

EMPLOYEE PERFORMANCE EVALUATION

SECTION I

EMPLOYEE INFORMATION	EVALUATION TYPE <input type="checkbox"/> PROBATIONARY <input type="checkbox"/> ANNUAL		
EMPLOYEE NAME	JOB TITLE	EMPLOYEE J#	
SUPERVISOR NAME	VICE PRESIDENT'S NAME	DIVISION	
DEPARTMENT	RATING PERIOD	FROM	TO

GENERAL INSTRUCTIONS Part I

Jackson State University's performance evaluation period runs each year from July 1 to June 30. Three (3) meetings are required during each performance evaluation period: The Expectation Setting Meeting, the Mid-Term Feedback Session, and the Final Evaluation Meeting. All employee hired should be given expectations and performance measures immediately upon hire and again at the start of the spring term in January (See Part II).

- [Complete Section I](#) - General Information
 - Review with the employee the employee's job description, job standards (expectations/objectives/duties) to ensure the evaluation relates to the specific responsibilities, job assignments, and standards conveyed to the employee.
 - Base the evaluation on the employee's performance during the entire review period, not isolated incidents or performance prior to the current review period. Obtain/review necessary input and supporting data.

- [Complete Section II](#) – Performance and Behavioral Competencies
 - Rate each competency in relation to the standards established and the guidelines and descriptions listed on the form for each rating.

- [Complete Sections III](#) - Provide an overall rating based on the rating of the individual factors, adherence to significant performance standards, and accomplishment of essential functions.

- [Complete Sections IV](#) - Assess the employee strengths and identify opportunities where the employee could improve or requires additional knowledge or skill. Include projected development needs to meet anticipated assignments for the next review period. Obtain employee input regarding their training needs.
 - Discuss/obtain comments and signature of reviewing officer before discussion with employee.
 - Sign/date the form, meet with employee to discuss the rating, and obtain the employee's signature/date/comments.

- [Complete Part II –Goals an Objective Form](#)
 - Set expectations and goals for the next review period and update the employee's job description if applicable.

SECTION II

PERFORMANCE & BEHAVIORAL COMPETENCIES

Evaluate the employee’s performance by checking the most appropriate rating. The comments sections should be used to: support performance ratings, indicate problem areas and provide guidance to employees on how to improve performance. Comments **MUST** be provided for exceptional, improvement necessary and unsatisfactory ratings, and are highly recommended for all other ratings. Comments should be relevant and job related.

1. **Job Knowledge/Skills:** Measures employee’s demonstrated job relevant knowledge and essential skills, such as work practices, policies, procedures, resources, laws, customer service, and technical information, as well as the relationship of work to the university’s mission. Also measured are the employee’s self-improvement efforts to enhance skills and knowledge and to stay current with changes impacting the job.

EXCEPTIONAL <input type="checkbox"/>	EXCEEDS EXPECTATION <input type="checkbox"/>	MEETS EXPECTATIONS <input type="checkbox"/>	IMPROVEMENT NECESSARY <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> • Possesses superior job skills and knowledge; effectively applies them to work assignments. • Willingly mentors staff; shares knowledge. • Seeks/applies innovative and relevant techniques. 	<ul style="list-style-type: none"> • Work reflects thorough and current knowledge/skill of job and impact on university activities/related resources. • Uses opportunities to expand knowledge/skills, sharing information with staff. 	<ul style="list-style-type: none"> • Work reflects adequate knowledge/skills for job. • Has some knowledge of related work. • Stays current with major changes impacting on knowledge or skill. Accepts change. 	<ul style="list-style-type: none"> • Often demonstrates a lack of basic or sufficient job knowledge/skills to perform routine functions of the job. • Occasionally is resistant to changing knowledge and/or skill requirements or processes, including opportunities for knowledge/skill enhancement. 	<ul style="list-style-type: none"> • Consistently demonstrates a lack of basic job knowledge and/or skills to perform job. • Rarely takes advantage of available skill enhancement or training opportunities. • Often is resistant to changing requirements.

Comments:

2. **Work Results:** Measures employee’s results in meeting established objectives/expectations/standards of quality, quantity, customer service, and timeliness both individually and in a team.

EXCEPTIONAL <input type="checkbox"/>	EXCEEDS EXPECTATION <input type="checkbox"/>	MEETS EXPECTATIONS <input type="checkbox"/>	IMPROVEMENT NECESSARY <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> • Work consistently exceeds expectations of quality, quantity, customer service, and timeliness. 	<ul style="list-style-type: none"> • Work frequently exceeds expected quality, quantity, customer service, and timeliness standards. 	<ul style="list-style-type: none"> • Work usually meets expectations of quality, quantity, customer service, and timeliness. 	<ul style="list-style-type: none"> • Often has difficulty meeting expected quality, quantity, customer service, and/or timeliness standards. 	<ul style="list-style-type: none"> • Consistently fails to meet expected quality, quantity, customer service, and/or timeliness standards.

Comments:

3. **Communication:** Measures employee’s performance in exchanging information with others in an effective, timely, clear, concise, logical, and organized manner. Communications include listening, speaking, and writing, presenting, and sharing of information.

EXCEPTIONAL <input type="checkbox"/>	EXCEEDS EXPECTATION <input type="checkbox"/>	MEETS EXPECTATIONS <input type="checkbox"/>	IMPROVEMENT NECESSARY <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> • Consistently communicates in clear, effective, timely, concise, and organized manner. • Is articulate and persuasive in presenting, soliciting complex or sensitive data. 	<ul style="list-style-type: none"> • Frequently communicates in an effective, timely, clear, concise, and organized manner. • Proficiently organizes and presents difficult facts and ideas orally and in writing. • Seeks/provides feedback. 	<ul style="list-style-type: none"> • Usually communicates effectively and exchanges relevant information in a timely manner. • Speaks and writes clearly. • Keeps others informed. • Listens with understanding. 	<ul style="list-style-type: none"> • Often fails to communicate effectively or in a timely manner. • Lacks clarity of expression orally or in writing. • Is inconsistent in keeping others informed. • At times, fails to listen effectively. 	<ul style="list-style-type: none"> • Consistently fails to communicate effectively or timely. • Often does not keep others informed. • Is an ineffective listener and/or frequently interrupts.

Comments:

4. Initiative/Problem Solving: Measures the extent to which the employee is self-directed, resourceful, and creative in performing job duties individually or in a team. Also measures employee's performance in identifying and resolving problems; following through on assignments; and initiating or modifying ideas, methods, or procedures to provide improved customer service, business processes, and accomplish duties.

EXCEPTIONAL <input type="checkbox"/>	EXCEEDS EXPECTATION <input type="checkbox"/>	MEETS EXPECTATIONS <input type="checkbox"/>	IMPROVEMENT NECESSARY <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> Consistently resolves unit/team problems and promotes improvements. Maximizes resources, innovation/technology to streamline/improve. Analyzes full dimension of complex problems. Requires minimal supervision. 	<ul style="list-style-type: none"> Prevents/resolves unit/team problems. Suggests innovations to improve operations or streamline procedures. Defines and analyzes complex problems. Develops/implements solutions with moderate supervision. 	<ul style="list-style-type: none"> Addresses existing and significant potential problems. Suggests or assists in developing solutions individually or in a team. Carries through solution implementation with routine supervision or follow-up. 	<ul style="list-style-type: none"> Resolves routine problems. Exhibits little initiative in identifying problems, solutions, or improvements and/or working proactively as part of a team to address issues of concern. Requires more than routine supervision. 	<ul style="list-style-type: none"> Consistently fails to recognize or seek help in resolving routine problems. Demonstrates inability to work individually or in a team. Rarely suggests improvements. Requires frequent reminders and supervision.

Comments:

5. Interpersonal Relations: Measures employee's development and maintenance of positive and constructive internal/external relationships. Consideration should be given to the employee's demonstrated willingness to function as a team player, give and receive constructive criticism, accept supervision, resolve conflicts, recognize needs and sensitivities of others, and treat others in a fair and equitable manner.

EXCEPTIONAL <input type="checkbox"/>	EXCEEDS EXPECTATION <input type="checkbox"/>	MEETS EXPECTATIONS <input type="checkbox"/>	IMPROVEMENT NECESSARY <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> Consistently promotes and maintains a harmonious/productive work environment. Is respected and trusted and often viewed as a role model. 	<ul style="list-style-type: none"> Frequently fosters teamwork, cooperation, and positive work relationships. Handles conflict constructively. 	<ul style="list-style-type: none"> Usually interacts in a cooperative manner. Avoids disruptive behavior. Deals with conflict, frustration appropriately. Treats others equitably. 	<ul style="list-style-type: none"> Often has difficulty getting along with others. Allows personal bias to affect job relationships. Requires reminders regarding needs and sensitivities of others. 	<ul style="list-style-type: none"> Interpersonal relationships are counter-productive to work unit or team functions.

Comments:

6. Work Habits: Measures employee's performance relative to efficient methods of operation, customer service, proper conduct, speech, ethical behavior, and university and work unit policies and procedures, such as attendance, punctuality, safety, security, proper care and maintenance of assigned equipment, and economical use of supplies.

EXCEPTIONAL <input type="checkbox"/>	EXCEEDS EXPECTATION <input type="checkbox"/>	MEETS EXPECTATIONS <input type="checkbox"/>	IMPROVEMENT NECESSARY <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> Work reflects maximum innovative use of time and resources to consistently surpass expectations and improve operations. Serves as role model with regard to work policies and safety standards. 	<ul style="list-style-type: none"> Frequently plans/organizes work to timely and effectively accomplish job duties with appropriate use of resources. Suggests/implements improvements and exceeds organizational work/safety rules and standards. 	<ul style="list-style-type: none"> Work is planned to meet routine volume and timeliness and usually fulfills operational and customer service needs. Adheres to department work policies/safety rules and procedures with few exceptions. 	<ul style="list-style-type: none"> Frequently lacks organization and planning of work and does not adequately use available resources. Often does not meet standards in complying with work policies/safety rules and/or care of equipment. 	<ul style="list-style-type: none"> Consistently fails to meet expected standards due to lack of effective organization, use of equipment/resources, or inattention to customer service needs. Resists established work policies/safety rules and procedures.

Comments:

7. Customer Service: Measures employee's performance relative to efficient methods of operation, customer service, proper conduct, speech, ethical behavior, and work unit policies and procedures, such as attendance, punctuality, safety, security, proper care and maintenance of assigned equipment, and economical use of supplies.

EXCEPTIONAL <input type="checkbox"/>	EXCEEDS EXPECTATION <input type="checkbox"/>	MEETS EXPECTATIONS <input type="checkbox"/>	IMPROVEMENT NECESSARY <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> • Work reflects maximum innovative use of time and resources to consistently surpass expectations and improve operations. • Serves as role model with regard to work policies and safety standards. 	<ul style="list-style-type: none"> • Frequently plans/organizes work to timely and effectively accomplish job duties with appropriate use of resources. • Suggests/implements improvements and exceeds organizational work/safety rules and standards. 	<ul style="list-style-type: none"> • Work is planned to meet routine volume and timeliness and usually fulfills operational and customer service needs. • Adheres to organizational work policies/safety rules and procedures with few exceptions. 	<ul style="list-style-type: none"> • Frequently lacks organization and planning of work and does not adequately use available resources. • Often does not meet standards in complying with work policies/safety rules and/or care of equipment. 	<ul style="list-style-type: none"> • Consistently fails to meet expected standards due to lack of effective organization, use of equipment/resources, or inattention to customer service needs. • Resists established work policies/safety rules and procedures.

Comments:

8. Accountability: Measures employee's acceptance of full responsibility for self and contribution as a team member; displays honesty and truthfulness; confronts problems quickly; displays a strong commitment to organizational success and inspires others to commit to goals. Demonstrates a commitment to presenting oneself as a credible representative of the University and maintains trust.

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<ul style="list-style-type: none"> • Exceeds commitment to others by frequently delivering work early. • Maintains ethical principles even in the most challenging circumstances. • Presents oneself as a polished professional who exemplifies success and credibility; inspires others to be more professional. 	<ul style="list-style-type: none"> • Takes responsibilities seriously and consistently meets expectations for quality, service, and professionalism. • Demonstrates good stewardship of University resources to accomplish goals and tasks. 	<ul style="list-style-type: none"> • Follows through and meets personal commitments to others on time. • Presents a calm, competent, and professional image to students, co-workers and the public 	<ul style="list-style-type: none"> • Frequently lacks organization and planning of work and does not adequately use available resources. • Often does not meet standards in complying with work policies/safety rules and/or care of equipment. • Often fails to meet commitments to others or delivers on commitments late 	<ul style="list-style-type: none"> • Consistently fails to meet expected standards due to lack of effective organization, use of equipment/resources, or inattention to customer service needs. • Resists established work policies/safety rules and procedures. • Fails to take ownership personal or team performance

Comments:

9. Creativity and Innovation: Measures how the employee applies creative problem-solving skills to his/her work to develop solutions to problems; recognizes and demonstrates the value in taking "smart" risks and learning from mistakes; develops multiple alternatives and understands the feasibility of each; effectively shares and implements ideas..

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<ul style="list-style-type: none"> • Champions innovative approaches within the department or across the university. • Encourages and accepts new ideas, and motivates others to be proactive, resourceful. • Fosters an environment that supports the smooth implementation of new approaches/programs 	<ul style="list-style-type: none"> • Challenges the status quo by continuously reviewing personal work processes and questioning traditional or established processes to make improvements. • Effectively applies existing practices or processes to new work situations to benefit the University. 	<ul style="list-style-type: none"> • Takes appropriate action to address inefficiencies in work processes and establishes improved ways to getting the job done. • Integrates input and ideas from different sources to share information and/or explore opportunities 	<ul style="list-style-type: none"> • Accepts the status quo and adheres to conventional methods of working. • Fails to generate and implement new and creative approaches. • Often fails to meet commitments to others or delivers on commitments late 	<ul style="list-style-type: none"> • Resists change and often openly discusses his/her unwillingness to adopt new practices. • Blocks new ideas from others by being unreceptive, sharing information, and or exploring opportunities.

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Comments:

10. Supervision/Management: (Required for all supervisors/managers) Measures leadership, judgment, initiative, and achievement of expectations. Effectively manages program/projects, employees, budget, technology, and organizational change to produce positive results. Engages in strategic planning and measurement, performance management, teamwork, staff development, and recognition of accomplishments. Promotes customer service, diversity, inclusiveness, collaboration, effective communication, and positive labor/management relations. Uses innovation and fulfills administrative requirements.

EXCEPTIONAL <input type="checkbox"/>	EXCEEDS EXPECTATION <input type="checkbox"/>	MEETS EXPECTATIONS <input type="checkbox"/>	IMPROVEMENT NECESSARY <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> • Regularly exceeds expectations. • Implements innovative policies, resources, and technology to maximize efficiency and service. • Committed to and promotes excellence; leads by example energizing performance and teamwork. • Uses and encourages creative decisions and solutions. • Acts as positive change agent. 	<ul style="list-style-type: none"> • Meets and frequently exceeds expectations. • Improves efficiency and customer service. • Provides staff with innovative and constructive direction, delegation, feedback, mentoring, and recognition. • Adheres to performance management/administrative policies. • Makes sound decisions. • Promotes and maintains teamwork, inclusiveness, respect, and creativity. 	<ul style="list-style-type: none"> • Meets most expectations timely and effectively. • Maintains acceptable efficiency and customer service. • Provides staff necessary direction, feedback, development, and recognition. • Makes decisions that usually reflect sound judgment. • Usually adheres to administrative policies. • Encourages innovation, teamwork, and inclusiveness. 	<ul style="list-style-type: none"> • Often fails to meet expectations timely and effectively. • Efficiency and customer service occasionally falls below standards. • Inadequately directs, trains, monitors, and recognizes staff. • Inadequately fulfills administrative and performance management functions. • Often lacks good judgment in decisions. • Lacks leadership in promoting innovation, teamwork, and inclusiveness. 	<ul style="list-style-type: none"> • Consistently fails to meet expectations timely or effectively. • Delivers unacceptable customer service or operational efficiency. • Disregards or ineffectively provides staff direction, monitoring, and development. • Often ignores performance management or administrative policies. • Is indecisive or lacks good judgment. • Resists change.

Comments:

SECTION III

OVERALL RATING

INSTRUCTIONS: Provide an overall rating based on the rating of the individual factors, adherence to significant performance standards, and accomplishment of essential functions. This rating provides an overall impression of job performance that is *supported* by the performance competencies, not necessarily an *average* of those ratings. Thus, each factor need not be of equal weight but comments should justify significant differences impacting on the overall rating.

EXCEPTIONAL <input type="checkbox"/>	EXCEEDS EXPECTATION <input type="checkbox"/>	MEETS EXPECTATIONS <input type="checkbox"/>	IMPROVEMENT NECESSARY <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
Employee consistently and significantly exceeds job expectations and standards and demonstrates a high degree of initiative, customer service, and quality of work.	Employee meets and frequently exceeds job expectations and standards and demonstrates a high degree of initiative, customer service, and quality of work.	Employee meets the expectations and standards of the employee's job in a fully adequate way.	Employee meets many of the expectations of the job in a satisfactory manner but often fails to adequately meet some of the expectations or standards. Improvement is required.	Employee fails to meet many job expectations and standards. Performance deficiencies must be corrected.

Overall Comments:

SECTION IV

PROFESSIONAL DEVELOPMENT

EMPLOYEE STRENGTHS: (Identify strong attributes, abilities, or proficiency in an area, to maximize the employee's contribution to the university in utilizing these abilities and skills and to identify potential mentor relationships.) Comments:

OPPORTUNITIES FOR DEVELOPMENT: (Identify knowledge, skills, and abilities that may need improvement. Address developmental activities to assist the employee in addressing either areas of concern or opportunities for professional growth.) Comments:

EVALUATOR AND REVIEWER SIGNATURES & COMMENTS

Supervisor's Signature:

Date:

Comments:

Reviewer's Signature:

Date:

Reviewed by next higher level supervisor or department designee

EMPLOYEE'S COMMENTS

- I AGREE WITH THIS RATING
- I DISAGREE WITH THIS RATING
- I WOULD LIKE TO DISCUSS THIS RATING WITH MY REVIEWING OFFICER

I ACKNOWLEDGE THAT I HAVE READ THIS EVALUATION AND I HAVE BEEN GIVEN AN OPPORTUNITY TO DISCUSS IT WITH THE EVALUATOR; MY SIGNATURE DOES NOT NECESSARILY MEAN THAT I AGREE WITH THE EVALUATION.

Employee Comments:

Employee's Signature:	Date:
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EMPLOYEE PERFORMANCE - Goals & Objectives Form

PART II

EMPLOYEE NAME	JOB TITLE	EMPLOYEE J#
RATING PERIOD	FROM	TO

EXPECTATION SETTING MEETING (July 1)

The supervisor is required to give the employee continuous feedback throughout the year, noting both positive and negative performance. Three (3) meetings are required during each performance evaluation period: The Expectation and Goal Setting Meeting, the Mid-Term Feedback Session, and the Final Evaluation Meeting.

	GOAL and OBJECTIVE	EVALUATION
1		

ACHIEVED GOAL IN PROGRESS NOT ACHIEVED

	GOAL and OBJECTIVE	EVALUATION
2		

ACHIEVED GOAL IN PROGRESS NOT ACHIEVED

	GOAL and OBJECTIVE	EVALUATION
3		

ACHIEVED GOAL IN PROGRESS NOT ACHIEVED

	GOAL and OBJECTIVE	EVALUATION
4		

ACHIEVED GOAL IN PROGRESS NOT ACHIEVED

MID-TERM FEEDBACK SESSION (January 1st - 15th)

At approximately the mid-point of the rating period, the supervisor must hold a meeting with the employee to discuss the employee's performance and to discuss the goals and objectives established at the date of hire or at beginning of the review period. The supervisor do not need to assign the employee a formal rating category at this meeting, but performance in comparison with expectations should be reviewed at least verbally. The supervisor should acknowledge the employee's achievements and strengths, and they should work together on a plan and support for any needed improvements. The supervisor and employee should sign the below to document the meeting below.

FEEDBACK SESSION HELD (DATE HELD):

COMMENTS ON PERFORMANCE:

Supervisor's
Signature:

Employee's
Signature: