



# Staff Performance Evaluation – CSUEU

<b>Name:</b>	<b>Division:</b>	<b>TYPE OF REPORT:</b> *Based on 40 hr time base. <input type="checkbox"/> Permanent - Annual <input type="checkbox"/> Temporary - Every 3 months. Evaluation # _____ Appt. Ends _____ <input type="checkbox"/> Probationary – End of the 3 <sup>rd</sup> , 6 <sup>th</sup> , & 11 <sup>th</sup> month. Evaluation # _____ Period Ends _____ <input type="checkbox"/> Other
<b>Department:</b>	<b>Classification Title:</b>	
<b>Period of Time Covered by Evaluation:</b>	<b>Date Draft Given to Employee for Review (Annual only):</b> *Draft Evaluation given to employee at least 5 days prior to finalization.	
<b>Date Discussed with Employee:</b>		

When a recommendation of *Rejection During Probation* is being made, it should be submitted to the Director, Human Resources Management in a separate memorandum. A rejection during probation memorandum should be submitted earlier than the third evaluation, if possible. If the rejection recommendation coincides with the third evaluation, it should be attached to this form.

	CATEGORY RATINGS Check each category in the appropriate column.	Unacceptable (Fails To Meet Minimum Standards)	Marginal (Needs Improvement)	Satisfactory (Meets Standard)	Commendable (Exceeds Standard)	Outstanding (Substantially Exceeds Standard)	Not Applicable	COMMENTS: Describe job strengths, progress toward goals, problems, plans, and, as appropriate, areas where additional training will be provided.
*1	Job Skills							<p>An explanation with specific examples of all check marks other than "Satisfactory" is required and is strongly encouraged if "Satisfactory" is selected.</p> <p>Use attachments as needed. The employee and supervisor should sign all attachments.</p> <p>Additional categories may be evaluated so long as the items being evaluated are clearly communicated to employees early in the evaluation period. Consult with Human Resources Management if you wish to add evaluation categories.</p> <p>*Categories 1, 2, 3, and 4 are to be weighed more heavily than other categories because job skills, quality/accuracy of work, productivity and customer service tend to measure the fundamental effectiveness of job performance.</p>
*2	Quality/Accuracy of Work							
*3	Productivity							
*4	Customer Service							
5	Accepts Responsibility							
6	Meets Deadlines							
7	Adapts to Change							
8	Accepts Supervisor's Direction							
9	Shows Initiative							
10	Communication Skills							
11	Observance of Work Hours							
12	Attendance							
13	Safety Practices/Care of Equipment							

For Employees with Supervisory Responsibilities (Including Staff and Student)								<b>Signature of Immediate Supervisor:</b> Name: _____ (Please print) Signature _____ Date _____
14	Equal Employment Practices							
15	Selection							
16	Motivating Staff							
17	Training of Others							
18	Planning & Organizing							
19	Directing & Controlling							
20	Delegation							
21	Operational Economy							
22	Evaluation of Others							
23	Discipline							

<b>SUMMARY EVALUATION:</b> Must be supported by the ratings above.  <input type="checkbox"/> Unacceptable <input type="checkbox"/> Marginal  <input type="checkbox"/> Satisfactory <input type="checkbox"/> Commendable <input type="checkbox"/> Outstanding	<b>Signature of Employee:</b> Signature _____ Date _____ <hr/> I desire review by the second level supervisor:    Yes <input type="checkbox"/> Signature _____ Date _____
<b>Management Level Signature</b> (required if immediate supervisor is not designated as management level under the Management Personnel Plan): Signature _____ Date _____	

## DEFINITIONS/COMMENTS ABOUT CATEGORIES

1. **Job Skills** - Includes mental and/or physical skills. Consider the skills required and employee's level of proficiency.
2. **Quality/Accuracy of Work** - Degree of excellence of the work performed. Is work neat, accurate and thorough?
3. **Productivity** - The amount of work required to meet the job standards. Supervisors should not make undue allowances for personal problems, age or length of service and normally should not make undue allowances for poor health or absenteeism. Consult with Human Resources Management if the latter is an issue.
4. **Customer Service** - Does the employee contribute to a positive culture and attitude on campus? Does employee interact with students, faculty, other staff, and guests with a respectful, cordial, and solution-oriented approach to problems?
5. **Accepts Responsibility** - Does employee accept or avoid responsibility for work that needs to be done and/or if things go wrong?
6. **Meets Deadlines** - Does employee meet deadlines without the necessity of supervisor's follow-up? Does employee give advance notice if unable to meet a deadline?
7. **Adapts to Change** - Is employee flexible? Does employee assist or impede progress?
8. **Accepts Supervisor's Direction** - Does employee accept supervision, training and instruction?
9. **Shows Initiative** - Does employee affirmatively seek ways to improve his/her individual and departmental job performance?
10. **Communication Skills** - Includes written and spoken communication. How clearly and effectively does employee communicate? Includes clarity of thought, diction and grammar?
11. **Observance of Work Hours** - All employees are expected to be punctual at the beginning of the workday, and at breaks and mealtime. Unauthorized overtime should also be addressed.
12. **Attendance** - Regular and predictable attendance is a requirement of every job. Is there a pattern of overuse or abuse of sick leave?
13. **Safety Practices/Care of Equipment** - All employees must comply with reasonable safety practices and take reasonable care of their equipment.
14. **Equal Employment Practices** - All employees are expected to support the University's equal employment policies, which are designed to maintain a diverse workplace environment in an atmosphere free of illegal harassment, discrimination or retaliation.
15. **Selection** - Does employee select qualified candidates to fill vacancies in the unit? Do selected employees generally succeed?
16. **Motivating Staff** - Does employee facilitate getting the best performance out of the staff he or she supervises?
17. **Training of Others** - Does employee effectively train or provide for the training of their staff? Do they recognize that performance problems may be the result of inadequate training? Do they recognize that performance problems may be the result of inadequate training?
18. **Planning and Organizing** - Evaluate effectiveness of employee's time management and prioritization skills in achieving desired results.
19. **Directing and Controlling** - Includes coordination skills and effective follow-up of work assigned to others. Does their unit succeed as a team?

20. **Delegation** - Is work delegated appropriately? Supervisor should neither be tied up in excessive detail nor should they delegate decision-making, policy interpretation or certain other highly significant tasks to others.
21. **Operational Economy** - Does their unit operate within budget? Is overtime minimized? Are creativity and effort used to minimize expenditures without sacrificing quality?
22. **Evaluation of Others** - Timeliness, accuracy, and usefulness of performance evaluations. Evaluation should present a thorough and objective summary of job performance. Comments should also refer to expectations documented in the job description and work plan of the employee being evaluated.
23. **Discipline** - Does supervisor promptly address inappropriate behavior or performance issues? Does supervisor document problems and efforts at correcting problems? Is progressive discipline utilized effectively?