, advisory boards). Specific examples which support rating and/or suggestions for improvement:	
Excellence and Continuous Self-Improvement Seeks excellence in all endeavors; adapts to change; has the ability to recognize personal strengths and weaknesses and strives for improvement; seeks improvements in processes and services; cultivates a passion for life-long learning. Specific examples which support rating and/or suggestions for improvement:	
Average of Core Values:	

Behaviors

Behavior	Rating (1-5)
Initiative Displays self-motivation; has ability to make logical progression on projects without continuous direction, prompting, and oversight. Specific examples which support rating and/or suggestions for improvement:	
Listening Practices active listening; has patience to hear people out; can accurately restate opinion of others even when he/she disagrees; and is open to constructive criticism. Specific examples which support rating and/or suggestions for improvement:	
Teamwork Ability to work with others to achieve a common goal; cooperative; encourages collaboration; adaptable to changes in work assignments and/or the environment. Specific examples which support rating and/or suggestions for improvement:	
Communication Ability to convey thoughts, concepts, and ideas in a way that is clear and understandable; knowing what to communicate, understanding to whom and when, and doing it in an appropriate manner. Specific examples which support rating and/or suggestions for improvement:	
Interpersonal Skills Relates well to others; builds positive relationships; uses diplomacy and tact; builds rapport easily. Specific examples which support rating and/or suggestions for improvement:	
Dependability Demonstrates consistent attendance at work; completes assignments in a timely manner; can be counted on to give advance notice or provide alternatives to appropriate parties (supervisors, clients, customers, etc.) if unavoidable delays in assignments occur. Specific examples which support rating and/or suggestions for improvement:	
Sound Judgment Solves difficult problems with effective solutions; looks beyond the obvious and analyzes the true cause of issues. Specific examples which support rating and/or suggestions for improvement:	
Average of Behaviors:	

Supervisory Skills

Complete this section if this position includes supervisory responsibilities (has full-time, direct reports).

5 = Consistently Exceeds Job Requirements, 4 = Frequently Exceeds Job Requirements, 3 = Fully Meets Job Requirements,
2 = Needs Improvement, 1 = Unsatisfactory

Skill	Rating (1-5)
Delegating Clearly and comfortably gives assignments to staff; communicates timeframes, resources, and needed outcomes then effectively allows their team to perform, while being available to provide guidance when appropriate. Specific examples which support rating and/or suggestions for improvement:	
Supervisory Courage Able to deal with difficult situations directly and appropriately; not afraid to take punitive measures when necessary; skilled at conflict resolution. Specific examples which support rating and/or suggestions for improvement:	
Encouraging Staff Development Recognizes learning needs of staff and offers them opportunities to develop. Specific examples which support rating and/or suggestions for improvement:	
Building Effective Teams Creates synergy on team; manages in a way that creates strong morale and energy; balances needs of group with individual needs. Specific examples which support rating and/or suggestions for improvement:	
Average of Supervisory Skills:	

Teaching Responsibilities

Complete this section if this position includes teaching responsibilities.

5 = Consistently Exceeds Job Requirements, 4 = Frequently Exceeds Job Requirements, 3 = Fully Meets Job Requirements,
2 = Needs Improvement, 1 = Unsatisfactory

Responsibility	Rating (1-5)
Facilitating Student Learning Is enthusiastic about teaching and learning, provides real-world examples to promote learning, encourages students to actively participate in classroom discussion, maintains appropriate academic rigor and uses instructional time well. Specific examples which support rating and/or suggestions for improvement:	
Assessing Student Learning Uses student feedback and results of assessments to improve curriculum to enhance student learning, provides timely feedback to students, and actively participates in program evaluation through assessment of program technical objectives and/or core objectives. Specific examples which support rating and/or suggestions for improvement:	
Mentoring and Student Support Mentors students by actively and constructively fostering their education and development; is readily available and willing to consult with students during office hours and by arrangement; actively refers students to appropriate campus resources. Specific examples which support rating and/or suggestions for improvement:	
Curriculum Development Revises and updates course material in cooperation with industry as needed, reviews curriculum to meet departmentally approved course outcomes and works with colleagues to identify common goals and plan courses accordingly. Specific examples which support rating and/or suggestions for improvement:	
Average of Teaching Responsibilities:	

Performance Goals

List between two to four of the most significant job-related performance goals that support the work unit's strategic goals and, where appropriate, the performance standards expected of the individual, established AT THE START OF THE PERFORMANCE PERIOD. At the end of the performance period, indicate the results achieved. Provide a score for each objective you list. These goals should be specific to the position's job description (e.g. course evaluations or course observations for faculty).

5 = Far Exceeded Goal, 4 = Exceeded Goal, 3 = Fully Met Goal, 2 = Partially Met Goal, 1 = Did Not Meet Goal

Description	Rating (1-5)
Average of Performance Goals:	

Professional Development Goals

List between two to four focused professional development objectives, established AT THE START OF THE PERFORMANCE PERIOD. Provide a score for that professional objective.

5 = Far Exceeded Goal, 4 = Exceeded Goal, 3 = Fully Met Goal, 2 = Partially Met Goal, 1 = Did Not Meet Goal

Description	Rating (1-5)
Average of Professional Development Goals:	

Future Goals and Development

List between two to four job-related goals and two to four focused professional development objectives to accomplish in the upcoming year. These goal and development objectives will be used as the basis for the following performance period.

Job-Related Goals

Professional Development Objectives

Performance Assessment Totals for This Period

During initial goal setting meeting, supervisors should discuss the weights assigned to each responsibility below.

_____ **Core Values**
Weight: 25%

_____ **Behaviors**
Weight: 25%

_____ **Performance Goals/Job Responsibilities**
Weight: 40%
(may include Supervisory Skills and Teaching Responsibilities)

_____ **Professional Development Goals**
Weight: 10%

_____ **Final Score**

[   ] Press this button to calculate your weighted scores, final score, and overall rating.

Overall Rating

☐ **Level 5:** Consistently exceeds job requirements (final score 4.5 or greater)

☐ **Level 4:** Frequently exceeds job requirements (final score between 3.5 and 4.49)

☐ **Level 3:** Fully meets job requirements (final score between 2.5 and 3.49)

☐ **Level 2:** Needs improvement (final score between 1.5 and 2.49)

☐ **Level 1:** Unsatisfactory (final score 1.49 or less)

Additional Supervisory Comments _(this section is optional)_

Performance Improvement Plan *(this section is mandatory for any rating at Level 1)*

Area for Improvement	Steps to Improvement

Employee Comments

Employees may make a written statement and attach it along with this form within ten days of completing this form.

You're Done!

Please print this form out and return it to Human Resources and save a copy of the file for your records.

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