

Annual Staff Evaluation

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

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

Supervisors Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation Period:   
  
Annual \_\_\_\_\_ New Hire Initial Period \_\_\_\_\_ Other \_\_\_\_\_

*Effective 07/01/2022 -* *updated March 2022*

# Performance Evaluation for Staff Employee

This document is intended as a guide in discussing employee job performance during the past review period and for creating and continuing goals for the coming review period. The final, signed evaluation will become a part of the employee's personnel file. This annual evaluation is one component of employee performance management. Additional components should include ongoing feedback, coaching, and development. The 2022 edition of the performance evaluation includes interactive employee questions to create openings for conversation during this process.

**EVALUATION INSTRUCTIONS**

Using the three listed performance levels for each performance factor; “Improvement Needed”, “Satisfactory Performance” and “Highly Effective”, the supervisor should check the box that most closely describes the employee's performance for each numbered performance factor. **More than one level may be checked if during the evaluation period, performance changed. The change should be explained.** A space is provided for comments about applicable accomplishments, achievement of goals, changes in performance and developmental concerns/needs. **The inclusion of specific examples and observations is recommended.**

* Numbered Factors 1-10 apply to all employees.
* Factors 11, 12 and 13 apply only to supervisory employees.
* If a numbered performance factor does not apply, please enter N/A (Not applicable) in one of the Boxes.

**THREE PERFORMANCE LEVELS**

1. **HIGHLY EFFECTIVE:** High quality of work and contributions are recognized. The majority of performance outcomes routinely and consistently exceed defined expectations, producing important and impactful results for the department and/or College through planning, execution and creativity. Projects and objectives are completed in a manner that expands the scope and impact of the assignment.
2. **SATISFACTORY PERFORMANCE:** The employee is successful in performing the majority of job responsibilities and makes a solid, reliable and meaningful contribution to the department and/or College. Performance is competent, efficient and effective along established expectations. Initiative, resourcefulness and good judgment are consistently exercised.
3. **IMPROVEMENT NEEDED:** While the employee's performance is effective in some areas, there are other areas in which performance is inconsistent and/or falls below established expectations. It is possible that performance is not acceptable in critical areas of the job and falls below minimum expectations. Significant improvement is needed in these areas.

**IMPORTANT NOTE: When the “Improvement Needed” Factor is assigned**, the supervisor is required to create a Performance Improvement Plan (PIP) for the employee at the same time of the evaluation. This plan will define specific performance objectives with required target dates and will outline strategies for achieving success. The supervisor and employee are then required to meet at the assigned Action Item dates to review the PIP to track progress. After the final review between the supervisor and the employee, the signed Performance Improvement Plan will become part of the employee’s personnel file.

As the supervisor, begin the evaluation by stating the objective of the evaluation and review the Donnelly Mission and your department goals.

Explain to the employee - This evaluation process is in place to make the college better and offer a format to discuss and improve the employee’s job performance and the supervisor’s role in assisting and guiding the employee. **BE SURE TO GIVE THE EMPLOYEE AN OPPORTUNITY TO HAVE THE TIME THEY NEED TO REVIEW THIS EVALUATION BEFORE THEY SIGN THE EVALUATION.**

The Donnelly Mission

Donnelly College is a Catholic institution of higher education that seeks to continue the mission of Jesus Christ in our time by making the love of God tangible in our world.

Specifically, the mission of Donnelly College is to provide education and community services with personal concern for the needs and abilities of each student, especially those who might not otherwise be served

The Department Goals  
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| **PERFORMANCE FACTOR** | **IMPROVEMENT**  **NEEDED** | **SATISFACTORY**  **PERFORMANCE** | **HIGHLY**  **EFFECTIVE** |  |
| **1. QUALITY OF WORK AND/OR PRODUCTIVITY**  Consider the employee’s accuracy, thoroughness, effectiveness, efficiency, and timeliness. Consider the extent that projects are well planned, analyzed, and implemented. |  |  |  |  |
| ***COMMENTS:*** | | | |
| **2. FLEXIBILITY**  Consider performance under pressure, handling multiple assignments, adaptability to change, and ability to manage conflicting priorities. |  |  |  |  |
| ***COMMENTS:***  Question to employee: **What was your biggest challenge with your job this year and how did you deal with it?** | | | |
| 3. **INITIATIVE**  Consider the extent the employee is a self-starter and works independently, taking action on his/her own. Consider work  that goes above and beyond the assigned task, resolving problems and contributing improvements. |  |  |  |  |
| ***COMMENTS:***  Question to employee: **Do you believe you have any work strengths or capabilities that are underutilized?** | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **PERFORMANCE FACTOR** | **IMPROVEMENT NEEDED** | **SATISFACTORY PERFORMANCE** | **HIGHLY EFFECTIVE** | | **IMPROVEMENT NEEDED** | **SATISFACTORY PERFORMANCE** | **HIGHLY EFFECTIVE** |  |
| **4. DEPENDABILITY**  Consider the extent to which the employee completes assignments on time, carries out instructions and adheres to an established work schedule including making requests for Paid Time Off/PTO leave in advance? |  |  |  |  |
| ***COMMENTS:*** | | | |

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| **PERFORMANCE FACTOR** | **IMPROVEMENT NEEDED** | **SATISFACTORY PERFORMANCE** | **HIGHLY EFFECTIVE** |  |
| 5. **INTERPERSONAL INTERACTIONS WITH OTHERS**  Consider the degree to which the employee uses tact, courtesy, and diplomacy in developing good and effective working relationships with individuals and groups. Consider efforts and attempts to understand and respond to the needs of others who are internal or external to the department and/or College in order to be helpful while demonstrating respect for other individuals. |  |  |  |  |
| ***COMMENTS:***  Question to employee: **What work do you consider is your best work?** | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **PERFORMANCE FACTOR** | **IMPROVEMENT NEEDED** | **SATISFACTORY PERFORMANCE** | **HIGHLY EFFECTIVE** | | | | |
| 6. **TEAMWORK AND COLLABORATION**  Consider the degree to which the employee demonstrates and actively participates in sharing and respectfully communicating ideas; listening to and hearing the ideas of others and then incorporating that additional input into group solutions.  Consider if the employee can compromise, find middle ground with others and shares resources within and outside of their team. |  |  |  |  |
| ***COMMENTS:***  Question to employee: **Do you believe our department is working well together? Do you have suggestions to make it better?** | | | |
| **7. TECHNOLOGY SKILLS**  Consider the degree to which the employee effectively uses or incorporates technology to improve service and/or accomplish assigned tasks. |  |  |  |  |
| ***COMMENTS:***  Question to employee: **Is there technical training you need to be better at your job?** | | | |
| 8. **SAFETY COMPLIANCE**  Consider the degree to which the employee practices safe work habits and complies with college safety policies. |  |  |  |  |
| ***COMMENTS:*** | | | |

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| **PERFORMANCE FACTOR** | **IMPROVEMENT NEEDED** | | **SATISFACTORY**  **PERFORMANCE** | | | **HIGHLY**  **EFFECTIVE** |  |
| 9. **COMMUNICATION**  Consider the extent to which work communication, including emails, texts and phone messages are expressed clearly and made timely. Consider the employee’s timely replies to messages, questions and inquiries and email acknowledgements. |  | |  | | |  |  |
| ***COMMENTS:*** | | | | | | | |
| **PERFORMANCE FACTOR** | **IMPROVEMENT NEEDED** | | **SATISFACTORY**  **PERFORMANCE** | | | **HIGHLY**  **EFFECTIVE** | | VE |
| 10. **USE OF RESOURCES**  Consider the degree to which the employee has used funds, staff assistance and/or equipment economically and effectively. | |  | |  |  | | |  |
| ***COMMENTS:***  Question to employee: **Do you have everything you need to be productive at your job*?*** | | | | | | | |

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| **SECTION FOR EVALUATION OF SUPERVISORY EMPLOYEE (Factors 11, 12 & 13)**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **PERFORMANCE FACTOR** | **IMPROVEMENT NEEDED** | | **SATISFACTORY**  **PERFORMANCE** | | **HIGHLY**  **EFFECTIVE** | |  | | **11**. **LEADERSHIP – (Supervisor Factor)**  Consider the supervisor’s model of positive leadership, providing coaching and encouragement for each employee within the group. Consider the supervisor’s effort to build an environment that supports collaboration, teamwork, and respect for and acceptance of individual strengths and differences. |  | |  | |  | |  | | COMMENTS: | | | | | | | | |  | |  | |  | |  | |  | |  | | | | | | | | | | | |
| **PERFORMANCE FACTOR** | **IMPROVEMENT NEEDED** | **SATISFACTORYPERFORMANCE** | **HIGHLY**  **EFFECTIVE** |  |
| **12.** **EMPLOYEE DEVELOPMENT (Supervisor Factor)**  Consider the extent to which the supervisor provides employee guidance and specific opportunities for training, development and advancement. Consider the supervisor’s openness to employee questions and new ideas. |  |  |  |  |
| COMMENTS: | | | |

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| **PERFORMANCE FACTOR** | | **IMPROVEMENT**  **NEEDED** | | **SATISFACTORY PERFORMANCE** | **HIGHLY**  **EFFECTIVE** |  |
| **13. PERFORMANCE MANAGEMENT (Supervisor Factor)**  Consider the extent to which the supervisor is effective in setting performance standards and expectations, determining and providing training, giving ongoing and timely feedback, coaching, and resolving performance problems constructively. Consider the efforts in encouraging employee work-life balance. | |  | |  |  |  |
| ***COMMENTS:*** | | | | | |
| **OVERALL EVALUATION - CONCLUSION** | | | **IMPROVEMENT NEEDED** | **SATISFACTORYPERFORMANCE** | **HIGHLY EFFECTIVE** |  |
| The final assessment of the employee's performance during the review period. | | |  |  |  |  |
|  | SECTION I: OVERALL PERFORMANCE  Question to employee: **Is there a part of your job that you would do differently?**  Question to employee: What has been the most challenging part of your job and how have you dealt with that challenge?  Question to employee: What motivates you to come to work and get your job done? | | | | |

SECTION II: GOALS

1.Summarize the status of the employee’s effect on department goals and the college mission during the last review period.

SECTION Ill: SUPERVISOR'S ADDITIONAL COMMENTS

Question to employee: **Do you foresee challenges to achieving goals for the next year?**

Question to employee: **Where do you believe the college and/or your department could improve or become more efficient?**

2. Describe new department goals and how the employee will need to support those goals in the coming review period.

Enter additional comments about the employee's performance and job responsibilities on any performance factors not included previously in this evaluation.

SECTION IV: EMPLOYEE'S COMMENTS

Please include requests for training and development not previously noted and describe any obstacles to getting your work done that were not discussed and noted previously in this evaluation.

SECTION V: Supervisor Action Items to address employee needs:  
  
SUPERVISOR - BE SURE TO GIVE THE EMPLOYEE AN OPPORTUNITY TO HAVE THE TIME THEY NEED TO REVIEW THIS EVALUATION BEFORE THEY SIGN THE EVALUATION.

Target date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SECTION VI: SIGNATURES**

**Please sign and return the original evaluation to your supervisor.**

By signing below, I acknowledge that I have reviewed this evaluation and I am aware of how my supervisor evaluated my performance. My signature acknowledges that I have read and understand my evaluation but my signature does not imply that I agree with every part of this evaluation.

I am aware that if I do not agree with my evaluation, I may reply in writing, either in the space provided on this form or on additional pages.

The signed evaluation and any written response will become a part of my personnel file.

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**SUPERVISOR'S SIGNATURE Date**

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**EMPLOYEE'S SIGNATURE: Date**

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