

**STUDENT SERVICES**  
**Administrative/Professional Performance Evaluation for 1998-99**

NAME:

JOB TITLE

LENGTH OF TIME IN POSITION AS OF:

YEAR(S)    MO(S)

UNIVERSITY EMPLOYMENT: YEAR(S)    MO(S)

HIRE DATE

**Instructions to Evaluator:**

- Review employee's performance for the entire period. Do this evaluation seriously. Abstain from basing judgment on recent occurrences or isolated incidents. Be prepared to support your rating. Circle the numeric rating that most accurately characterizes your assessment of the employee's performance criteria. If deemed more appropriate, insert 2, 4, 6 or 8 instead of circling 1, 3, 5, 7 or 9. **Note: If you circle all 9's, your evaluation indicates that this employee is so near perfect there is no room for improvement among all performance criteria.**
- Comments are strongly encouraged and should be made from specific positive and/or negative examples drawn from the individual's work. Goals for 1999-2000 should be listed and discussed.

**PERFORMANCE CRITERIA**

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- **JOB KNOWLEDGE/LEARNING ABILITY** - DEMONSTRATES ABILITY TO PERFORM TASKS IN JOB DESCRIPTION; RAPIDITY WITH WHICH EMPLOYEE LEARNED NEW SKILLS AND GRASPED NEW IDEAS; ANALYTICAL SKILLS; (TIME IN POSITION SHOULD BE CONSIDERED).

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- 9 - Excellent mastery of all phases of job and related functions; grasps new methods and procedures immediately; extremely rapid learner.
  - 7 - Very good mastery of job tasks and related work; well informed; learns quickly.
  - 5 - Adequate mastery of job tasks; can answer most questions; able to learn new aspects of job.
  - 3 - Lacks ability to perform some phases of work; experiences difficulty in grasping new ideas.
  - 1 - Poor ability to perform job tasks; fails to grasp new ideas.

Comments: \_\_\_\_\_

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- **JUDGMENT/INITIATIVE** - PROBLEM-SOLVING CAPABILITIES; ABILITY TO ANALYZE FACTS AND CIRCUMSTANCES, RECOGNIZE NEED FOR ACTION AND TAKE CONSTRUCTIVE STEPS TO RESOLVE PROBLEMS WITHIN THE LIMITS OF ESTABLISHED BOUNDARIES; DEGREE OF SUPERVISION REQUIRED.

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- 9 - Exceptional problem-solving ability; highly logical; real self-starter; no supervision required.
  - 7 - Decisions are logical and sound; frequently takes independent action; requires only occasional supervision.
  - 5 - Good common sense; generally makes sound decisions; able to act independently; some supervision required.
  - 3 - Recognizes facts only partially; makes errors in judgment; seldom acts independently; usually requires supervision.
  - 1 - Misinterprets the facts; fails to take independent action; makes decisions without regard for consequences; requires very close supervision.

Comments: \_\_\_\_\_

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- **CREATIVITY/RESOURCEFULNESS** - ABILITY TO SYNTHESIZE AND ORIGINATE CONCEPTS, ADVANCE PROGRAMS, SUGGEST NOVEL SOLUTIONS AND DEVELOP PLANS TO CORRECT PROBLEMS (CONSIDER RELEVANCE TO POSITION).

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- 9 - Remarkably creative; exhibits a special ability to synthesize and originate concepts; very insightful; a real leader.
  - 7 - Resourceful; imaginative; regularly improves program or procedure; independently suggest solutions/improvements.
  - 5 - Exhibits occasional insight; recognizes weaknesses in program/procedures; sometimes suggests improvements and solutions to problems.
  - 3 - Seldom suggests innovations or improvements; unable/unwilling to resolve problems without direction.
  - 1 - Never suggests innovations or improvements in programs/procedures.

Comments: \_\_\_\_\_

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● **ADMINISTRATIVE SKILLS** - PRIORITY SETTING; ABILITY TO PLAN AND MEET DEADLINES; PERSONAL WORK HABITS (SAFETY, ORDERLINESS, APPROPRIATE ATTIRE).

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- 9 - Exceptionally dependable; completes tasks promptly and efficiently; always sets priorities effectively; work area very neat and well-organized.
- 7 - Exceeds normal work demands; almost always sets and follows priorities; work area usually neat.
- 5 - Takes care of necessary tasks and completes with reasonable promptness; usually sets priorities.
- 3 - Sometimes requires prompting; frequently fails to meet deadlines; occasionally establishes priorities.
- 1 - Unreliable; rarely meets deadlines; fails to set priorities; work area cluttered.

Comments: \_\_\_\_\_  
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● **BEHAVIOR/COOPERATION** - EFFECT UPON AND WILLINGNESS TO WORK WITH AND FOR OTHERS; ABILITY TO GET RESULTS THROUGH TEAMWORK; FLEXIBILITY, COURTESY.

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- 9 - Exceptionally courteous and cooperative -- a real team player; consistently striving for higher level of achievement; willingly shares tips on improving work efficiency with others; motivates and encourages others.
- 7 - Above average degree of courtesy; highly cooperative; shows high level of interest; shares ideas.
- 5 - Interested in work; demonstrates desire to improve; courteous and cooperative; interested in teamwork; shares ideas; requests help when needed.
- 3 - Lacks courtesy; shows limited or sporadic interest in work; sometimes uncooperative.
- 1 - Discourteous and uncooperative; uninterested in teamwork; exhibits disinterest in work; reluctant to share information.

Comments: \_\_\_\_\_  
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● **PUBLIC CONTACTS/PROFESSIONALISM** - CREATING GOODWILL FOR THE DEPARTMENT; VERBAL AND/OR WRITTEN COMMUNICATION SKILLS; LISTENS AND CONSIDERS OTHERS' OPINIONS; SERVICE ORIENTED.

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- 9 - Creates exceptional goodwill; goes way beyond normal expectations to serve public, staff and students; excellent communication skills (phone, in person and/or letter/FAX).
- 7 - Above average in creating goodwill and in communication skills; friendly and courteous.
- 5 - Interested in "PR"; usually works and communicates well with public, staff and students.
- 3 - Occasionally lacks tact and discretion when dealing with public, staff and students.
- 1 - Unfriendly and discourteous when dealing with public, staff and students; not service oriented; poor communication skills.

Comments: \_\_\_\_\_  
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● **SUPERVISORY ABILITY** - (COMPLETE ONLY FOR INDIVIDUALS WITH SUPERVISORY RESPONSIBILITY) -- LEADERSHIP; ABILITY TO TRAIN, MOTIVATE AND CLEARLY IDENTIFY PERFORMANCE EXPECTATIONS; ABILITY TO COMMUNICATE EFFECTIVELY; TACT.

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- 9 - Exceptional ability to train, develop and motivate supervisees; maximizes employee potential and efficiency.
- 7 - Generates very good work climate; recognizes and provides opportunities for others to enhance their capabilities.
- 5 - Adequately trains and motivates supervisees; exhibits leadership capabilities.
- 3 - Has some difficulty in training and motivating employees; needs additional development in this area.
- 1 - Exhibits little supervisory capabilities; inadequately trains and motivates employees; unable to obtain cooperation or desired results.

Comments: \_\_\_\_\_  
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**BUDGETARY MANAGEMENT** (COMPLETE ONLY FOR PERSONS WITH BUDGETARY RESPONSIBILITY) -- ABILITY TO ESTABLISH NECESSARY SYSTEMS AND PROCEDURES; MONITOR BUDGET.

- 9 - Exceptional ability to prepare, update and monitor budgets on a timely basis without supervision; works closely with Business Office to provide information and solve budgetary problems.
- 7 - Possesses very good ability to prepare, update and monitor budgets in a timely manner with little supervision; provides Business Office with information requested.
- 5 - Adequate ability to prepare, update and monitor budgets with some supervision; usually provides needed information.
- 3 - Has some difficulty in developing and monitoring budgets; often fails to provide needed information to Business Office.
- 1 - Not capable of preparing, updating and monitoring budgets without direct supervision; uncooperative with Business Office personnel.

Comments: \_\_\_\_\_  
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**OVERALL EVALUATION** - COMPOSITE OF EMPLOYEE'S OVERALL PERFORMANCE (ENTER HERE): \_\_\_\_\_; USE ANY NUMBER FROM 10-90 THAT ACCURATELY CHARACTERIZES YOUR ASSESSMENT, E.G., 65, 73, 81; IF THE MEAN FOR ALL PERFORMANCE CRITERIA IS 7.2, IT'S LOGICAL THAT THE OVERALL SCORE SHOULD BE NEAR 72.

- 90 - Exceptional; superior degree of mastery; always exceeds performance expectations.
- 70 - Exceeds requirements; very good; conscientious.
- 50 - Meets requirements of position; acceptable.
- 30 - Minimally meets requirements; improvement needed; may be newly-hired person learning the job, or an experienced employee not performing well.
- 10 - Inadequate; unacceptable for current position.

Comments: \_\_\_\_\_  
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**WHAT GOALS DO YOU RECOMMEND THAT THIS PERSON SET/ACHIEVE FOR NEXT YEAR?:** \_\_\_\_\_

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\_\_\_\_\_

- Attach additional sheet if necessary for additional examples/comments relating to employee's overall job performance.
- Supervisor/Coordinator: Please discuss with employee and both parties sign this evaluation prior to sending it to the Administrative Assistant for review by the Department Head and Associate Department Head.

\*Employee's signature \_\_\_\_\_ Date \_\_\_\_\_  
Supervisor/Coordinator \_\_\_\_\_ Date \_\_\_\_\_

\*My signature indicates only that the evaluation has been reviewed with me. It does not necessarily signify my concurrence (see below).

Employee comments about their evaluation (pros and cons) and work environment should be turned in to the Administrative Assistant within five (5) working days after the review.