



Office of People Relations

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Employee Performance Evaluation and Planning Form

| EMPLOYEE INFORMATION | | |
|-----------------------|-------------|-------------------|
| Name: | Title: | Started NMSU: |
| Aggie ID: | Department: | Started Position: |
| EVALUATOR INFORMATION | | |
| Name/Aggie ID: | Department: | |

Purpose and Instructions: All Annual Performance Evaluations must be completed and routed electronically online during the Annual Evaluation Review Period. This form is only available in this format for supervisors who begin documenting performance before or after the annual application is open for use. Examples include an end of probation evaluation, evaluation upon transfer to a different position/department, evaluation used in conjunction with a request to extend a probationary period. Rating of "Unsuccessful", "Partially Successful" and "Distinguished" require Evaluator Comments.

Evaluation of Past Period Performance

| Section 1- Part 1: Categories 1-6 | |
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| 1. Achievement toward NMSU Strategic Goals | Rating |
| Is not aware of the University's strategic goals and objectives. | <input type="checkbox"/> Unsuccessful/Unacceptable Performance |
| May not fully understand the University's strategic goals and objectives or how their job aligns to them. | <input type="checkbox"/> Partially Successful Performance/Needs Improvement |
| Demonstrates knowledge necessary to perform the functions of the job. | <input type="checkbox"/> Successful/Effective Performance |
| Aligns priorities and work with the broader goals; seeks alternatives and broad input; work impacts progress toward strategic goals and objectives. | <input type="checkbox"/> Superior/Highly Effective Performance |
| Work affects significant impact and progress toward strategic goals and objectives. | <input type="checkbox"/> Distinguished Performance and Role Model Status |
| Evaluator Comments: | |
| 2. Collaboration and Teamwork | Rating |
| Performs tasks in isolation; does not share information or expertise with others when needed. Gives little consideration to how decisions impact others. | <input type="checkbox"/> Unsuccessful/Unacceptable Performance |
| Frequently fails to share information or expertise with others when needed; usually cooperative with direct team members, but does not cooperate with other teams or departments. | <input type="checkbox"/> Partially Successful Performance/Needs Improvement |
| Communicates openly and respectfully when addressing problems with team members. Shares information and expertise to help achieve goals. Consistently works with others to complete tasks. | <input type="checkbox"/> Successful/Effective Performance |
| Initiates collaboration and effectively contributes to team performance and morale, even during periods of increased pressure or heavy workload. | <input type="checkbox"/> Superior/Highly Effective Performance |
| Put team success ahead of personal success. Puts NMSU's success ahead of department or business team success. Coaches less experienced members and motivates them to achieve common goals. | <input type="checkbox"/> Distinguished Performance and Role Model Status |
| Evaluator Comments: | |
| 3. Critical Thinking and Problem Solving | Rating |
| Occasionally exhibits poor judgement or has difficulty making routine decisions. | <input type="checkbox"/> Unsuccessful/Unacceptable Performance |
| May exhibit poor judgement or fail to bring concerns to a higher authority when appropriate. | <input type="checkbox"/> Partially Successful Performance/Needs Improvement |

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| Demonstrates good judgement in resolving routine problems; brings concerns to a higher authority when appropriate. | <input type="checkbox"/> Successful/Effective Performance |
| Uses sound judgement and effective use of resources in resolving problems; demonstrates good understanding of the larger issues related to the problem or concern. | <input type="checkbox"/> Superior/Highly Effective Performance |
| Makes effective decisions and recommendations; demonstrates and ability to understand and approach a problem from various viewpoints. Takes appropriate initiatives in trying to resolve problems. | <input type="checkbox"/> Distinguished Performance and Role Model Status |
| Evaluator Comments: | |
| 4. Interpersonal Effectiveness | Rating |
| Appears unprofessional or negative while interacting with others; shows insensitivity or disrespect to others. | <input type="checkbox"/> Unsuccessful/Unacceptable Performance |
| Interactions occasionally seem negative or unprofessional; sometimes appears insensitive or disrespectful to others. | <input type="checkbox"/> Partially Successful Performance/Needs Improvement |
| Consistently communicates with others in a professional, pleasant and cooperative manner; works effectively with co-workers and others. | <input type="checkbox"/> Successful/Effective Performance |
| Regularly demonstrates willingness to compromise and is understanding of others' viewpoint. | <input type="checkbox"/> Superior/Highly Effective Performance |
| Extremely professional and positive in communications and working relationships with all constituents. | <input type="checkbox"/> Distinguished Performance and Role Model Status |
| Evaluator Comments: | |
| 5. Job Mastery | Rating |
| Demonstrates insufficient understanding of the job and/or its purpose or impact on others. | <input type="checkbox"/> Unsuccessful/Unacceptable Performance |
| Demonstrates limited understanding of the job and/or its purpose or impact on others; inconsistent application of knowledge. | <input type="checkbox"/> Partially Successful Performance/Needs Improvement |
| Demonstrates knowledge and skills necessary to perform the functions of the job. | <input type="checkbox"/> Successful/Effective Performance |
| Displays solid job knowledge; contributes to the goals and mission of the department/ organizational unit. | <input type="checkbox"/> Superior/Highly Effective Performance |
| Extremely knowledgeable; respected as a valuable resource; consistently contributes to the department's and organizational unit's mission. | <input type="checkbox"/> Distinguished Performance and Role Model Status |
| Evaluator Comments: | |
| 6. Organizational Awareness | Rating |
| Unfamiliar with key decision makers and contacts; does not understand or operate effectively within the programs, policies, procedures, rules and regulations of the University. | <input type="checkbox"/> Unsuccessful/Unacceptable Performance |
| Does not always demonstrate a full understanding of the University's processes and procedures; is still learning how to find policies, important contacts and services. | <input type="checkbox"/> Partially Successful Performance/Needs Improvement |
| Effectively uses both formal and informal channels or networks for acquiring information, assistance and accomplishing work goals. Ensures due diligence by keeping informed of University business and operational plans, policies and practices. | <input type="checkbox"/> Successful/Effective Performance |
| Identifies key decision makers and influencers and is highly effective in using networks for accomplishing work goals. Proactively stays informed of policy and processes and communicates this information to others. Supports the changing culture and methods of operating, if necessary, for the success of the University. | <input type="checkbox"/> Superior/Highly Effective Performance |
| Demonstrates in-depth knowledge of the University's mission and functions, and how its social, political, cultural, and technological systems work and operates highly effectively within them. Leads efforts and effectively manages change in culture and methods of operating for success of the University. | <input type="checkbox"/> Distinguished Performance and Role Model Status |
| Evaluator Comments: | |

Evaluation of Past Period Performance

| Section 1- Part 2: Categories 7-11 | |
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| 7. Resource Management | Rating |
| Demonstrates lack of attention to resource management, or excessive attention which may hinder quality or productivity of department. Demonstrates unwillingness to improve process efficiency. | <input type="checkbox"/> Unsuccessful/Unacceptable Performance |
| Occasionally demonstrates inadequate or inappropriate attention to resource management (either inattention or excessive attention). Demonstrates reluctance to improve process efficiency. | <input type="checkbox"/> Partially Successful Performance/Needs Improvement |
| Is knowledgeable about equipment, materials, processes and other available resources. Operates within budgetary constraints and focuses on efficient processes and productivity. | <input type="checkbox"/> Successful/Effective Performance |
| Frequently seeks enhancements that will improve productivity and effectively balances operating needs with budgetary constraints. | <input type="checkbox"/> Superior/Highly Effective Performance |
| Maintains significant and up-to-date knowledge about available resources; continually seeks improvements and efficiency, as well as constructive cost efficiencies. | <input type="checkbox"/> Distinguished Performance and Role Model Status |
| Evaluator Comments: | |
| 8. Results Orientation and Execution | Rating |
| Often lags behind, has a backlog of work, or produces less than expected. | <input type="checkbox"/> Unsuccessful/Unacceptable Performance |
| Inconsistent in the volume of work produced and/or regularly produces somewhat less than expected. | <input type="checkbox"/> Partially Successful Performance/Needs Improvement |
| Completes the expected amount of work. | <input type="checkbox"/> Successful/Effective Performance |
| Completes regular assignments efficiently and is able to produce more than expected. | <input type="checkbox"/> Superior/Highly Effective Performance |
| Completes an impressive volume of work; continually seeks new ways of gaining efficiency. | <input type="checkbox"/> Distinguished Performance and Role Model Status |
| Evaluator Comments: | |
| 9. Self Awareness and Accountability | Rating |
| Often needs guidance, direction or reminders regarding work; fails to act on current opportunities to improve work processes. | <input type="checkbox"/> Unsuccessful/Unacceptable Performance |
| Occasionally fails to follow through on tasks or seek necessary guidance; resists acting on current opportunities to improve work processes. | <input type="checkbox"/> Partially Successful Performance/Needs Improvement |
| Follows through to meet schedules, goals or deadlines with minimal supervision. Appropriately seeks guidance when necessary. | <input type="checkbox"/> Successful/Effective Performance |
| Completes work independently; rarely needs reminders or guidance to complete regular tasks; seeks additional skill, information, etc. to ensure high quality. | <input type="checkbox"/> Superior/Highly Effective Performance |
| Takes responsibility for all aspects of job; exhibits creativity and self-initiative in seeking out improvements or enhancements to work. | <input type="checkbox"/> Distinguished Performance and Role Model Status |
| Evaluator Comments: | |
| 10. Service and Quality Focus | Rating |
| Errors or omissions are often evident; work frequently needs to be corrected, re-done or double checked. Fails to recognize the importance of service. Consistently shows lack of concern and courtesy. Fails to offer assistance in response to customer service needs. | <input type="checkbox"/> Unsuccessful/Unacceptable Performance |
| Errors and omissions occur more often than is acceptable; inconsistent quality of work. Occasionally demonstrates lack of concern and courtesy; inconsistent in demonstrating responsiveness to customer needs. | <input type="checkbox"/> Partially Successful Performance/Needs Improvement |
| Is usually accurate and thorough in performance of duties; demonstrates concern for quality. Consistently demonstrates concern and courtesy. Regularly demonstrates an understanding of the issues and service needs of the customer. | <input type="checkbox"/> Successful/Effective Performance |
| Makes an extra effort to ensure that work is of the proper quality; checks for accuracy if needed. Actively seeks opportunities to provide quality service. Effectively identifies service needs and responds appropriately. | <input type="checkbox"/> Superior/Highly Effective Performance |

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| Work is of high quality; errors or omissions are extraordinarily rare. Extremely professional and positive in providing service even when dealing with difficult situations. Teaches or demonstrates to others how to deal effectively and positively with customer service needs. | <input type="checkbox"/> Distinguished Performance and Role Model Status |
| Evaluator Comments: | |
| 11. Valuing Diversity and Inclusion | Rating |
| Does not welcome input and may show disrespect for others based on perceived differences. | <input type="checkbox"/> Unsuccessful/Unacceptable Performance |
| May not fully understand the value that differences in perspectives contribute to the work; is not receptive to ideas or approaches different from one's own. | <input type="checkbox"/> Partially Successful Performance/Needs Improvement |
| Respects co-workers and all other campus partners and their differences in approaches and perspectives; welcomes and incorporates ideas that are different from one's own | <input type="checkbox"/> Successful/Effective Performance |
| Engages the talents, experiences and capabilities of others; creates opportunities for access and success. | <input type="checkbox"/> Superior/Highly Effective Performance |
| Actively engages in the diversity initiatives; mentors; shares knowledge and resources; incorporates and may assess EID professional development in one's work | <input type="checkbox"/> Distinguished Performance and Role Model Status |
| Evaluator Comments: | |

Only when Evaluating Employees who are Supervisors:

| | |
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| 12. Leadership | Rating |
| Demonstrates a lack of respect to employees, and ineffective communication and team building, resulting in a lack of trust and respect from employees. Does not delegate tasks, empower employees or hold themselves or employees accountable to their work. | <input type="checkbox"/> Unsuccessful/Unacceptable Performance |
| Still learning how to manage people; sometimes micro-manages or does not have effective communication with employees. Needs to focus on building trust and stronger teams; must learn to show respect, delegate tasks and empower employees. Inconsistently holds themselves and employees accountable to their work. | <input type="checkbox"/> Partially Successful Performance/Needs Improvement |
| Effectively manages employee performance; holds employees accountable to their work; works to build mutual trust and respect. Provides clear communication and guidance to set expectations. Delegates tasks and empowers employees to do good work. | <input type="checkbox"/> Successful/Effective Performance |
| Empowers, coaches, mentors and provides employees with resources; builds trust, mutual respect and highly effective teams; holds themselves and employees accountable to a high standard of performance. | <input type="checkbox"/> Superior/Highly Effective Performance |
| Demonstrates highly effective leadership and great respect for others; motivates and empowers employees to perform at a significantly high level; has earned the highest respect and trust from members of the university community. | <input type="checkbox"/> Distinguished Performance and Role Model Status |
| Evaluator Comments: | |

Evaluation of Past Period Performance

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| Section 1- Part 3: Assessment of Achievement of Goals | |
| Instructions: Supervisor should rate all of the goals in Section 1C. If goals were established, enter them below. If last year's goals do not apply (such as employee moved departments), you may enter only new or relevant goals that were established. | |
| Goal 1: Objective and Measurement: Evaluator Comments: | Rating: <input type="checkbox"/> Unsuccessful/Unacceptable Performance <input type="checkbox"/> Partially Successful Performance/Needs Improvement <input type="checkbox"/> Successful/Effective Performance <input type="checkbox"/> Superior/Highly Effective Performance <input type="checkbox"/> Distinguished Performance and Role Model Status <input type="checkbox"/> Deferred <input type="checkbox"/> Cancelled |
| Goal 2: | Rating: |

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|--|---|
| <p>Objective and Measurement:</p> <p>Evaluator Comments:</p> | <input type="checkbox"/> Unsuccessful/Unacceptable Performance <input type="checkbox"/> Partially Successful Performance/Needs Improvement <input type="checkbox"/> Successful/Effective Performance <input type="checkbox"/> Superior/Highly Effective Performance <input type="checkbox"/> Distinguished Performance and Role Model Status <input type="checkbox"/> Deferred <input type="checkbox"/> Cancelled |
| <p>Goal 3:</p> <p>Objective and Measurement:</p> <p>Evaluator Comments:</p> | <p>Rating:</p> <input type="checkbox"/> Unsuccessful/Unacceptable Performance <input type="checkbox"/> Partially Successful Performance/Needs Improvement <input type="checkbox"/> Successful/Effective Performance <input type="checkbox"/> Superior/Highly Effective Performance <input type="checkbox"/> Distinguished Performance and Role Model Status <input type="checkbox"/> Deferred <input type="checkbox"/> Cancelled |
| <p>Goal 4:</p> <p>Objective and Measurement:</p> <p>Evaluator Comments:</p> | <p>Rating:</p> <input type="checkbox"/> Unsuccessful/Unacceptable Performance <input type="checkbox"/> Partially Successful Performance/Needs Improvement <input type="checkbox"/> Successful/Effective Performance <input type="checkbox"/> Superior/Highly Effective Performance <input type="checkbox"/> Distinguished Performance and Role Model Status <input type="checkbox"/> Deferred <input type="checkbox"/> Cancelled |
| <p>Goal 5:</p> <p>Objective and Measurement:</p> <p>Evaluator Comments:</p> | <p>Rating:</p> <input type="checkbox"/> Unsuccessful/Unacceptable Performance <input type="checkbox"/> Partially Successful Performance/Needs Improvement <input type="checkbox"/> Successful/Effective Performance <input type="checkbox"/> Superior/Highly Effective Performance <input type="checkbox"/> Distinguished Performance and Role Model Status <input type="checkbox"/> Deferred <input type="checkbox"/> Cancelled |

Overall Evaluation Rating

| Total Score and Rating Information | | |
|--|--|--|
| SCORE ASSIGNMENT Unsuccessful= 2 points Partially Successful= 4 points Successful= 6 points Superior= 8 points Distinguished= 10 points Deferred= 0 points (not factored into overall score) Cancelled= 0 points (not factored into overall score) | CALCULATION Section 1, Part 1: _____ Section 1, Part 2: _____ Section 1, Part 3: _____ Total points: _____ _____ / _____ = _____ Total Total Total Points Categories Score | RATING SCALE FOR OVERALL SCORE 01.00-02.55 = Unsuccessful/Unacceptable Performance 02.56-04.55= Partially Successful/Needs Improvement 04.56-06.55= Successful/Effective Performance 06.56-08.55= Superior/Highly Effective Performance 08.56-10.00= Distinguished Performance and Role Model Status |

Planning for the Year Ahead

| Section 2- Part 1: Goals for the Year Ahead |
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| Instructions: Goals should be reflective of the primary focus of an individual in support of established department or university goals. |
| Department/Organization Unit Goals: |
| Individual Goal 1: Objective and Measurement: |
| Individual Goal 2: Objective and Measurement: |
| Individual Goal 3: Objective and Measurement: |
| Individual Goal 4: Objective and Measurement: |
| Individual Goal 5: Objective and Measurement: |

Planning for the Year Ahead

Section 2- Part 2: Professional Development (Optional)

Instructions: Professional development opportunities may be established by the supervisor working in collaboration with the employee to identify the skills and knowledge needed to advance professionally. Supervisors may use this section to document specific areas for development and the activities associated to support the employee's career development within the organization's business needs.

Professional Development 1:

Describe Development Activities:

Professional Development 2:

Describe Development Activities:

Planning for the Year Ahead

Section 2- Part 3: Areas for Improvement

Required if Overall Evaluation Score is 4.55 or lower. Optional if score is 4.56 or above although recommended for categories that received a rating of Partially Successful/Needs Improvement or Unsuccessful/Unacceptable.

Identify the areas of skill or behavior needing improvement to perform the current job.

Area for Improvement 1:

Describe Improvement Activities:

Area for Improvement 2:

Describe Improvement Activities:

Follow-up date to review Progress:

Acknowledgements

Acknowledgements and Comments

Signature denotes that you have discussed, read and understand all the comments on this Performance Evaluation and Planning form. Your signature does not imply that you entirely agree or disagree with the comments given.

Evaluating Supervisor Signature:

Comments: _____

Employee:

Comments: _____
