

UNIVERSITY OF CENTRAL FLORIDA
Law Enforcement Performance Appraisal

Name: _____ EmplID#: _____ DEPT#: _____

Appraisal Period: From: _____ To: _____

Policy Statement:

The job performance of each University Support Personnel System (USPS) staff member is to be appraised periodically to ensure performance standards are met, to enhance communications and to facilitate and promote career growth and development. The performance of staff members who are serving a 6-month probation in a class shall normally be appraised during the second, fourth and sixth months. The performance of staff members who are serving a 12-month probation in a class shall normally be appraised during the third, sixth, ninth, and twelfth months. Staff members who have satisfactorily completed the probation period for their class shall have their performance appraised during the month prior to their annual anniversary in the class. Special Appraisals may be written at anytime, however when performance is “Below Performance Standards” an appraisal shall be written on the staff member’s performance during the previous 60-day period.

Instructions:

1. In order to more satisfactorily inform the staff member of his or her job performance, the first step of this appraisal process involves specifying the “weight” given each performance factor. “Weights” are provided to communicate the importance of each factor. The following scale should be used. *Place the appropriate number, indicating the degree of importance assigned to each factor, in the “Weight” column. Remember, these performance factors are a function of the position (i.e., inherent to the position), not the employee.*

3=Primary Importance 2=Average importance 1=Minor Importance 0=Not Relevant

2. Following the assignment of “weights” to each performance factor, check the box provided in the space that contains the statement that most closely describes the staff member’s performance during the rating period:

PERFORMANCE FACTOR	WEIGHT	APPRAISAL STATEMENT (Check most appropriate statement)				
Job Knowledge: Understanding of present job duties and related work.		<input type="checkbox"/> Lacks understanding of duties and knows little about related work.	<input type="checkbox"/> Understands minimum requirements of the position. Knowledge should improve with experience.	<input type="checkbox"/> Understands job mechanics, adequately informed. Routine instructions given.	<input type="checkbox"/> Has very good knowledge of job and related work. Needs little instruction.	<input type="checkbox"/> Exceptionally well informed on all phases of work. Rarely needs instruction, even in new situations.
Job Skills: Demonstrated skills and abilities necessary for full job performance.		<input type="checkbox"/> Has demonstrated inability to perform job functions despite training/instruction.	<input type="checkbox"/> Demonstrates minimal skills and abilities.	<input type="checkbox"/> Possesses satisfactory skills and abilities to produce acceptable work.	<input type="checkbox"/> Above average competency in use of necessary skills and abilities.	<input type="checkbox"/> Consistently superior use of skills and abilities.
Quality of Work: The accuracy, completeness, neatness, and effectiveness of work performed.		<input type="checkbox"/> Consistently below minimum standards. Work is unacceptable. Work must often be redone.	<input type="checkbox"/> Usually meets minimum standards however, improvement is needed. Work must be redone occasionally.	<input type="checkbox"/> Produces satisfactory work. Meets all expectations of the position. Work is seldom redone.	<input type="checkbox"/> Frequently exceeds expectations. Does above average work.	<input type="checkbox"/> Consistently exceeds expectations. Does exceptional work.
Judgment: Ability to organize and achieve logical conclusions in a timely manner.		<input type="checkbox"/> Makes frequent errors in judgement.	<input type="checkbox"/> Judgment adequate in routine situations.	<input type="checkbox"/> Exercises satisfactory judgment in nearly all cases.	<input type="checkbox"/> Exercises good judgment and anticipates consequences of actions.	<input type="checkbox"/> Exceptional judgment. Displays maturity in handling most situations.
Dependability: The staff member’s attention to work in the absence of direct or indirect supervision.		<input type="checkbox"/> Needs constant direct supervision.	<input type="checkbox"/> Needs frequent direct supervision.	<input type="checkbox"/> Needs routine indirect supervision.	<input type="checkbox"/> Seldom needs direct or indirect supervision.	<input type="checkbox"/> Justifies utmost confidence. A self-starter.
Initiative: The staff member’s resourcefulness, self-reliance, willingness to accept and ability to carry out responsibility.		<input type="checkbox"/> Needs detailed instructions. Rarely develops more effective way of handling assignments. Requires constant follow-up.	<input type="checkbox"/> Does minimum required. Seldom exhibits creative thought. Requires some follow-up.	<input type="checkbox"/> Takes initiative to solve problems and carry out responsibility.	<input type="checkbox"/> Has drive and resourcefulness to deviate from routine and make effective suggestions.	<input type="checkbox"/> Frequently makes ingenious suggestions, develops ideas and solutions to problems and follows through completely.
Communication Skills: The staff member’s ability to communicate with others orally and/or in writing		<input type="checkbox"/> Written <input type="checkbox"/> Spoken Frequently unable to communicate clearly.	<input type="checkbox"/> Written <input type="checkbox"/> Spoken Occasionally unable to communicate clearly.	<input type="checkbox"/> Written <input type="checkbox"/> Spoken Has an appropriate communication skill for the position.	<input type="checkbox"/> Written <input type="checkbox"/> Spoken Better than average ability to communicate thoughts and ideas.	<input type="checkbox"/> Written <input type="checkbox"/> Spoken Exceptional communication skills.
Attendance: The staff member’s attendance and punctuality.		<input type="checkbox"/> Often absent and/or frequently tardy without good excuse.	<input type="checkbox"/> Lax in attendance or reporting on time.	<input type="checkbox"/> Attendance and punctuality are satisfactory.	<input type="checkbox"/> Rarely absent or tardy.	<input type="checkbox"/> Extremely conscientious. absent only when absolutely unavoidable.
Relationship with People: The extent to which the staff member works harmoniously and effectively.		<input type="checkbox"/> Has difficulty relating to others, which frequently inhibits effectiveness.	<input type="checkbox"/> Relates fairly well to others, works with some better than others.	<input type="checkbox"/> Works well with others, which promotes effectiveness in carrying out duties.	<input type="checkbox"/> Gets along extremely well with others.	<input type="checkbox"/> Has outstanding interpersonal skills and abilities, which are assets on the job.
Promotion of Cultural Diversity: Work performance that encourages all students, staff, faculty, and community members to participate fully in the educational, employment, and cultural activities and programs of the University.		<input type="checkbox"/> Does not demonstrate support for the University’s diversity goals.	<input type="checkbox"/> Occasionally demonstrates lack of support for the University’s goal of becoming more inclusive and diverse.	<input type="checkbox"/> Treats people fairly and supports the University’s diversity goals.	<input type="checkbox"/> Shows extra initiative to support the University’s diversity goals.	<input type="checkbox"/> Consistently and frequently embodies the University’s promotion of cultural diversity through formal and informal communications and actions.

SUPERVISORY SKILLS: The following performance factors are to be rated for supervisors only.

Organizational and Administrative Effectiveness and Efficiency: The supervisor’s ability to plan, implement and administer.	<input type="checkbox"/> Exhibits demonstrated inability to organize and/or administer.	<input type="checkbox"/> Performs routine tasks well.	<input type="checkbox"/> Plans and implements most tasks quite well with minimal direction.	<input type="checkbox"/> Can be relied on to plan, implement, and administer tasks well.	<input type="checkbox"/> Performs all tasks and projects very well with little or no direction.
Leadership: The extent to which the supervisor is able and willing to guide, develop and set a positive example for others.	<input type="checkbox"/> Avoids or neglects leadership responsibility does not have the respect of employee(s).	<input type="checkbox"/> Has not adequately developed leadership qualities, but shows potential for growth.	<input type="checkbox"/> Obtains satisfactory results from employee(s).	<input type="checkbox"/> Motivates others successfully, develops personnel.	<input type="checkbox"/> Possesses exceptional leadership qualities.

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I. SUPERVISOR'S COMMENTS

RATING LEVELS - (Check one)

- _____ **Below Performance Standards:** Staff members appraised at this level are **not** achieving the performance standards for the position. Such performance is **unacceptable**. If employment in this class is continued, supervision shall be responsible for identifying improvements necessary for the employee to achieve performance standards. **Immediate** steps must be taken by the staff member to attempt to achieve performance standards.
- _____ **Achieves Performance Standards:** Staff members appraised at this level are achieving the performance standards set for the position. These staff members perform assigned duties and responsibilities with a normal amount of supervision. Under normal circumstances, most staff members would achieve performance standards. This is the **expected** and **usual** level of performance. The staff member is doing a good job.
- _____ **Special Achievement Modifier:** Staff members given this modifier have been appraised at "Achieves Performance Standards" but their performance during the rating period has occasionally or in some performance categories exceeded performance standards. Job performance lacks the **consistency** for an overall rating of "Exceeds Performance Standards."
- _____ **Exceeds Performance Standards:** Staff members appraised at this level perform at an overall level **significantly** above the standards established for the position. This is the highest performance category and should only be used when performance **consistently** exceeds standards.
- _____ **Meritorious Service Modifier:** Staff members given this modifier have been appraised at "Exceeds Performance Standards" and have helped meet the needs of University in an **extraordinary** way. (This achievement is described below in the "Other Comments" section.)

Other Comments:

(Use additional sheets if necessary)

II. SUPERVISOR'S RECOMMENDATION (For Probationary Staff Members Only)

(Check one)

- _____ Performance during the probation period is, or continues to be, rated at least "Achieves Performance Standards."
- _____ Retain, but action may be taken to discontinue employment unless immediate steps are taken to improve performance to at least the "Achieves Performance Standards" level.
- _____ Extend probation period for _____ days based on an overall 6-month appraisal rating of "Below Performance Standards."
- _____ Discontinue employment based on the inability to receive an overall rating of at least "Achieves Performance Standards."
- _____ Successful completion of the probationary period with an overall rating of "Achieves Performance Standards" or "Exceeds Performance Standards."

III. SUPERVISORY CERTIFICATION

(Immediate Supervisor's Signature)

(Date)

(Department Head's Approval)

(Date)

IV. STAFF MEMBER'S COMMENTS

How clearly do you understand what is expected of you regarding your job performance?	<input type="checkbox"/> Completely clear. I know exactly what is expected of me.	<input type="checkbox"/> Very clear. I generally know what is expected of me.	<input type="checkbox"/> Usually clear. I seldom have to ask.	<input type="checkbox"/> Somewhat clear. I sometimes have to ask.	<input type="checkbox"/> Not clear. I'm never sure of my duties and responsibilities.
To what extent do you agree, or disagree, with this performance appraisal?	<input type="checkbox"/> I agree completely	<input type="checkbox"/> I agree	<input type="checkbox"/> I have some disagreement	<input type="checkbox"/> I totally disagree	
Do you have a current copy of your job description?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			

Other Comments:

(Use additional sheets if necessary)

(Staff Member's Signature)

(Date)