



UCC CLASSIFIED EMPLOYEE PERFORMANCE EVALUATION

Evaluation Period: _____ to _____

Evaluation Meeting Date: _____

SECTION 1

Employee: _____

Employee ID: _____

Job Title: _____

Department: _____

Immediate Supervisor/Administrator: _____

Title: _____

Phone: _____

TYPE OF EVALUATION: <input type="checkbox"/> Annual Evaluation <input type="checkbox"/> Special Evaluation _____ <input type="checkbox"/> Probationary Evaluation	OUTCOME: <input type="checkbox"/> Action Plan to Improve Deficient Performance: _____ Due Date <input type="checkbox"/> Professional Development Action Plan: _____ Due Date _____ <input type="checkbox"/> Grant regular status <input type="checkbox"/> Terminate Employee		
The Job Description has been reviewed. Both employee and evaluator agree the Job Description accurately describes the duties required of the employee.			
_____ Manager's Initials	_____ Date	_____ Employee's Initials	_____ Date

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		Division/Department Factors	
5. Initiative			

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

- ☐ (5) Significantly exceeds performance standards
- ☐ (4) Exceeds performance standards
- ☐ (3) Achieves Performance standards
- ☐ (2) Partially meets Performance Standards (Supervisor: This requires a special follow-up evaluation. Please contact HR to coordinate a follow-up special evaluation and performance improvement plan.)
- ☐ (1) Does not meet Performance Standards (Supervisor: This requires a special follow-up evaluation. Please contact HR to coordinate a follow-up special evaluation and performance improvement plan.)

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, department director/dean must sign. Departments must check with the Vice President to determine if next review level is required.)

Employee (Print Name and Sign) Date **Immediate Supervisor's Signature** Date

Second Level Supervisor (Print Name, Title, and Sign) Date

Third Level Supervisor (Dept. Dir./Dean) (Print Name, Title, and Sign) Date

President or Vice President (If required) Date If signature is not required, check here ☐

Please return complete evaluation to UCC Human Resources.

PERFORMANCE LEVEL GUIDELINES

(CLASSIFIED EMPLOYEE PERFORMANCE EVALUATION)

The following definitions are provided to help define the five 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 have in mind the employee's job description when conducting the evaluation.

5 = Significantly Exceeds 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 limited to . . .

- Identification 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

4 = Exceeds Performance Standards

Behaviors that demonstrate a college-wide perspective in the performance of job responsibilities. Examples of behaviors that exceed expectations include, but are not limited to . . .

- Performing assigned responsibilities in a manner that often exceeds communicated standards
- Sharing information to assure expectations are understood
- Demonstrations of 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
- Sets challenging goals and achieves them

3 = Achieves Performance Standards

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

- Performs assigned responsibilities consistently well
- Demonstrates good work habits, following established work schedule and completing projects and tasks thoroughly
- Meets deadlines and produces consistently acceptable 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

2 = Partially Meets Performance Standards

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 partially meet expectations include, but are not limited to . . .

- Has potential for high levels of productivity, but is inconsistent in performance of assigned responsibilities
- Inability to utilize avenues of support, or unwillingness 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 supervisor, sees progress in the employee correcting the identified performance

1 = Does Not Meet Performance Standards

Behaviors are unsatisfactory when the employee has not responded to constructive feedback, and performance needs to improve. Examples of behaviors that do not meet expectations include, but are not limited to . . .

- Specific, repeated behaviors that do not meet expectations communicated to the employee by the supervisor, both verbally, 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: Classified employee and evaluator will each fill out the review instrument using data gathered from a variety of sources (i.e., correspondence, documentation about performance such as kudos or complaints), and in alignment to the essential functions of the Job Description, Professional Development Action Plan for that year, and Division/Department Specific Factors.

Step 2: Evaluator and classified employee MUST meet to go over the review together:

- (a) Review that the Job Description is consistent with employee's job classification
- (b) Discuss each evaluation category and come up with final draft
- (c) Evaluator will put together 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, an Improvement Action Plan will be created. This plan should include a strategy and action steps for remediation, time-lines and a follow-up date for review. The evaluator will work with Human Resources on this plan.

Key Responsibilities

List the employee's key responsibilities or primary purpose (Refer to Job Description) and update if necessary. "Key responsibilities" are the major functions or major areas of responsibility assigned to the positions.

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 (1-5)
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. Meets customers’ needs professionally	
	e. Collaboration is practiced.	
EVALUATOR’S COMMENTS:		
EMPLOYEE’S COMMENTS:		

EVALUATION CATEGORY (PERFORMANCE STANDARD)	BEHAVIORS	RATING (1-5)
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:		
EMPLOYEE'S COMMENTS:		

EVALUATION CATEGORY (PERFORMANCE STANDARD)	BEHAVIORS	RATING (1-5)
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 (1-5)
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 (1-5)
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 (1-5)
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 (1-5)
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 (1-5)
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: DIVISION /DEPARTMENT SPECIFIC FACTORS

Please create 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, such as the examples listed below, or specific performance goals that are part of the unit's strategic plan. Discuss these factors to assure clarity of expectations with the employee at the beginning of the review period.

DIVISION/DEPT. FACTORS	PERFORMANCE CRITERIA	RATING 1. Does not meet Performance Standards 2. Partially Meets Performance Standards 3. Achieves Performance Standards 4. Exceeds Performance Standards 5. Significantly Exceeds Performance Standards
1.		
2.		
3.		
EVALUATOR'S COMMENTS:		
EMPLOYEE'S COMMENTS:		

SECTION 3: PERFORMANCE HIGHLIGHTS

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 Professional Development Plan.

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.

NEXT REVIEW PERIOD

PERFORMANCE OBJECTIVES:

Use the following section to record performance objectives for the next review period. Include Performance measure, 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 manager 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.

Purpose: To select personal opportunities for developing knowledge and skills in alignment with UCC's Strategic Plan.

Phase 1 is to put your objectives in order (align) them for maximum benefit for you, the department and the college.

Phase 2 is about making a workable plan to accomplish your goals; and make sure they match the college's Strategic Plan. *(For more information on alignment; please reference UCC's Strategic Plan listed on the UCC website.)*

Instructions: You will complete Phase 1 and 2

- ✓ Complete performance review with evaluator
- ✓ Evaluator will schedule a meeting at least one week past review date to discuss your planning and alignment goals.
- ✓ Choose three (3) specific and detailed objectives for coming year
- ✓ **Use the Phase 1 form to identify your goals.**
- ✓ **Use the Phase 2 form to document a plan to accomplish your goals.**

Phase 1: Alignment perspective (to assure institutional impact as well as individual growth)

Alignment Perspective			
Performance Objectives . . .	Departmental Goals . . .	Division/Dept. Specific Factors . . .	UCC Strategic Plan . . .
What you intend to do next year?	Which departmental goals does your objective align with?	What Unit Job Specific Factors will your objective impact?	Which of UCC's Strategic Plan will your objective impact? How?
Objective:			Transforming the . . . <input type="checkbox"/> Students' Lives <input type="checkbox"/> College Organization <input type="checkbox"/> Learning Environment How?
Objective:			Transforming the . . . <input type="checkbox"/> Students' Lives <input type="checkbox"/> College Organization <input type="checkbox"/> Learning Environment How?
Objective:			Transforming the . . . <input type="checkbox"/> Students' Lives <input type="checkbox"/> College Organization <input type="checkbox"/> Learning Environment How?

Phase 2: Professional Development Action Plan

In Phase 1 you identified what you wanted to accomplish (objectives) and looked to see that your objectives aligned with organizational directions. In Phase 2, you will operationalize objectives for the year.

- A. State your performance objective and target dates to begin and check progress
- B. Identify action steps to help you reach your objective and target dates to begin and check progress
- C. Identify professional development experiences that will provide the knowledge and/or skills, to meet your objective
- D. Identify resources you will need to meet your objective --- be specific, as this is what you will negotiate with your manager

Performance objective . . . What you intend to do next year, and when?	Action Steps	Professional development activities that will help manager meet this objective (What knowledge or experience do you need? What activity will help you get it?)	Resources / Support Needed What resources do you need (i.e., registration costs, travel expenses, release time, etc. – be specific)	Performance outcomes Complete at the end of the year . . . Specific progress you made (quantifiable where possible)
Objective: Target date to start: Target dates to check progress:				
Objective: Target date to start: Target dates to check progress:				
Objective: Target date to start: Target dates to check progress:				