



**SELF EVALUATION AND DEVELOPMENT PLAN  
FOR PROFESSIONAL/ADMINISTRATIVE EMPLOYEES**

<b>Employee's Name</b>	
<b>Title</b>	
<b>Department</b>	
<b>Division</b>	
<b>Length of time in position</b>	

<b>Evaluator's Name</b>	
<b>Title</b>	
<b>Date</b>	

## PART 1 – PERFORMANCE EVALUATION

**Directions: Check the rating that best reflects the employee’s performance for the given Performance Factors.**

### RATING CATEGORIES

- Outstanding (4):** Employee is exceptional in all areas of responsibility. Performance significantly exceeds standards and expectations and can be considered a model for the department. Performance at this level is rare and would generally be recognized by peers, immediate supervisor, management, and others. This individual suggests and initiates improvements/changes and through his/her own performance has materially enhanced effectiveness of the department or work area. Performance is generally not equaled by others. For employee evaluations to retain credibility, supervisors should use this rating sparingly.
- Very Good (3):** Employee exceeds most position requirements. Performance at this level consistently exceeds standards and expectations and would generally be recognized by peers and immediate supervisor. Performance is characterized by notable skill, initiative and superior job knowledge. This individual’s performance exceeds most other employees in the same or similar position.
- Good (2):** Employee consistently meets performance standards. The individual performing at this level is considered a fully competent, stable and skilled performer by co-workers and immediate supervisor. Employee may occasionally exceed job performance standards and expectations. This level of performance is what would generally be expected from most competent, experienced employees.
- Fair (1)** Employee meets some performance standards but is deficient in others. Performance does not consistently meet acceptable levels in all areas. Overall performance only meets the minimum standards and expectations. The need for further development and/or improvement is clearly recognized and expected. Performance at this level may cause the department and/or co-workers some problems or inconveniences, or tends to diminish the department’s effectiveness and/or productivity. Performance at this level is characterized as “just getting by”. Employees with an overall performance rating of Fair will be put on notice that the next 1 year performance appraisal must show an overall improvement to Good. No improvement will be grounds for disciplinary action that may lead to termination. Coaching and/or additional training by the supervisor are required.
- Unsatisfactory (0):** Employee’s performance is consistently unacceptable. It is inadequate and below minimum acceptable standards and expectations. There is considerable room for improvement. Performance is causing problems/inconveniences/hardships for the department and/or co-workers and is having a negative impact on departmental effectiveness and/or productivity. This level of performance cannot be condoned or allowed to continue. A continued overall performance rating of Unsatisfactory at the time of the next Interim Performance Review will be grounds for disciplinary action that may lead to termination.
- Not Applicable (N/A):** Employee does not have an opportunity to use this skill.

<b>Performance Factor #1 Professional Competency</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>	<b>Supporting Details</b>
<b>Job Knowledge</b> Demonstrates knowledge and application of skills needed to perform the job.							
<b>Quality of Work</b> Consistently produces the quality of work expected for his/her level of expertise.							
<b>Quantity of Work</b> Consistently produces the quantity of work expected for his/her level of expertise.							
<b>Resource Management</b> Effectively uses available resources to complete assignments. Seeks new resources.							
<b>Decision Making</b> Exercises good judgment. Considers a broad range of factors when solving problems.							

<b>Performance Factor #2 Interpersonal Skills</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>	<b>Supporting Details</b>
<b>Interacts effectively and respectfully with the groups listed below; values diversity; builds relationships. Represents the college well.</b>							
• Interaction with Students (if applicable)							
• Interaction with Colleagues							
• Interaction with Supervisor							
• Interaction with Others (alumni, external contacts, etc.), if applicable							

<b>Performance Factor #3 Personal Skills</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>	<b>Supporting Details</b>
<b>Reliability</b> Can be relied upon to complete a task and follow up on projects. Responds to calls, E-mails, etc. in a timely fashion.							
<b>Flexibility and Adaptability</b> Responds constructively to the demands of work challenges when confronted with change and ambiguity.							
<b>Creativity/Resourcefulness</b> Generates ideas; makes contributions that improve the work environment. Offers creative solutions to problems.							
<b>Initiative/Self-Development</b> Takes initiative for self-development; demonstrates an ability to learn on the job. Takes advantage of professional development opportunities. Seeks new and challenging assignments.							
<b>Personal Organization and Time Management</b> Manages time and organizes tasks effectively to meet deadlines and work objectives.							
<b>Performance Factor #4 Supervisory Skills (if applicable)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>	<b>Supporting Details</b>
<b>Interaction with Staff</b> Keeps staff informed of relevant information in a timely basis. Provides clear written and oral instructions. Listens to staff concerns and ideas. Able to resolve conflicts.							
<b>Commitment to Staff Development</b> Accurately assesses strengths and development needs of employees; provides feedback, challenging assignments and development opportunities.							

<b>Performance Factor #4 Cont'd</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>	<b>Supporting Details</b>
<b>Motivation</b> Accepts and motivates people of varied abilities, skills, and style. Recognizes employees' contributions and accomplishments.							
<b>Interview/Selection Skills</b> Hires quality staff with complementary strengths.							
<b>Expense Management (if applicable)</b> Establishes realistic budgets; seeks ways to better manage costs.							

(Supporting Details boxes will only accommodate a limited amount of text. Attach additional sheets if necessary.)

## PART 2 – EMPLOYEE DEVELOPMENT PLAN FOR UPCOMING YEAR

(Boxes below will only accommodate a limited amount of text. Attach additional sheets if necessary.)

### Goals for Upcoming Year

### Additional Comments by Employee

Employee signature \_\_\_\_\_

\_\_\_\_\_ Date

Please return this completed form to your supervisor once you have signed and dated the form. Thereafter your supervisor will complete their evaluation and schedule a meeting with you.