UCC CLASSIFIED EMPLOYEE PERFORMANCE EVALUATION

Evaluation Period:* _____ to _____

Evaluation Meeting Date: _____

SECTION 1

Employee: _____ Employee ID: _____

Job Title: _____ Department: _____

Immediate Supervisor/Administrator: _____

Title: _____

TYPE OF EVALUATION:	**OUTCOME:**
☐ Annual Evaluation ☐ Probationary Evaluation ☐ Other Evaluation: _____ _____	☐ Grant/Maintain regular status ☐ Plan of Assistance Due Date: _____

Current, dated and signed (by employee) Job Description must be attached to evaluation. ALL changes should be clearly discernable.
By initialing below, both employee and evaluator agree the attached Job Description accurately describes the duties required of the employee.

_____ ____	_____	_____	_____
Supervisor's Initials	Date	Employee's Initials	Date

*Evaluation period may be the inclusive dates of an annual evaluation, probation evaluation, interim evaluation, etc.

Average Rating Category: (Bring average ratings from Sections 2 and 3 by Evaluation Categories)

1. Quality of work	_____	**6. Cooperation**	_____
2. Productivity	_____	**7. Dependability**	_____
3. Knowledge of job	_____	**8. Diversity**	_____
4. Attitude	_____	**9. Other: _____**	_____
5. Initiative	_____	**10. Other: _____**	_____

Overall Performance Rating (see expanded definitions on page 3 and 4):

☐ (3) Surpasses performance standards

☐ (2) Achieves/Maintains Performance standards

☐ (1) Does not meet/maintain all Performance Standards (Supervisor: This requires a performance improvement action. Please contact HR to coordinate a Plan of Assistance.)

Evaluator Summary Comments (attach additional sheet if necessary):

_____
_____
_____
_____
_____
_____

Employee Comments (attach additional sheet if necessary):

_____
_____
_____
_____
_____
_____

Signature Section: (Signature acknowledges review and discussion of evaluation, but it does not necessarily imply agreement. The immediate supervisor, chair, director/dean must sign. Departments must check with the Vice President to determine if next review level is required.)

_____ _____

Employee' Signature Date **Immediate Supervisor's Signature** Date

_____ _____

Vice President's Signature Date **Human Resources Director** Date

Please return complete evaluation to UCC Human Resources.

SECTION 2

PERFORMANCE LEVEL GUIDELINES

(CLASSIFIED EMPLOYEE PERFORMANCE EVALUATION)

The following definitions are provided to help define the three rating levels in the UCC Classified Employee Performance Evaluation. This is offered as a guideline. It is not expected that staff meet ALL examples in a ratings category. Reviewers are required to give specific illustrations of behaviors demonstrated by employees. Reviewers are expected to consider the employee's job description when conducting the evaluation.

3 = Significantly Surpasses Performance Standards

Behaviors that demonstrate exceptional initiative and creativity in furthering the UCC Strategic Plan. Examples of behaviors that significantly exceed expectations include, but are not limited to:

- Performing assigned responsibilities in a manner that often exceeds communicated standards.
- Identifying of new approaches that improve efficiency without compromising service.
- Information sharing that contributes to fully informed decision-making.
- Demonstrations of expertise in his/her job area.
- Willingness to mentor others, providing feedback that builds confidence and competence and overall goals of the division/department and the College.
- Ability to manage, change and integrate new approaches into work assignments.
- Extraordinary demonstrations of initiative that have results in an inclusive work climate.
- Sets challenging goals and achieves them.

2 = Achieves/Maintains Performance Standards

Behaviors demonstrate skills in meeting assigned responsibilities. Examples of behaviors that meet expectations include, but are not limited to:

- Sharing information to assure expectations are understood
- Demonstrations initiative to seek information or clarification of policies, procedures, or objectives.
- Flexibility in responding to changing conditions.
- Anticipates problems and suggestions, or where appropriate, independently takes action.
- Keeps supervisor and team informed of progress, problems, strengths, and challenges, and solicits solutions from the team, where appropriate.
- Performs assigned responsibilities consistently well
- Demonstrates good work habits, following established work schedule and completing projects and tasks thoroughly.
- Meets deadlines and produces consistently satisfactory or above average levels of productivity.
- Provides reliable input and recommendations.
- Is a solid member of the division/department team, learning from mistakes and contributing in a positive way to the overall work climate in the division/department.
- Demonstrates interest in developing knowledge and skills.
- Makes progress toward identified goals in previous performance review.

1 = Does Not Meet All Performance Standards

Behaviors are unsatisfactory when the employee has not responded to constructive feedback, and performance needs to improve or behaviors are inconsistent in meeting assigned responsibilities; knowledge and skills are evident, work ethic or confidence may prevent full use of the knowledge and skills. Examples of behaviors that do not meet performance standards include but are not limited to:

- Has potential to meet satisfactory performance levels, but is inconsistent in performance of assigned responsibilities.

- Inability to utilize avenues of support, or unwilling to ask for help.
- Inconsistency in communicating essential information to employees involved in projects.
- May be present and punctual and demonstrate good interpersonal skills, but technical abilities are inconsistent.
- Need for improvement and development has been periodically communicated to the employee.
- Specific, repeated behaviors that do not meet expectations communicated to the employee by the supervisor, both orally, and in writing, along with suggestions for improvement; performance cited may include work habits, behaviors that impact customers, co-workers, or the general work environment.

PURPOSE

- Demonstrate Umpqua Community College's commitment to organizational excellence.
- Provide an instrument to promote regularly scheduled, formal performance review for optimal professional development of all employees at UCC.
- Strengthen communication.
- Ensure goals and performance expectations are commonly understood.
- Acknowledge performance achieved.
- Create plans for performance adjustment where appropriate.
- Align performance with UCC's Mission and Core Themes.

UCC MISSION

1. **Promoting student access and success**
2. **Supporting quality learning and achievement through Academic Transfer Education**
3. **Support quality learning and achievement through Career and Technical Education (CTE)**
4. **Supporting quality learning and achievement through Student Transitions Educational Program (STEP)**
5. **Serving our community through quality, life-long learning in the areas of cultural, economic, workforce, self-improvement and professional development.**

PROCESS

Step 1: The Evaluator will complete the review instrument using data gathered from a variety of sources (i.e., correspondence, documentation about performance such as commendations or complaints), and in alignment to the essential functions of the Job Description. The employee has the option to provide input.

Step 2: Evaluator and classified employee MUST meet to go over the review together:
(a) Review the Job Description to ensure accuracy
(b) Discuss each evaluation category
(c) Evaluator will complete the final review, and classified employee signs the review; employee may submit a rebuttal in writing for inclusion in their personnel file
(d) Evaluator sends signed original to UCC Office of Human Resources and gives a copy to employee.

Step 3: If deficient performance issues were identified, a Plan of Assistance will be created. This plan will include a strategy and action steps for remediation, time-lines and a follow-up date for review. The evaluator will consult Human Resources on this plan.

Key Responsibilities – See attached Job Description

Review of Past Performance Objectives:

Record objectives from the previous review period or initial employment objectives established for new employee in the space below. Provide feedback regarding the extent to which each objective was fulfilled. Also note changes (if any) to original objectives.

Objective 1: _____

How was this objective met?

_____
_____
_____
_____

Objective 2: _____

How was this objective met?

_____
_____
_____
_____

Objective 3: _____

How was this objective met?

_____
_____
_____
_____

Objective 4: _____

How was this objective met?

_____
_____
_____
_____

Objective 5: _____

How was this objective met?

_____
_____
_____
_____

SECTION 2A: GENERAL CATEGORIES

EVALUATION CATEGORY (PERFORMANCE STANDARD)	BEHAVIORS	RATING (1-3)
1. QUALITY Definition: Describes the employee's work in terms of consistency, thoroughness, and accuracy. The employee supports and participates in continuous improvement in work processes, services or products. Participates in the College's legacy of learning. Demonstrates ethical dealings, effective problem-solving skills and meets quality standards set by supervisor.	a. Asks questions, where needed, when work is assigned to assure understanding of expectations	_____
	b. Presents error-free work	_____
	c. Thinks independently to anticipate needs	_____
	d. Professionally meets the needs of students and other customers	_____
	e. Collaboration is practiced	_____
EVALUATOR'S COMMENTS: _____ _____		
EMPLOYEE'S COMMENTS: : _____ _____		

EVALUATION CATEGORY (PERFORMANCE STANDARD)	BEHAVIORS	RATING (1-3)
2. PRODUCTIVITY Definition: Describes how the employee manages and completes workload expectations by setting and following priorities, uses time effectively and achieves work goals. Demonstrates the knowledge and skills needed to do the job.	a. Ability to multi-task	_____
	b. Adapts to changing needs	_____
	c. Ability to manage multiple priorities	_____
	d. Practices clear and open communication with evaluator and co-workers about workload	_____
	e. Performs tasks with efficiency	_____
	f. Demonstrates confidence and confidentiality in making decisions related to work assignments	_____
EVALUATOR'S COMMENTS: : _____ _____		

EVALUATION CATEGORY (PERFORMANCE STANDARD)	BEHAVIORS	RATING (1-3)
3. KNOWLEDGE OF JOB Knowledge of job is demonstrated through decisions that result in optimal use of resources, consistent with the classification description.	a. Knowledgeable of resources available to complete tasks	_____
	b. Knowledgeable of terminology associated with employee's field	_____
	c. Knowledgeable of effective and approved practices	_____
	d. Participates in learning experiences to stay current in their field	_____
	e. Knowledge of following and applying UCC policies and procedures	_____
EVALUATOR'S COMMENTS: : _____ _____		
EMPLOYEE'S COMMENTS: : _____ _____		

EVALUATION CATEGORY (PERFORMANCE STANDARD)	BEHAVIORS	RATING (1-3)
4. ATTITUDE An effective attitude is demonstrated by open thinking with the intent of building understanding and partnerships.	a. Explores differences to build understanding	_____
	b. Engages in respectfully dialogue, even on tough issues	_____
	c. Takes steps to build trust	_____
	d. Demonstrates assertiveness with a solution-based approach	_____
	e. Builds partnerships through supportive, direct communication	_____
EVALUATOR'S COMMENTS: : _____ _____		
EMPLOYEE'S COMMENTS: : _____ _____		

EVALUATION CATEGORY (PERFORMANCE STANDARD)	BEHAVIORS	RATING (1-3)
5. INITIATIVE Initiative is demonstrated with an eye toward what needs to be done and a willingness to participate fully.	a. Works independently to meet identified and/or agreed upon outcomes	_____
	b. Thinks proactively about processes with an eye toward improvements that will optimize resources and meet UCC Strategic Plan	_____
	c. Seeks to understand the inter-relatedness of projects.	_____
	d. Proactively seeks opportunities to enhance knowledge and skills for increased work efforts	_____
	e. Builds partnerships of understanding across departments to compliment work efforts	_____
	f. Consistently demonstrates safe work practices	_____
EVALUATOR'S COMMENTS: : _____ _____		
EMPLOYEE'S COMMENTS: : _____ _____		

EVALUATION CATEGORY (PERFORMANCE STANDARD)	BEHAVIORS	RATING (1-3)
6. COOPERATION Working with others, with, the intent of mutual benefit and excellence in product/service.	a. Looks for partnership opportunities	_____
	b. Thinks proactively about processes with an eye toward improvements that will optimize resources and meet UCC Strategic Plan	_____
	c. Integrates competing needs of self and others	_____
	d. Communicates priorities, proactively	_____
	e. Demonstrates flexibility in negotiating change to existing priorities and timeliness	_____
EVALUATOR'S COMMENTS: _____ _____		
EMPLOYEE'S COMMENTS: _____ _____		

EVALUATION CATEGORY (PERFORMANCE STANDARD)	BEHAVIORS	RATING (1-3)
7. DEPENDABILITY Definition: Describes how well the employee completes assigned work in a timely manner, keeps commitments, is accountable and stays balanced under pressure. The employee meet attendance requirements.	a. Gives adequate notice of leave requests	_____
	b. Considers impact of leave request on office operations	_____
EVALUATOR'S COMMENTS: _____		
EMPLOYEE'S COMMENTS: _____		

EVALUATION CATEGORY (PERFORMANCE STANDARD)	BEHAVIORS	RATING (1-3)
8. DIVERSITY Model and ensure diversity and cultural competency (respect, inclusiveness, reflecting, valuing, and welcoming of cultural differences) in all position responsibilities regardless of race, ethnicity, religion, gender, social class, sexual orientation, ability, nationality, age, language, origin, or employment status.	a. Models behaviors that promote an open, welcoming, inclusive environment consistent with UCC's Core Themes	_____
	b. Proactively promotes diversity among employees at UCC	_____
	c. Creates and maintains a respectfully working/learning environment	_____
	d. Cultivates an accessible working/learning environment	_____
	e. Responds appropriately, intervenes as necessary when UCC Core Themes are at risk	_____
EVALUATOR'S COMMENTS: _____		
EMPLOYEE'S COMMENTS: _____		

SECTION 2B

OTHER FACTORS

Add factors that apply to your own Division/Department. Use these factors for performance criteria that are vital to the individual's position that are not otherwise covered by this instrument. Factors may include general skill areas, or specific performance goals that are part of the unit's strategic plan.

FACTORS	PERFORMANCE CRITERIA	RATING 1. Does not meet Performance Standards 2. Achieves/Maintains Performance Standards 3. Significantly surpasses Performance Standards.
1.		
2.		
3.		
EVALUATOR'S COMMENTS: _____		
EMPLOYEE'S COMMENTS: _____		

_____

SECTION 3

PERFORMANCE HIGHLIGHTS

(To be completed by employee. Supervisor has option to provide input.)

The Performance Highlights section is provided to help the employees give a complete picture of what they have accomplished this year (Accomplishments), and then identification of knowledge, skills, or abilities they are interested in growing (Growth areas). This is also an area where the supervisor can provide input to proactively identify areas of growth. This section can also help the employee and their supervisor to begin identifying objectives to consider in the employee's development plan (page 12).

Accomplishments:

List your major accomplishments (examples of documents to help identify accomplishments might include the Division/Department Unit Plan, committee work, job classification, description, etc.).

Area for Growth and/or Improvement:

List areas for self-growth, or areas that have been identified for improvement.

SECTION 4

NEXT REVIEW PERIOD

PERFORMANCE OBJECTIVES:
Use the following section to record performance objectives for the next review period. Include how the performance will be measured, standards and timeframes as appropriate.

Objective 1: _____

Objective 2: : _____

Objective 3: : _____

Objective 4: : _____

Objective 5: : _____

EMPLOYEE DEVELOPMENT PLAN:
Employee Development Plan: This section should be completed after employee and supervisor have agreed upon areas of development or improvement needed and/or required as related to upcoming standards. It should include developmental objectives, corresponding development activities (on the job, formal training, workshops, conferences, etc.), measurements, and time frames for completion.

_____
_____
_____
_____
_____
_____
_____
_____

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