

WEST VIRGINIA STATE UNIVERSITY BOARD OF GOVERNORS

West Virginia State University

BOG Policy #35

Title: Performance Review for Non-Classified Employees

Section 1. General

1.1 Purpose: This policy identifies the performance areas for which non-classified staff are responsible

1.2 Scope: This policy applies to all component units of West Virginia State University (WVSU).

1.3 Authority: West Virginia Higher Education Policy Commission.

1.4 Effective Date:

Section 2. Policy

2.1 It is the intention of the West Virginia State University Board of Governors that yearly performance reviews will be conducted for all non-classified staff of WVSU.

2.1.1 The evaluation tool(s) for the President are specified separately;

2.1.2 The rating tool to be developed for this policy can be utilized for any non-classified employee of WVSU or the tool may be tailored to the needs of a particular unit upon approval of the relevant vice president or dean;

2.1.3 Evaluations based on the developed tool, or on approved modifications, may provide the basis for the awarding of merit funds which maybe available for distribution to non-classified employees of WVSU;

2.1.3.1 Only non-classified staff which are in permanent positions identified with institutional units will be considered eligible for merit increases.

Section 3. Procedures

3.1 The evaluation tool, named *PERFORMANCE REVIEW FORM*, on which any approved modification would be based, will be available in the office of Human Resources.

3.1.1 Evaluations will be based on whether a number of separate performance areas are performed at levels which 1) do not meet requirements, 2) meet requirements, or 3) exceed requirements;

3.1.1.1 A score from 0--10 is awarded by the employee's immediate supervisor for each performance area;

3.1.1.1.1 Each rating is reviewed with the employee by the supervisor;

3.1.1.1.2 Comments or corrective requirements may be added for each performance area.

3.1.1.2 The value of 10 is multiplied by the number of performance areas within the relevant evaluation tool and then scaled to 100;

3.1.1.3 The total raw score of the employee is multiplied by the same scaling factor as utilized in Section 3.1.1.2 to obtain the employee's quantitative evaluation score;

3.1.1.4 The evaluation tool will also provide for various non-quantitative evaluative observations to be made by the supervisor of the employee.

3.1.1.4.1 Both the employee and the supervisor sign off on the evaluation tool indicating knowledge of all the enclosed numerical ratings and comments.

WYSU and WVSCTC PERFORMANCE REVIEW FORM for Non-Classified Employees

Employees Name _____ Title _____
No. _____

Social Security _____

Supervisor _____ Evaluation Period: From _____ To _____

Department or Unit _____ Is Evaluation Period Probationary? Yes No

General Instructions: The performance areas listed below cover qualities, traits, characteristics and abilities which are important for success on the job. The areas are to be evaluated separately and a numerical rating from 0-10 (10 being high) is awarded for each performance area. Besides recognizing commendable performances, specific job duties or traits which are deficient and specifically what the employee must do to indicate improvement should be described.

Levels of Performance:

Does not meet requirements; Scores 0-3; performance is at a level much less than required; considerable improvement is needed.
Meets requirements; Scores 4-7; performance is satisfactory; not exemplary but meets overall requirements.
Exceeds requirements; Scores 8-10; meets overall requirements; performance in some regards consistently exceeds requirements.

Performance Area #1 - Job Knowledge

Consider adequacy of practical, technical and professional skills and knowledge for accomplishing the job.	Does not meet requirements - has little or poor grasp of practical, technical or professional knowledge.	Meets requirements - knowledge in the field appears to be satisfactory.	Exceeds requirements - is well informed in essentially all areas of the field or specialty.	Score for Job Knowledge: _____
	Scores 0-3	Scores 4-7	Scores 8-10	

Comments or actions needed related to **Job Knowledge:** _____

Performance Area #2 - Quality of Work

Consider the extent to which work standards are set and employee consistently achieves high quality results that relate to accuracy, neatness, thoroughness, dependability and usefulness of results.	Does not meet requirements - makes frequent or repeated errors despite guidance—results are of limited value.	Meets requirements - results are useful and acceptably correct.	Exceeds requirements - results rarely contain errors, omissions, or incompleteness.	Score for <u>Quality of Work</u>
	Scores 0-3	Scores 4-7	Scores 8-10	_____

Comments or actions needed related to **Quality of Work**: _____

Performance Area #3 - Quantity of Work

Consider how much work is produced in relation to reasonable expectations, availability of adequate resources, etc.	Does not meet requirements - results of work is too limited.	Meets requirements - volume of completed work is satisfactory.	Exceeds requirements - volume of completed work is beyond expectations; is very industrious.	Score for <u>Quantity of Work</u>
	Scores 0-3	Scores 4-7	Scores 8-10	_____

Comments or actions needed related to **Quantity of Work**: _____

Performance Area #4 - Interpersonal Relations

Consider the effectiveness of the interactions with staff, visitors, patrons, service users and the general public as applicable.	Does not meet requirements - interactive relationships are unsatisfactory despite guidance and counseling.	Meets requirements - maintains positive relations with others.	Exceeds requirements - maintains highly productive relations with others.	Score for <u>Interpersonal Relations</u>
	Scores 0-3	Scores 4-7	Scores 8-10	_____

Comments or actions needed related to Interpersonal Relations:

Performance Area #5 - Critical Thinking

Consider the extent to which prior thought and analysis of facts and the related situations are done prior to initiating action and problem solving activities.	Does not meet requirements - incomplete consideration of consequences; impulsive responses are too common.	Meets requirements - acceptable analysis precedes actions and problem solving activities.	Exceeds requirements - responsive actions and problem solving activities are well thought out.	Score for <u>Critical Thinking</u>
	Scores 0-3	Scores 4-7	Scores 8-10	_____

Comments or actions needed related to Critical Thinking:

Performance Area #6 - Attitude/Cooperation

Consider enthusiasm, courtesy, adaptability flexibility, general disposition and spirit within the work environment.	Does not meet requirements - a poor attitude makes the individual hard to work with.	Meets requirements - the overall attitude makes the individual reasonable to work with.	Exceeds requirements - very cooperative; demonstrates a good attitude.	Score for <u>Attitude/Cooperation</u>
	Scores 0-3	Scores 4-7	Scores 8-10	_____

Comments or actions needed related to Attitude/Cooperation:

Performance Area #7 - Resourcefulness

Consider the extent to which the individual is a self-starter and handles unexpected difficulties successfully; include the development of new ideas and whether close supervision is required.	Does not meet requirements - requires close supervision; individual demonstrates little personal drive.	Meets requirements - the demonstrates good initiative; is usually resourceful; requires more limited supervision.	Exceeds requirements - adapts readily to change; functions effectively with limited supervision; is a highly effective self-starter.	Score for <u>Resourcefulness</u>
	Scores 0-3	Scores 4-7	Scores 8-10	_____

Comments or actions needed related to Resourcefulness:

Performance Area #8 - Planning

Consider the effectiveness in the planning, organization and completion of tasks, assignments, projects and programs; include the extent to which the individual sets challenging, yet realistic goals.	Does not meet requirements - fails to complete assigned tasks in a timely manner, no indications that goals are set; organized activity not readily apparent.	Meets requirements - strives to set and meet realistic goals; completes tasks in a timely manner; task organization is apparent.	Exceeds requirements - organization is readily apparent; tasks are completed on time; realistic goals are set and met.	Score for Planning
	Scores 0-3	Scores 4-7	Scores 8-10	_____

Comments or actions needed related to **Planning**: _____

Performance Area #9 - Communication - Oral/Written

Consider the effectiveness in communicating with users, peers, supervisors, subordinates, the public and others; consider the timeliness, effect and outcomes of communications.	Does not meet requirements - little effort is apparent to communicate with or assist others.	Meets requirements - few apparent difficulties in communicating with others; usually appears considerate of others.	Exceeds requirements - very effective in communicating with others; consideration of others is apparent.	Score for Communication - Oral/Written
	Scores 0-3	Scores 4-7	Scores 8-10	_____

Comments or actions needed related to **Communication - Oral/Written**: _____

Performance Area #10 - Resource Management

Consider the effectiveness in the management and conservation of human time, financial, physical and other resources; include the ability to perceive and initiate productivity improvement and cost reduction methods.	Does not meet requirements - few or no steps have been taken to reduce costs and labor or to develop more efficient methods and processes.	Meets requirements - satisfactory resource management activities are apparent; engages in cost reduction activities.	Exceeds requirements - successfully manages resources while seeking new and more efficient approaches.	Score for Resource Management
	Scores 0-3	Scores 4-7	Scores 8-10	_____

Comments or actions needed related to **Resource Management**: _____

Performance Area #11 - Overall Contribution

Consider the extent to which the service of this individual contributes to the goals of the unit and the end users; are the services consistent and responsible; does the individual demonstrate a team spirit.	Does not meet requirements	Meets requirements	Exceeds requirements	Score for Overall Contribution
	- contributes very little to the unit despite guidance and counseling. Scores 0-3	- usually is a contributor of new approaches and suggestions. Scores 4-7	- consistently contributes useful ideas; is a goal oriented strong leader who contributes to the team spirit of the unit. Scores 8-10	_____

Comments or actions needed related to **Overall Contribution**: _____

Performance Area #12 - Professional Development

Consider the extent to which the individual works toward engaging in professional development on their own initiative, including training, learning extensions, development courses, etc.	Does not meet requirements	Meets requirements	Exceeds requirements	Score for Professional Development
	- no apparent steps have been taken to improve professionally. Scores 0-3	- pursues professional development activities when readily available. Scores 4-7	- attempts to stay on top of professional developments in the individual's field and as related to their unit's goals. Scores 8-10	_____

Comments or actions needed related to **Professional Development**: _____

1 - Areas of apparent strength: _____

2 - Areas of needed improvement and Activity Plan: _____

Overall Numerical Performance Rating: Sum of Rating Points in the 12 Areas = _____; Multiplied by Scaling Factor of 0.833 = _____.

The ratings indicated on this form have been discussed with me by my supervisor.

Employee: _____ Date: _____

Supervisor: _____; Reviewed by/Date: _____