

Maricopa County Community College District



Management, Administrative, and Technology (MAT) Performance Appraisal and Evaluation Summary Form

This Performance Appraisal and Evaluation Summary Form consists of four parts. Please review all parts of the Performance Appraisal and Evaluation Summary Form thoroughly.

Part 1: A through E contains the Job and Personal Performance Factors on which the employee will be rated.

Part 2: Provides space for the establishment and measurement of performance objectives.

Part 3: Provides space for the rater to summarize the employee's evaluation.

Part 4: Provides space for the employee to respond to the rater's comments and ratings, based on this performance appraisal and evaluation.

Annual Evaluation Period: MM/YY	Date of Last Evaluation:
Date This Evaluation Completed and Discussed with Employee: MM/DD/YY	The original completed Performance Appraisal and Evaluation Summary Form must be sent to the Employee Services Department to be placed in the employee's official file. The employee must receive a signed copy of the completed appraisal.

Employee Name (Last, First MI): _____ Campus: _____

Position Title _____

Supervisor Name (Last, First MI) _____

Supervisor Position/Title: _____

Signatures: _____

*Employee	Date	Supervisor	Date
President/Vice-Chancellor		Date	

**NOTE: Employee signature validates review of evaluation with Supervisor, and not necessarily agreement with the evaluation results.*

Part 1: A-E. Job and Personal Performance

Numerically rate the employee's Standard of Performance, 1-5 for each item, or NA where not applicable. Place the rating in the column provided. The supervisor should provide written comments for each item. COMMENTS ARE MANDATORY FOR RATINGS OF 2 OR LOWER. Please attach additional sheets if needed.

Standards of Performance						1-5; NA	Comments
Exceeds 5	4	At Standard 3	2	Needs Dev. 1	Not Appl. NA		
A. Directing, Coordination and Facilitating							
1. Forecasting and Planning How well does the employee establish objectives, set priorities, anticipate problems, and/or otherwise plan work in his/her areas of responsibility?							
2. Organization and Administration How well does the employee allocate, balance and integrate work? How well does s/he arrange and facilitate the accomplishment of tasks? How accurate and timely are reports? How well are administrative systems utilized and administrative procedures followed?							
3. Problem Solving How well does the employee solve problems? Are appropriate objectives established? Are numerous alternative solutions considered and weighted? Are attempted solutions evaluated and critiqued?							
4. Decision Making Does the employee make decisions? Are numerous alternative solutions and their potential impacts considered and evaluated as part of the decision making process? Are decisions timely?							
5. Follow-up and Control How well does the employee review and evaluate work, both while it is being done, and after its completion? Does the employee have a grasp of projects that require multi-layered coordination of staff and departments?							
B. Knowledge/Policies							
1. Job Knowledge How knowledgeable is the employee of the methods, techniques and skills in his/her functional areas that are necessary for satisfactory performance?							
2. Budget Knowledge How effectively does the employee work within his/her budget? Does s/he develop realistic budget alternatives in resolving financial challenges?							
3. Computer Literacy How well does the employee meet the degree of computer literacy required for his/her position?							
4. Professional Development Does the employee show an interest in taking action to increase his/her knowledge, broaden his/her experiences, and develop and grow as an employee?							
5. Ethics Does the employee behave in accordance with the rules and standards governing conduct in his/her position?							

Standards of Performance						
Exceeds 5	4	At Standard 3	Needs Dev. 2	Not Appl. 1 NA	1-5; NA	Comments
Part 1. Job and Personal Performance (con't)						
C. Supervision/Coaching/Development						
1. Training and Development of Others Within MCCD Does the employee commit time and effort to train, evaluate and develop others? Does s/he provide the guidance to others that will help build a stronger workforce for the College and District?						
2. Effectiveness How effectively does the employee use his/her influence to guide others toward established goals?						
3. Stimulating Motivation in Others Does the employee stimulate others to higher levels of individual and group performance? Does s/he recognize exemplary performance and initiative from others?						
4. Relationships with Staff Subordinates How well does the employee relate to immediate staff? Is s/he perceived as being fair, honest and trustworthy?						
5. Equity and Mutual Respect How well does the employee establish and maintain an environment of equity and mutual respect? Does the employee promote conditions that are humane, fair, dignified and non-discriminatory, both within the work unit and campus community?						
6. Delegation How well does the employee delegate? Is work delegated to staff based on their knowledge, skills and other capabilities? Is staff provided with the appropriate resources to complete the work delegated to them?						
D. Communication/Working Relationships						
1. Oral Communication How well does the employee communicate verbally to convey his/her intent to others? Are instructions clear and concise? Does the employee speak respectfully to others?						
2. Written Communication How well does the employee communicate in writing? Are memos, letters and other written communications clear, accurate, well constructed, and do they convey the appropriate tone?						
3. Relationship with Supervisor How well does the employee relate with his/her supervisor?						
4. Relationships with Colleagues How well does the employee relate to colleagues? Is s/he perceived as being fair, honest, trustworthy and a team player?						
5. Relationships with Others How well does the employee relate to "others" (i.e. students, faculty, vendors, outside professionals and agents? Does s/he represent his/her department, college and the District favorably?						

Standards of Performance					1-5; NA	Comments
Exceeds 5	4	At Standard 3	2	Needs Dev. 1		
Part 1. Job and Personal Performance (con't)						
E. Personal Leadership and Management Style						
1. Energy, Drive and Enthusiasm How well does the employee demonstrate the willingness and capacity to work hard? Does s/he set a good example for others to follow?						
2. Initiative How well does the employee generate action and recommendations? Is s/he a self-starting individual? Do others tend to view him/her as a leader?						
3. Goal Orientation Does the employee commit to challenging, realistic goals, and follow them through to completion?						
4. Analytical Ability How well does the employee assess a situation, determine the principle problem and devise systematic procedures for solutions?						
5. Creative Ability How well does the employee think and work creatively? Does s/he attempt to find original solutions to problems? Does s/he bring new ideas to his/her job and the District?						
6. Judgment How well does the employee perceive and assess situations, relationships and alternatives? How effectively does s/he use prior education and work experience to make reasonable decisions?						
7. Cooperativeness and Adaptability How well does the employee accept necessary change? Does s/he take a flexible approach to resolving conflict? Will s/he accept an extra assignment or two in order to contribute to the goals of the College and District?						

Part 3. Rater's Overall Summary and Comments.

The space below is to be used by the supervisor for additional comments or recommendations concerning performance or professional development.

Part 4. Employee Comments (Optional)

The space below may be used by the employee to respond to ratings, comments and recommendations. Additional sheets may be attached if necessary.