# Performance Rating Scale-Definitions

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| **5 - Outstanding** | **An employee whose work is characterized by:****•** sustaining exemplary performance throughout the rating period;• providing excellent service in support of the mission of the organization;• consistently exceeding and sometimes far exceeding the criteria of the job responsibilities;• consistently demonstrating initiative for the benefit of the College, Division and/or Department; • demonstrating full mastery of knowledge, skills and abilities, required work, and basic competencies. |
| **4 - Exceeds Expectations** | **An employee whose work is characterized by:**• consistently high level of accomplishment;• often exceeding performance expectations;• providing significant service in support of the mission of the organization;• independently demonstrating highly proficient knowledge, skills, and abilities, required work and behavioral competencies. |
| **3 - Meets Expectation** | **An employee whose work is characterized by;****•** achieving results at a level that generally meet and may at times exceed performance targets;• providing commendable support to the contributions of the organization;• demonstrating fully proficient knowledge, skills and abilities, required work, and behavioral competencies; with only a few areas in need of some improvement. |
| **2 - Needs Improvement** | **An employee whose work:****•** requires substantive improvement to fully meet the performance targets;• provides basic support to the mission of the organization;• is at the beginner or developmental stage of demonstrable knowledge, skills and abilities;• exhibits inadequate behavioral competencies;• requires guidance and training to improve performance. |
| **1 - Unsatisfactory**Must conduct a performance improvement plan  | **An employee whose work:****•** fails to meet the criteria of the job function;• falls short of performance targets;• provides inadequate support to the mission;• performs below the beginner or developmental stage of demonstrable knowledge, skills and abilities; required work and behavioral competencies. |

# Evaluation Competencies

**COLLEGE-WIDE PERFORMANCE FACTORS**

**Delivers Results that impact College Benchmarks**

*Example behaviors at Meets Expectations:*

* Achieves excellence in all tasks and goals.
* Maintains focus and perseveres, even in the face of obstacles.
* Uses time efficiently; adapts plans when changes occur. Prioritizes tasks based on importance. Delegates appropriately.
* Actively pursues professional development and growth for self and team.
* Is receptive to and implements suggestions for improvement. Solicits feedback. Actively identifies ways to improve.
* Holds direct reports accountable for producing quality, timely results; helps others maintain focus and overcome obstacles. Provides performance feedback that facilitates development

**Customer Focus - Service to Students and Others**

*Example behaviors at Meets Expectations:*

* Demonstrates a desire to serve and shows a willingness and readiness to provide excellent service to a diversified student population, faculty, staff, and /or the public.
* Collects information and develops solutions where customer needs are not being met.
* Gains customer trust and respect.
* Encourages and assists management in resolving customer-related problems.
* Demonstrates by their actions a commitment to service.
* Listens to customers (internal and external) and addresses needs and concerns.
* Keeps customers informed by providing status reports and progress updates.
* Delivers on service commitments. Meets established or agreed upon deadlines.
* Maintains supportive relationships with customers. Uses initiative to improve outcomes, processes, or measurements.

**Problem Solving and Decision Making**

*Example behaviors at Meets Expectations:*

* Considers multiple sides of an issue. Weighs consequences before making final decision.
* Makes informed decisions based on available information.
* Recognizes issues, and determines actions needed to advance the decision making process. Follows up as necessary.
* Not discouraged by ambiguous situations. Is open to new ideas and processes. Adjusts approach to achieve results.
* Seeks solutions to problems and makes decisions in a timely manner.
* Considers all available alternatives and options.
* Seeks others’ input and advice.
* Applies policies correctly.
* Considers the impact of decisions and results on all those involved.
* Abides by state, Federal, SCTC, and other applicable guidelines, policies, and procedures.
* Demonstrates emotional maturity.

**Builds Trust**

*Example behaviors at Meets Expectations:*

* Behaves and expresses oneself in an open and honest manner; is consistent in all cases with what he/she says and does; appropriately handles difficult situations.
* Consistently, in all cases, shares information that is accurate and complete; handles sensitive information appropriately.
* Follows through on all assignments and commitments, completing them in a timely and reliable manner; consistently, in all cases, makes others aware of task/assignment status.
* Demonstrates commitment to SCTC’s goals, initiatives, policies and procedures through communication and actions.
* Encourages employees to be open and honest; holds employees accountable for sharing accurate and complete information; recognizes employees who follow through and demonstrate commitment.

**Collaboration**

*Example behaviors at Meets Expectations:*

* Consistently, in all cases, treats everyone, with dignity, respect and fairness; is very easy to approach and helpful.
* Resolves interpersonal conflicts constructively and professionally; seldom requires outside assistance.
* Enthusiastically spends time with others to help them and the team succeed.
* Promotes awareness and respect of cultural and individual values and differences; leverages the strengths of others to accomplish goals, regardless of background.
* Listens to and carefully considers ideas from others, even when different from own; ensures all sides are heard before reaching a conclusion.
* Encourages teamwork among direct reports; facilitates resolution of team conflicts; promotes respect among all team members.

**Communications**

*Example behaviors at Meets Expectations:*

* Shares important information with others.
* Listens carefully and asks questions when needed.
* Communicates in a clear and concise manner using appropriate grammar, pronunciation, and tone.
* Demonstrates professionalism through appropriate body language and nonverbal communication
* Demonstrates an awareness of when to adjust communication style based on the situation

**Takes Initiative**

*Example behaviors at Meets Expectations:*

* Actively seeks out ways on own to improve outcomes, processes or measurements.
* Takes responsibility and provides leadership on projects or initiatives.
* Takes action on projects without being directed to do so, and looks for opportunities to move projects along.
* Enthusiastically seeks and accepts additional responsibilities, both in the context of the job and outside immediate job responsibilities.
* Encourages staff to identify and address process improvements, participate in projects and on committees when appropriate.

**JOB PERFORMANCE FACTORS**

**Functional Job Knowledge and Skills**

*Example behaviors at Meets Expectations:*

* Demonstrates competence within areas relevant to one’s own function or work group.
* Applies current best practices in discipline or specialty area towards group and organization goals.
* Keeps abreast of major developments in discipline or specialty area. Gains respect from customers and team members based on functional/technical knowledge.
* Possesses the skills and knowledge needed to perform the job effectively, efficiently and safely.
* Uses competencies in a consistently productive manner.
* Learns from mistakes and applies knowledge gained from past events to address current problems.
* Recommends improvements and simplifies complex processes.
* Stays current in field and participates in staff development opportunities.
* Is knowledgeable of and effectively uses available resources and technology to achieve desired results.

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| **EMPLOYEE NAME** | **EMPLOYEE ID#**  | **REVIEWER’S NAME**  | **Date:** Click or tap to enter a date. |
| **EMPLOYEE JOB TITLE**  | **DEPARTMENT NAME:**  | **Review Period Start date**: 7/1/2023 **Review Period End date:** 12/31/2023 |
| **COLLEGE-WIDE PERFORMANCE FACTORS** | **RATING** | **COMMENTS** |
| 1. **Delivers Results that Impact College Benchmarks** *Example behaviors (Addendum)*
 | 0 | **Click here to enter text.** |
| 1. **Customer Focus - Service to Students and Others** *Example behaviors (Addendum)*
 | 0 | **Click here to enter text.** |
| 1. **Problem Solving** *Example behaviors (Addendum)*
 | 0 | **Click here to enter text.** |
| 1. **Builds Trust** *Example behaviors (Addendum)*
 | 0 | **Click here to enter text.** |
| 1. **Collaboration** *Example behaviors (Addendum)*
 | 0 | **Click here to enter text.** |
| 1. **Communications** *Example behaviors (Addendum)*
 | 0 | **Click here to enter text.** |
| 1. **Takes Initiative** *Example behaviors (Addendum)*
 | 0 | **Click here to enter text.** |
| 1. **Organizational Commitment**
 | 0 | **Click here to enter text.** |
| **JOB PERFORMANCE FACTORS** (Give 4 or 5 word identifier) |  | **COMMENTS** |
| **1.** | 0 |  |
| **2.** | 0 |  |
| **3.** | 0 |  |
| **4.** | 0 |  |
| **5.** | 0 |  |
| **INDIVIDUAL PERFORMANCE FACTORS** |  | **COMMENTS** |
| 1. **Adheres to College Policies and Procedures**
 | 0 |  |
| 1. **Adheres to College Safety Policies and Procedures**
 | 0 |  |
| 1. **Completes Mandatory Training timely**
 | 0 |  |
| 1. **Uses Leave Appropriately**
 | 0 |  |
| 1. **Accountability**
 | 0 |  |
| **PERFORMANCE FACTORS SCORE**To obtain the Performance Factors Score:* Add all Rating Scores from the Performance Factors
 | 0 |  |
| **Was employee placed on any Positive Discipline actions?** [ ] **Yes** [ ] **No** If yes, check the appropriate level and place the number associated with the level of Positive Discipline in the block.Place a zero (0) in the block if no Positive Discipline actions were taken.  | 0 | [ ]  **Reminder 1** – if checked, subtract 10 points from Total Rating [ ]  **Reminder 2** – if checked, subtract 20 points from Total Rating[ ]  **Decision Making Leave** – if checked, subtract 30 points from Total Rating  |
| **TOTAL PERFORMANCE FACTORS SCORE*** Subtract the number of points given for any Positive Discipline actions from the Performance Factors Score.
 | 0 |  |
| **OVERALL PERFORMANCE EVALUATION SCORE** To obtain Overall Rating:* Divide the Total Performance Factors Score by the number of Performance Factors utilized.
 | 0.0 |  5 - **Outstanding** 4 - **Exceeds Expectations** 3 - **Meets Expectations** 2 - **Needs Improvements** 1 - **Unsatisfactory** |
| **Recognition/Comments** |
| **Performance/Terms and Conditions Improvements Needed**   |
| **Developmental Goals** |
| **Employee Signature:**  | **Date:** |
| **Supervisor Signature:** | **Date:** |
| **Reviewing Supervisor Signature:** | **Date:** |