Lewis & Clark College
Support Staff Performance Evaluation

The College believes in regularly scheduled performance evaluations. Evaluations assist staff members with their professional development, and serve as a reference for promotion, transfer, and retention by facilitating development, communication and understanding of expectations and performance requirements.

It is the supervisor's responsibility to monitor staff performance, discuss significant accomplishments and provide performance coaching and counseling on an ongoing basis. At a minimum, an employee's performance is evaluated at the end of the introductory period and annually during the designated evaluation period. The performance evaluation process cannot be used to discuss performance concerns that have not been addressed at or near the time of occurrence and may not be used as disciplinary action.

Lewis & Clark College has designed a performance evaluation process that supports collaboration between the supervisor and the employee. The process includes a core set of requirements with a variety of optional methods for completion.

1) The Office of Human Resources will initiate the evaluation process through an email notification to the supervisor with a link to the necessary forms. The evaluation form includes the means for collecting performance feedback from co-workers, an objectives/plan of action section, and a performance ranking section. Please type the comments directly into the electronic version of the form and print it when finished. The forms are located at http://www.lclark.edu/dept/hr/forms.html

2) Prior to initiating the evaluation process, both the employee and the supervisor must carefully review the existing position description. Employees need to be evaluated based on the responsibilities listed in the position description and the supervisor's expectations. If the position description is no longer accurate, the supervisor and the employee must update the description and submit it to the Office of Human Resources. If the changes are substantial, the position will be considered for reclassification, as specified in the LCCSSA bargaining agreement. The reclassification process is independent of the evaluation process and need not delay the performance evaluation.

3) The supervisor and the employee have flexibility and options. The key is to collaborate and mutually determine which process works best for you.

A) Feedback Section

The supervisor and/or the employee may request feedback from faculty and staff members who work closely with the employee. The employee will have the right to review the written feedback after the name of the author has been removed.

Individuals can offer feedback using one or a combination of the following:

1) Complete the Annual Performance Review Questionnaire.
2) Submit a written narrative describing their interactions with and assessment of the employee.
3) Provide an oral report to the supervisor.

B) Professional Development

1) The supervisor and the employee may separately draft the information for the professional development form, or
2) The supervisor and the employee may use the evaluation meeting to jointly complete the sections.

The performance evaluation part of the process is evaluative and retrospective. The forward thinking and planning aspect of determining goals, expectations, a plan of action and necessary resources is extremely important .

C) Support Staff Evaluation Form

1) The supervisor may complete the ranking section independent of input from the employee and set a private meeting to discuss the evaluation with the employee, or
2) The supervisor and the employee may both complete the ranking section independently and set a private meeting to discuss the ranking section and complete one evaluation to be maintained in the formal employee record. If the supervisor and the employee are unable to reach agreement on the performance ranking of any category, the supervisor’s ranking will prevail.

In both of the above scenarios it is recommended that the employee be given a copy of the supervisor's ratings 2-3 days prior to the evaluation meeting in order to prepare responses.

Superviosrs have some flexibility. They may add categories to the evaluation, mark a rating between two categories and/or supplement the form with a narrative description. Make it work for your individual situation. Some supervisors create a simple form listing major responsibilities or expectations on one side and how well the employee performed them on the other.

Once completed and discussed, the employee and the first and second level supervisor sign the forms. Employees must also sign the accompanying document pertaining to the College's Code of Ethics, and attach it to the evaluation. Send the signed form to Human Resources for inclusion in the employee’s personnel file. The employee’s signature indicates that the evaluation has been discussed. The signature does not necessarily indicate agreement. The employee may request that his/her own written comments be attached to the performance evaluation and included in his/her personnel file.

Lewis & Clark College
ANNUAL PERFORMANCE REVIEW QUESTIONNAIRE

The goal of performance reviews is to help each staff member become more effective through reflection and constructive criticism. I would appreciate your comments regarding the job performance of _____ for the 20__-20__ year. Your remarks will be taken into consideration along with those of other responders as the performance review process is conducted. Your candid, specific reflections and suggestions are encouraged. If you would rather provide feedback orally or in a narrative format, please do.

Your assistance with this important process is greatly appreciated. Please return your remarks to me by _____.

_____
Supervisor Name and Title

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1. Please describe briefly the type of contact you have with this staff member.

2. On a scale of 5 (excellent) to 1 (unacceptable), how would you characterize this staff member in terms of your working experience with her/him? Please add comments if you wish. (Please note that based on numerous requests, we reversed the order of the scale.)

   a. Interpersonal skills (open, inclusive, cooperative, etc.) _____

   b. Working style (consultative, prompt, thorough, follows through, etc.) _____

   c. Technical ability (knowledgeable, current, makes good judgments, etc.)_____

3. What are this person's major strengths?

4. In what ways might this person improve?

5. Other comments.

YOUR NAME: _____
Thank you for your help.

Professional Development

To promote personal growth in the work environment the employee and supervisor, either separately or together, develop goals, objectives and a plan of action to discuss at the meeting. Consider both employee interests and departmental needs. Ideally, the goals should be mutually determined but the supervisor may require the employee to meet certain goals, expectations or objectives. This form should include specifics with timelines or deadlines for each item. Employees, consider discussing what you would like to learn to become a better LC employee and your long-term professional goals. See the tip sheet for more information about setting goals.

Goals/Objectives/Plan of Action

Part 1 Goals and Objectives:

Part 2 Training and Support:

a. Training and Education. These may include course work, seminars, workshops, computer training or conferences. Consider both on and off campus opportunities.

b. Specific Support These may include release time, mentoring, flexible scheduling, additional supervisor/employee or staff meetings.

Employee's Signature _____ Date: _____

Supervisor's Signature _____ Date: _____

Lewis & Clark College Support Staff Evaluation Form

Employee_____Job Title_____Date_____
Department_____Supervisor_____
Employment status: ☐ Introductory Evaluation ☐ Annual Evaluation

Based on the tasks and responsibilities in the job description and the supervisor's expectations, rate each category using the following guidelines:

EME = Exceeds Most Expectations
MME = Meets Most Expectations
BME = Below Most Expectations
RSI = Requires Significant Improvement
NA = Not Applicable

The sentence next to each category describes an employee who "meets most expectations." The description should act as a guide and not be interpreted as strict or explicit restrictions. Comments **MUST** be added to explain ratings of "BME" or "RSI." Specific examples are helpful. The performance evaluation process cannot be used to discuss performance concerns that have not been addressed at or near the time of occurrence.

Attendance: Maintains an established schedule, is regular in attendance, makes appropriate arrangements for absences.	Rating
Comments:	☐ EME
	☐ MME
	☐ BME
	☐ RSI

Communication skills: Demonstrates effective written and oral communication skills.	Rating
Comments:	☐ EME
	☐ MME
	☐ BME
	☐ RSI

Cooperation/Teamwork: Willing to assist others and work towards common goals.	Rating
Comments:	☐ EME
	☐ MME
	☐ BME
	☐ RSI

Flexibility/Adaptability: Is receptive and responsive to changing conditions, procedures, and technologies in the work unit.	Rating
Comments:	☐ EME
	☐ MME
	☐ BME
	☐ RSI

Initiative: Is a self-starter and completes work effectively in the absence of detailed instructions.	Rating
Comments:	☐ EME
	☐ MME
	☐ BME
	☐ RSI

Judgment: Makes reasonable decisions.	Rating
Comments:	☐ EME
	☐ MME
	☐ BME
	☐ RSI

Planning & Organization: Plans, organizes and prioritizes work efficiently.	Rating
Comments:	☐ EME
	☐ MME
	☐ BME
	☐ RSI

Quality of work: Performs work accurately and demonstrates attention to detail.	Rating
Comments:	☐ EME
	☐ MME
	☐ BME
	☐ RSI

Quantity of work: Accomplishes the work required as defined in the position description or by the supervisor.	Rating
Comments:	☐ EME
	☐ MME
	☐ BME
	☐ RSI

Service orientation: Interacts appropriately with people of diverse backgrounds and different needs. Acts effectively and cooperatively to solve problems when dealing with faculty, students and staff.	Rating
Comments:	☐ EME
	☐ MME
	☐ BME
	☐ RSI

Supervision of employees or students: Provides job training, communicates and delegates clearly. Provides feedback for improvement and initiates corrective action if necessary.	Rating
Comments:	☐ EME
	☐ MME
	☐ BME
	☐ RSI
	☐ NA

Evaluation Summary

Mark an "X" next to the description that most closely approximates the employee's total impact on the College. Do not average; rather consider the overall contribution.

(☐) Exceeds Most Expectations - Performance ratings at this level are reserved for exceptional employees who routinely exceed performance expectations with only rare deficiencies. Employees at this level demonstrate an in-depth knowledge of their work. They are sought out for answers and advice. Recognition of their expertise goes beyond their own unit or department. They require little or no supervision or follow-up.

(☐) Meets Most Expectations - Performance ratings at this level are reserved for employees who consistently meet performance expectations. This is a "good" overall rating reflecting fully competent performance. Performance may exceed expectations periodically or in a few areas, and performance may not meet expectations occasionally or in a few areas. Errors are few and seldom repeated. New skills or duties are performed in a reasonable time after introduction. Minimal supervision and follow-up is required.

(☐) Below Most Expectations - Performance ratings at this level are reserved for employees who do not consistently meet most performance expectations. This is equivalent to a rating of "below average and needing improvement." Performance may meet expectations periodically or in a some areas, but improvement is required in one or more areas. Employee often requires direct supervision and follow-up.

(☐) Requires Significant Improvement - Performance ratings at this level are reserved for employees who need to improve or develop to continue their employment. While some key responsibilities are performed competently, others are clearly below expectations. Employees at this level need coaching, frequent supervision and follow-up.

_____ Date: _____
Employee Signature (I have read and understand the above evaluation)

_____ Date: _____
Signature of Supervisor

_____ Date: _____
Signature of Supervisor's Supervisor

Reset Form Print Form