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**LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM  
UNCLASSIFIED STAFF EVALUATION AND PLANNING FORM**

Name \_\_\_\_\_ Review Period from \_\_\_\_\_ to \_\_\_\_\_

Department \_\_\_\_\_ Job Title \_\_\_\_\_

Full Time \_\_\_\_\_ Part Time \_\_\_\_\_ (% FTE) Reason for Rating:  Annual  Other \_\_\_\_\_

**INSTRUCTIONS:**

**% of effort** - For each section indicate the % of the employee's overall effort. Note that the total % of effort for all sections combined should equal 100%.

**Comments** - Provide a brief summary of the employee's activities during the evaluation period. These comments should justify the rating as indicated. Utilize any goals and objectives that may have been set in the previous evaluation period. Comments are required for all ratings.

**Section Summary Rating** - Rate the employee on each criteria in each section.

**Overall Evaluation Rating** - Provide a narrative statement that supports the overall evaluation rating for the employee.

**Planning Form** - Set goals and objectives for each section for the next evaluation period.

**Performance Improvement Plan** – Required for all employees with overall evaluation ratings of Needs Improvement or Unsatisfactory. A follow-up performance evaluation is required 90 days from the date of an overall performance rating of Needs Improvement or Unsatisfactory. Human Resources must be consulted regarding the employee's future status with the institution.

The intent of this evaluation process is to rate the individual on objectives, goals, expectations and actual performance. It is not intended to be a ranking of one employee against another.

**Rating Categories and Definitions:**

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**5 – Outstanding** – Clearly and consistently demonstrates extraordinary and exceptional accomplishment in all major areas of responsibility. Performs above and beyond expectations under exceptional circumstances during the review period. Others rarely equal performance of this caliber in similar roles. May make suggestions for work improvement. Employee anticipates and responds quickly to changing situations, continually expanding knowledge and skills to address new challenges. Employee requires essentially no supervision of duties appropriate for the position.

**4 – Exceeds Expectations** – Performance is continually and consistently superior and regularly goes beyond what is expected. An exceptional contributor whose performance exceeds expectations on a consistent and sustainable basis.

**3 – Meets Expectations** – Performance consistently meets the critical requirements of the position, continually achieves preset goals and performs with distinction. Incumbent performance is reliable and consistent in adding value to the work unit.

**2 – Needs Improvement** – Performance does not consistently meet or occasionally falls below what is required of the position, improvement in specific areas is required.

**1 – Unsatisfactory** – Requires frequent, close supervision and/or the redoing of work. Few or no goals and objectives are met. Performance fails to meet minimum expectations for this role, and immediate and sustained improvement is required. Overall performance must improve in order to retain the employee in the present position.

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**A. Work Habits: \_\_\_\_\_% of overall effort assigned to this Section**

Rate employee for all criteria in this section.

Criteria for Evaluation and Comments	Rating				
<p>1. <b>Workload Management</b> – Demonstrates competence in performance of duties as outlined in the position description.</p> <p><b>Comments:</b></p>	1	2	3	4	5
<p>2. <b>Dependability</b> – Prioritizes work and submits completed work on a timely basis in an orderly and efficient manner. Makes effective use of time. Responds to business communications in a timely manner, i.e. telephone calls, faxes, emails. Maintains appropriate office hours. Keeps appointments on time. Employee is dependable and has a minimum of unplanned absences. Self-motivated, commits time as necessary to fulfill responsibilities of position.</p> <p><b>Comments:</b></p>	1	2	3	4	5
<p>3. <b>Adaptability</b> – Adjusts behavior to fit the situation or person as appropriate. Modifies operational procedures, plans and goals to meet changing institutional demands and opportunities. Demonstrates a capacity to quickly adapt to change, shortening the response time of all processes and systems. Delegates authority and assumes responsibility, as appropriate.</p> <p><b>Comments:</b></p>	1	2	3	4	5
<p>4. <b>Professional Development</b> – Completes all mandatory institutional trainings by established deadlines. Completes all departmental professional development and trainings by established deadlines. Attends and participates in continuing education opportunities (conferences/workshops). Seeks to advance the knowledge base of the institution. Keeps current on best practices. Completes required ongoing education. Welcomes each learning opportunity.</p> <p><b>Comments:</b></p>	1	2	3	4	5

<p><b>Section A Summary Rating</b> - Add the rating numbers together and divide by the total number of criteria in each section. Show Section Summary Rating in box at right (round to 2 decimal places).</p>	
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**B. Behavioral Standards: \_\_\_\_\_% of overall effort assigned to this Section**

Rate employee for all criteria in this section.

Criteria for Evaluation and Comments	Rating				
<p><b>1. Communication</b> – Models effective communication for others. Brings the right people to the table to offer solutions. Uses positive words. Acknowledges everyone with a smile. Responds to others in a timely manner. Reads institutional communications. Always engages students, guests, and co-workers. Uses appropriate communication channels. Assumes responsibility for communicating relevant information to co-workers and supervisor in a timely manner. Listens to and considers the views of others. Considers the advantages, disadvantages, usefulness, potential results and other relevant factors of alternatives. Presents points thoughtfully. Applies feedback received. If required to conduct meetings: prepares agenda, defines purpose of meeting, encourages participation, considers and follows up on suggestions.</p>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Comments:</b>					
<p><b>2. Accountability</b> – Embraces institutional culture and leads change. Owns work. Does the right thing, always. Is open to change. Upholds institutional policies and procedures.</p>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Comments:</b>					
<p><b>3. Excellence</b> – Believes in the institution. Lives out values of the institution. Participates in performance improvement. Is consistent in all work. Champions best practices. Find ways to say, “yes”. Implements process improvement projects. Achieves positive results you didn’t think were possible.</p>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Comments:</b>					
<p><b>4. Equity &amp; Inclusion</b> - Fosters, demonstrates, and actively participates in a culture of mutual respect for students, guests, and co-workers from all backgrounds, perspectives and abilities.</p>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Comments:</b>					

<b>Section B Summary Rating</b> - Add the rating numbers together and divide by the total number of criteria in each section. Show Section Summary Rating in box at right (round to 2 decimal places).	
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**C. Institutional Support:** \_\_\_\_\_% of overall effort assigned to this Section.  
 Rate employee for all criteria in this section.

Criteria for Evaluation and Comments	Rating				
<b>1. Engagement</b> - Participates on a committee, task force, or functional committee as required. Assists with events, both internal and external for the institution. Participates in recruiting and advising activities as needed. Provides both administrative and academic support to the college. Provides informational tools to assist in enhancing processes.	1	2	3	4	5
<b>Comments:</b>					
<b>2. Concern with Impact</b> – Concentrates on outcomes, works across departmental boundaries. Resolves problems with minimum impact on students, guests, and coworkers. Capitalizes on opportunities to reduce costs, improve customer service/satisfaction and increase productivity. Pursues and encourages opportunities that foster learning, growth and development.	1	2	3	4	5
<b>Comments:</b>					
<b>3. Employee Ownership</b> – Genuine roles model. Champions the vision/mission of the institution. Shows pride in work and team. Focuses on the success of self, team, and institution. Presents a positive image and attitude.	1	2	3	4	5
<b>Comments:</b>					
<b>4. Future Oriented</b> – Anticipates internal and external forces that will impact the future effectiveness and efficiency of the unit and responds with needed changes. Thinks dynamically and fosters creative approaches or imaginative solutions.	1	2	3	4	5
<b>Comments:</b>					

<b>Section C Summary Rating</b> - Add the rating numbers together and divide by the total number of criteria in each section. Show Section Summary Rating in box at right (round to 2 decimal places).	
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**D. Teams Relations: \_\_\_\_\_ % of overall effort assigned to this Section**

Rate employee for all criteria in this section.

Criteria for Evaluation and Comments	Rating				
<p><b>1. Team Work</b> – Positively engages with the team and offers potential solutions. “Yes” attitude. Promotes and leads change with follow through on implementation. Shares talents, information and work. Engages with others in the institution. Goes beyond expectations and anticipates needs. Is flexible with time. Joins committees to make a difference. Treats others with dignity and respect. Contributes to an environment where differences are valued and encouraged. Seeks to build internal and external partnerships to better accomplish goals.</p>	1	2	3	4	5
<p><b>Comments:</b></p>					
<p><b>2. Sharing of Expertise</b> – Participates and/or chairs committees. Presents at conferences. Presents at professional development workshops. Mentors new staff. Shares and/or leads best practices. Sponsors student organizations or institutional organizations. Shares experience/knowledge.</p>	1	2	3	4	5
<p><b>Comments:</b></p>					
<p><b>3. Respect</b> – Sees and acknowledges value in others. Demonstrates pride in what they do and where they work. Treats students, guests, and co-workers with respect. Escorts people personally to their destinations. Shows consideration for the work of others. Makes new staff members feel welcome. Respects the workplace; keeps it clean.</p>	1	2	3	4	5
<p><b>Comments:</b></p>					
<p><b>4. Safe Space to Work</b> - Ensure a safe and respectable environment. Report any unacceptable behavior or environment which may violate policies (harassment, Title IX, power-based violence, discrimination, etc.)</p>	1	2	3	4	5
<p><b>Comments:</b></p>					

<p><b>Section D Summary Rating</b> - Add the rating numbers together and divide by the total number of criteria in each section. Show Section Summary Rating in box at right (round to 2 decimal places).</p>	
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**If employee does not have supervisory/management responsibilities, proceed to Overall Evaluation Narrative Summary.**

**EVALUATION OF LEADERSHIP/MANAGEMENT**

(Do not complete this section unless the employee has supervisory duties)

**E. Leadership/Management (Supervisors Only):** \_\_\_\_\_% of overall effort assigned to this Section  
 Rate employee for all criteria in this section.

Criteria for Evaluation and Comments	Rating					
<b>1. Work Group Management</b> – Sets realistic but challenging work goals. Provides appropriate resources and training. <b>Comments:</b>	NA	1	2	3	4	5
<b>2. Leadership Skills</b> – Encourages input and creativity in work methods. Shares information and keeps staff up-to-date. Communicates needs, ideas, and expectations clearly, convincingly, confidently and positively. Listens effectively to needs, ideas and expectations. <b>Comments:</b>	NA	1	2	3	4	5
<b>3. Performance Management</b> – Develops performance plan jointly with subordinate, communicating performance expectations clearly. Conducts thorough and timely performance reviews with subordinates; provides feedback throughout the performance period. Takes appropriate disciplinary action as needed. Ensure mandatory training compliance. <b>Comments:</b>	NA	1	2	3	4	5
<b>4. Managing Inclusion and Equity</b> – Creates a work environment that embraces inclusion and equity. Promotes an inclusive and equitable workplace. Develops, evaluates, and rewards employees consistent with the goal of creating an inclusive and equitable workforce. Respects roles of others. Recruits inclusive and equitable search committees. <b>Comments:</b>	NA	1	2	3	4	5

<b>Section E Summary Rating</b> - Add the rating numbers together and divide by the total number of criteria in each section. Show Section Summary Rating in box at right (round to 2 decimal places).	
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## PLANNING FORM

Name \_\_\_\_\_ Planning Period from \_\_\_\_\_ to \_\_\_\_\_

Department \_\_\_\_\_ Job Title \_\_\_\_\_

**Instructions:**

*Describe the developmental goals and objectives intended for the employee to pursue during the coming year. It is recommended that the description be specific so that at the end of the year there will be as little ambiguity as possible in judging whether each goal was achieved. It is recognized that some plans will be changed during the year and that not all goals will be achieved for a variety of reasons.*

*Set at least two objectives per Section that will aid the employee's performance development. SMARTIE goals should be used to help guide goal setting. (Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, Equitable).*

**Goals and Objectives**

**Section A – Work Habits**

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	Begin Date	Completion Date
➤ _____	_____	_____
➤ _____	_____	_____

Status of Goals and Objectives at Review Date:

**Section B – Behavioral Standards**

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	Begin Date	Completion Date
➤ _____	_____	_____
➤ _____	_____	_____

Status of Goals and Objectives at Review Date:

**Section C – Institutional Support**

	Begin Date	Completion Date
➤ _____	_____	_____
➤ _____	_____	_____

Status of Goals and Objectives at Review Date:

**Section D – Team Relations**

	Begin Date	Completion Date
➤ _____	_____	_____
➤ _____	_____	_____

Status of Goals and Objectives at Review Date:

**Section E – Leadership/Management (Supervisors Only)**

	Begin Date	Completion Date
➤ _____	_____	_____
➤ _____	_____	_____

Status of Goals and Objectives at Review Date:

**The goals and objectives listed above have been discussed and are understood.**

_____ Supervisor Signature	_____ Begin Date	_____ Supervisor Signature	_____ Review Date
_____ Reviewer Signature (Optional)	_____ Begin Date	_____ Reviewer Signature (Optional)	_____ Review Date
_____ Employee Signature	_____ Begin Date	_____ Employee Signature	_____ Review Date

### PERFORMANCE IMPROVEMENT PLAN

(Required for Overall Performance Ratings of Needs Improvement and Unsatisfactory)

Name \_\_\_\_\_ Review Period from \_\_\_\_\_ to \_\_\_\_\_

Department \_\_\_\_\_ Job Title \_\_\_\_\_

*This Performance Improvement Plan has been established for this employee due to receipt of an overall performance evaluation rating of Needs Improvement or Unsatisfactory, or a mid review period.*

**Needs Improvement**       **Unsatisfactory**       **Mid Review Period**

Identify the area(s) where performance improvement is needed. For each area identified establish goals and objectives that are required to be met. SMARTIE goals should be used to help guide goal setting (Strategic, Measurable, Ambitious, Realistic, Time-Bound, Inclusive, Equitable). Be sure to assign a begin date for each planned activity, an expected outcome completion date and a review date for area for performance improvement. A follow-up performance evaluation is required 90 days from the date of the Needs Improvement or Unsatisfactory performance rating. Human Resources must be consulted regarding the employee's future status with the institution.

**Area for Performance Improvement:**

**Planned Activity and Expected Outcome:**

Begin Date: \_\_\_\_\_ Outcome Completion Date: \_\_\_\_\_ Review Date: \_\_\_\_\_

**Status of Planned Activity and Expected Outcome at Review Date:**

The undersigned understand that it is necessary at this time to focus on the indicated area(s) for performance improvement. It is noted that disciplinary action(s) may be taken at any point if performance does not indicate significant improvement.

\_\_\_\_\_  
Supervisor Signature      \_\_\_\_\_ Begin Date      \_\_\_\_\_ Supervisor Signature      \_\_\_\_\_ Review Date

\_\_\_\_\_  
Reviewer Signature (Optional)      \_\_\_\_\_ Begin Date      \_\_\_\_\_ Reviewer Signature (Optional)      \_\_\_\_\_ Review Date

\_\_\_\_\_  
Employee Signature      \_\_\_\_\_ Begin Date      \_\_\_\_\_ Employee Signature      \_\_\_\_\_ Review Date