

LIFE UNIVERSITY PERFORMANCE EVALUATION NON-MANAGEMENT

PURPOSE OF EVALUATION

The primary purpose of a performance evaluation is to promote individual and institutional effectiveness and to ensure that employees are aware of the expectations of their supervisor and are informed of their progress as members of Life University staff. Evaluations are completed upon completing 90-days of employment and on an annual basis unless a need for more frequent feedback on performance is warranted. This evaluation, which serves as an evaluation of progress and a discussion of expectations for the future, focuses on the objectives and goals of the individual and of the University.

DIRECTIONS FOR COMPLETION

This evaluation is confidential and will be presented to the employee by the supervisor (evaluator). The evaluator will be asked to assess employee performance on individual job dimensions. Input from subordinates of the employee may also be considered. The standards to be used in evaluating employee performance for each job dimension have been defined under the heading of "Performance Rating".

By each criterion indicate the performance standard that most closely matches the employee's performance. Space has been provided for comments relative to each performance dimension. Comments are encouraged but should be related directly to the job description or assignment.

After completion of the evaluation, a conference should be held between supervisor and employee to discuss its content. The evaluation conference should be held in a quiet location where supervisor and employee will be free to talk candidly without interruption or intrusion. The supervisor should attempt to establish a constructive tone in his or her comments, stressing improvement, development, and growth. The job description should be reviewed with the employee. Areas in which employee performance has declined should be documented and dealt with honestly.

These deficient areas should be targeted as opportunities for future improvement. Throughout the conference the employee should be encouraged to respond at any time, and at conference completion the employee should sign the evaluation form. Employees should be notified that their signature does not reflect their agreement with the assessment, but means that the assessment findings have been discussed with them.

After conducting the evaluation conference, the performance evaluation form should be reviewed and signed by the appropriate department head, or Dean. There should be communication between the evaluator and the employee on many occasions prior to the formal evaluation process. The actual ratings on the form should not be a surprise to anyone involved if this communication has taken place.

The Performance Evaluation Forms should then be enclosed in a "Confidential" envelope and forwarded to the Human Resources Department. These completed forms will then become a permanent part of an employee's individual personnel file. If additional space is needed for any evaluation area, please attach comments on a separate page(s) and include these in the total evaluation package.

PREPARATION FOR COMPLETION

Preparation of this evaluation will be easier and the information it contains more valid when the supervisor follows some general guidelines.

- A. Read the entire form completely before starting.
- B. Familiarize yourself with the job description for this particular employee. The job description outlines the duties and responsibilities of the position while the evaluation seeks to measure how well those duties are performed.
- C. Complete the form as objectively as possible, attempting throughout to avoid prejudice, bias, or favoritism.
- D. Remember that excellence in one factor or area does not necessarily imply excellence in all. Observe and evaluate the work performance in terms of each individual factor on the performance evaluation form.
- E. In assessing overall employee performance, consider the total performance for the entire evaluation period. Remember that it is better not to consider only the single accomplishments, single failures, or only the most recent performance. Neither should individual negative instances of staff or brilliant performance be ignored. They should be considered in the context of total performance for the evaluation period.
- F. Keep in mind that this is a written record of performance. As such, it may be used to substantiate a salary adjustment, promotion, warning, or termination. It provides written documentation for future action. It, therefore, should be completed as thoroughly, accurately, and fairly as possible.

PERFORMANCE EVALUATION

Name: _____ Title: _____

Department: _____ Date of Hire: _____

Evaluation Period: From: _____ To: _____

Type of Evaluation: New Hire/Probationary _____ Annual _____ Other _____

PERFORMANCE MEASUREMENT - GENERAL

- (5) **Exceptional** - Employee consistently exceeds performance objectives with virtually no detected preventable/controllable errors. Makes significant contributions well beyond normal job responsibilities. Individual requires little direction or supervision.

- (4) **Exceeds Objectives** - Employee exceeds performance objectives on a regular basis. Employee is making a valuable contribution to the company. Errors are infrequent and are typically detected and corrected by the employee.

- (3) **Expected Performance** - Employee consistently meets but does not exceed performance objectives. Employee is fully competent and is satisfactorily performing the job.

- (2) **Needs Improvement** - Employee does not adequately accomplish objectives nor fulfill all responsibilities; must improve performance within a designated time period.

- (1) **Unsatisfactory** - Unacceptable performance; below expectations. Employee does not accomplish position objectives. Requires immediate improvement.

- (N/A) **Not Applicable** - Category does not apply.

PERFORMANCE EVALUATION

PERFORMANCE MEASUREMENT CONTINTUED

PERFORMANCE MEASUREMENT – STUDENT CENTEREDNESS

- (5) **Exceptional** - Employee consistently exceeds performance objectives in this area. Makes significant contributions well beyond the normal job responsibilities. Individual requires little direction or supervision.
 - (4) **Exceeds Objectives** – Employee is anticipatory, always thinking of ways to improve service to students and to exceed students expectations.
 - (3) **Expected Performance** – Employee is responsive, working to uncover problems and respond to ameliorate any possible negative impact.
 - (2) **Needs Improvement** – Employee is non-responsive, not taking into account the student experience when making and implementing decisions.
 - (1) **Unsatisfactory** – Employee is antagonistic, deliberately working to create a negative environment for students.
- (N/A) **Not Applicable** - Category does not apply.

PERFORMANCE EVALUATION

PERFORMANCE FACTORS	RATING
<p><u>Job Knowledge/Functions</u> The employee has acquired and demonstrates the necessary knowledge required, understands and meets the essential functions of the job including professional standards and regulations; content expertise; familiarity with information and procedures needed for job completion. Has a clear understanding of all aspects of the job.</p> <p><u>Comments</u> – (Required for ratings of 1, 2 or 5)</p>	<input type="checkbox"/>
<p><u>Time Management/Accountability</u> The employee is able to manage time effectively and produce high quality work. Ability to create and meet deadlines. Ability to recognize and properly plan priorities.</p> <p><u>Comments</u> – (Required for ratings of 1, 2 or 5)</p>	<input type="checkbox"/>
<p><u>Productivity</u> The employee is able to manage workload efficiently and completes appropriate volume of work within targeted time period.</p> <p><u>Comments</u> – (Required for ratings of 1, 2 or 5)</p>	<input type="checkbox"/>
<p><u>Quality Of Work</u> The employee is able to produce a thorough and concise work product and is detail oriented.</p> <p><u>Comments</u> – (Required for ratings of 1, 2 or 5)</p>	<input type="checkbox"/>
<p><u>Technical Skills</u> The employee has acquired the necessary skills in using software, operating the computer and other equipment essential to the position.</p> <p><u>Comments</u> – (Required for ratings of 1, 2 or 5)</p>	<input type="checkbox"/>
<p><u>Professionalism/Confidentiality</u> The employee can be relied upon to follow through on assignments; possesses the ability to deal effectively with and project a positive, professional image toward others, both in person and on the telephone. Demonstrates confidentiality in all aspects of the job.</p> <p><u>Comments</u> – (Required for ratings of 1, 2 or 5)</p>	<input type="checkbox"/>

PERFORMANCE EVALUATION	
PERFORMANCE FACTORS	RATING
<p><u>Interpersonal Skills</u> The employee works harmoniously and effectively with others; team player; shares information with others as needed; cooperative; displays a positive attitude toward receiving work assignments and work in general. Has the ability to contribute to positive office moral.</p> <p><u>Comments</u> – (Required for ratings of 1, 2 or 5)</p>	<input type="checkbox"/>
<p><u>Initiative</u> The employee works independently, solves problems, assumes additional responsibility, and looks for more efficient and cost-effective ways. The employee is highly motivated, and resourceful.</p> <p><u>Comments</u> – (Required for ratings of 1, 2 or 5)</p>	<input type="checkbox"/>
<p><u>Communication</u> The employee can effectively and appropriately deliver verbal and written communication. Communications are clear, concise and courteous.</p> <p><u>Comments</u> – (Required for ratings of 1, 2 or 5)</p>	<input type="checkbox"/>
<p><u>Attendance/Dependability</u> The employee is reliable in completing assignments and meeting deadlines; punctual; and adheres to office hours.</p> <p><u>Comments</u> – (Required for ratings of 1, 2 or 5)</p>	<input type="checkbox"/>
<p><u>Diversity</u> Treats all others with respect; understands the impact of culture/background on the behavior of others; respects differences among the Life community and demonstrates inclusive behavior.</p> <p><u>Comments</u> – (Required for ratings of 1, 2 or 5)</p>	<input type="checkbox"/>
<p><u>Customer Service</u> Anticipates, listens to, understands, and responds to customer needs. Delivers work product and services to customers in a way that reflects positively upon the department and the University.</p> <p><u>Comments</u> – (Required for ratings of 1, 2 or 5)</p>	<input type="checkbox"/>
<p><u>Student Centeredness</u> Employee exhibits student-centeredness in performance of all job duties. The employee actively tries to anticipate student’s needs even before they are voiced and continuously works to improve on the University’s promise to students. In all dealings with students the employee delivers clear answers to questions and reasoned explanations of decisions affecting them, or provides timely access to the right persons in positions of administrative or</p> <p><u>Student Centeredness Cont’d</u></p>	<input type="checkbox"/>

<p>academic responsibility to address student issues (both stated and unstated).</p> <p>Comments – (Required for ratings of 1, 2 or 5)</p>	
<p><u>OVERALL PERFORMANCE RATING</u></p> <p>Consider all performance criteria including student centeredness and indicate overall rating, using the definitions of the performance rating as a guide.</p> <p>Total all ratings and divide by the number of performance function areas to get the overall rating.</p>	<input type="text"/>

ADDITIONAL INFORMATION

Employee’s Strengths

(Indicate what aspects of the job were performed well, completion of assignments, meeting deadlines, etc.)

- ◆ _____
- ◆ _____
- ◆ _____

In what area does the employee need improvement?

(Indicate what improvements need to be made to enhance job performance.)

- ◆ _____
- ◆ _____
- ◆ _____

Employee Development Plan

(What is the plan to build on performance and to support continued professional development? What actions can be taken to improve performance? List goals and objectives to be attained before the next evaluation period.)

- ◆ _____
- ◆ _____
- ◆ _____

SIGNATURES/COMMENTS

DEPARTMENT:

Supervisor Signature: _____ Date: _____

Dept. Head Signature: _____ Date: _____

Note: The date of signature should be the same as the evaluation date.

EMPLOYEE:

I have reviewed this evaluation and my job description with my supervisor and understand its content. My signature below does not necessarily mean I agree with the evaluation.

Signature: _____ Date: _____

Comments: _____

rev. 4/07