

HARRIS-STOWE STATE UNIVERSITY
An Equal Opportunity/Affirmative Action Employer

PERFORMANCE APPRAISAL REPORT

(Check One) ☐ 30-Day ☐ 60-Day ☐ 90-Day ☐ Annual Evaluation ☐ Special

Employee
Last Name First Name M.I.

Department: SSN:

Job Title: Date:

Date of Initial Employment: - - Date of Transfer/Promotion: - -

INSTRUCTIONS TO THE SUPERVISOR

Review employee's work performance; refrain from basing judgment on recent events or isolated incidents only. Concentrate on one factor at a time. Consider performance on the basis of the job. Place a check in the box for each item listed under the code, which best describes performance. Add all factors in the column and divide by the number of factors. This will give you overall performance in this particular topic area. Then place a check in the box that summarizes overall performance in that factor since the last appraisal.

CODE: 5= OUTSTANDING - Consistently meets and exceeds expected levels of performance.
4= EXCELLENT - Consistently meets and frequently exceeds expected levels of performance.
3= ACCEPTABLE - Meets and occasionally exceeds established standards.
2= MARGINAL - Needs improvement. Sometimes meets established standards but lacks consistency; seldom exceeds and often falls short of desired results; must improve for continued employment.
1= UNSATISFACTORY - Unsatisfactory performance. Does not meet established standards; must improve for continued employment.

Comments should be noted in each category to substantiate and explain your evaluation.

Section I

Please Mark the Appropriate Rating Box with an X

(Add rating of each of the categories and divide by the number of categories. Place total in the Average Overall Performance Box in the Rating Section)

TOPIC AREA		RATING					COMMENTS (Give Examples)
1	JOB KNOWLEDGE: Displays understanding of job procedures, practices, purpose, methods and application.						
		1	2	3	4	5	
	Understands all phases of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Appropriately applies job knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	AVG. OVERALL PERFORMANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2	QUALITY OF WORK: Consider the standards of performance.					
		1	2	3	4	5
	Accuracy of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Thoroughness, organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Neatness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AVG. OVERALL PERFORMANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	VOLUME OF WORK: Consider the volume of acceptable work.					
		1	2	3	4	5
	Volume of work accomplished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ability to meet schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ability to produce expected results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AVG. OVERALL PERFORMANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	WORK HABITS: Consider the effect work habits have on the University					
		1	2	3	4	5
	Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Appropriate dress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AVG. OVERALL PERFORMANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	ADAPTABILITY: Consider the ability to adjust to new situations and to learn new duties.					
		1	2	3	4	5
	Ability to learn new duties and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Initiative in trying to improve performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ability to adjust to a variety of people and circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AVG. OVERALL PERFORMANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	INITIATIVE/JUDGMENT: Consider the ability to decide correct courses of action when a choice can be made.					
		1	2	3	4	5
	Ability to evaluate problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ability to obtain the facts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ability to choose/justify course of actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ability to reach sound conclusions/exercise common sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AVG. OVERALL PERFORMANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	WORK RELATIONSHIPS: Consider interest, cooperation and enthusiasm.					
		1	2	3	4	5
	Ability to accept constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Interest in work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Cooperation, tact and courtesy with Co-workers, subordinates and supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AVG. OVERALL PERFORMANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8	INTERPERSONAL CONTACTS: Consider telephone and personal contacts with students, staff, general public & others.					
		1	2	3	4	5
	Effectiveness in meeting service requirements of students, staff, faculty, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Degree of courtesy extended to students, staff, faculty, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AVG. OVERALL PERFORMANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	SUPERVISION REQUIRED: Consider the amount of direction and review of work required.					
		1	2	3	4	5
	Ability to complete work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ability to ask for necessary directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ability to be self-directed in completion of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AVG. OVERALL PERFORMANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THIS SECTION TO BE COMPLETED FOR SUPERVISORY EMPLOYEES ONLY

10	MANAGEMENT RESPONSIBILITIES: Consider only if employee performs a management function.					
		1	2	3	4	5
	Ability to identify and address problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ability to establish appropriate goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ability to develop sound policies and procedures consistent with overall purpose and function of the department/college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ability to develop departmental team work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ability to delegate authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ability to handle multiple tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ability to meet departmental deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AVG. OVERALL PERFORMANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY OF OVERALL PERFORMANCE

(Add all average overall performance-rating boxes and divide by either 9 or 10 depending on whether or not the employee is part of Supervisory/Management Staff. This number will determine the overall performance rating to be entered in one of the categories shown below.)

Place a check mark in the box appropriate for overall performance.

- 5 Performance is superior.
- 4 Performance is highly competent. Development in the areas discussed will improve performance further.
- 3 Performance is competent. Continue to improve in areas discussed.
- 2 Performance needs improvement. You are expected to improve in the areas discussed.
- 1 Performance is unsatisfactory. You have failed to meet job requirements.

(Attach additional pages if necessary)

1. List specific comments on employee's strengths/achievements or weaknesses/problems that have enhanced or lowered performance:

2. List employee's professional development activities during the past year (e.g., academic courses, skills enhancement, time management, etc.) This should be done with employee's input:

3. What are employee's objectives for the coming year (these could become job targets)?

4. What would employee need to accomplish these objectives?

5. How did employee succeed at last year's objectives?

Supervisor/Manager typed or printed name Signature

Date

EMPLOYEE'S COMMENTS IF DESIRED.

Employee's typed or printed name

Signature

Date

Note: The employee's signature indicates only that he/she has reviewed this evaluation and has had an opportunity to discuss its contents with the supervisor. The employee's signature does not necessarily indicate agreement. I understand that if I choose to respond in writing to my evaluation, I have five work days to do so, and my reply will be filed with the evaluation.)

After this appraisal has been discussed and signed by both employee and supervisor, the employee is to be given one copy, the supervisor should retain one copy, and one copy should be sent to: Human Resources, Room 115.