A blue rectangle with white dots

Description automatically generated

**UC Merced Performance Appraisal**

**Employee Information**

# Name:       Department:

**Division:**       **Supervisor's Name:**

**Job Title:**       **Title Unit Code:**

**Period Covered By This**

**Appraisal From:**       **To:**

**Appraisal Ratings**

**Far Exceeded Expectations (FEE):** this rating is rarely achieved.Performance consistently far exceeded expectations in virtually all competencies and overall work was superior; work contributed to the overall success of the unit or the campus at large, with significant positive impact over time; and goals and assignments were consistently completed, on time or often earlier than anticipated. It is best practice to include concrete examples of the staff member’s contributions in the overall rating section.

**Successfully Met Expectations (SME):** this rating covers overall effective performance.Performance consistently met expectations in virtually all competencies, the quality of work overall met expectations, and many goals and assignments were well executed and largely met on time. The employee is dependable, competent, and knowledgeable, and may have exceeded some expectations. It is best practice to include concrete examples of the staff member’s contributions in the overall rating section.

**Met Some Expectations (MSE):** performance was adequate in some competencies, but needs improvement in one or more critical competencies. One or more of the most critical goals or assignments were not met. Work product requires improvement in one or more critical competencies to meet expectations. Concrete examples of the staff member’s deficiencies must be included in the overall rating section. *At the manager's discretion, a performance improvement plan may be outlined with timelines and monitored to measure progress. Review from HR is required.*

**Met Few Expectations (MFE):** performance was unacceptable in one or more critical competencies that significantly hindered overall successful performance. Individual failed to make reasonable progress toward critical work assignment(s) or goal(s). Concrete examples of the staff member’s deficiencies must be included in the overall rating section. *A performance improvement plan must be outlined with timelines and monitored to measure progress. Review from HR is required.*

**Core Competencies**

This section is used to capture how well an employee performed in each competency. A competency is a measurable pattern of skills, knowledge, abilities, behaviors and other characteristics needed to perform and fulfill their job responsibilities successfully. Speak to how well an employee performed in each competency in the overall rating text box below, including supporting evidence to justify the performance rating. Comments must be incorporated, the appraisal cannot be submitted/completed without a meaningful justification. Those in the role of Manager have an additional competency for which they are accountable.

For guidance with the assessment of each core competency, please be sure to review [UCM's Core Competency Rubric.](https://hr.ucmerced.edu/sites/hr.ucmerced.edu/files/documents/uc_merced_appraisal_rubric_final.pdf) The rubric is intended to be a guide. It provides examples of what behaviors *could* look like and are not inclusive of all behaviors that demonstrate each level of performance for the competency. Rather, this is a tool to help guide evaluations of employee performance and should not be used as a checklist for employees' behavior.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Performance**  **Assessment** | | | | |
| Achieving Results - Competencies | FEE | SME | MSE | MFE | N/A |
| **Continuous Improvement**  Strives for high-quality performance in self and the organization. Takes initiative in an ongoing effort to improve products, services, or processes to deliver optimum results. Is resourceful, seeks alternatives and broad input; measures outcomes. |  |  |  |  |  |
| Continuous Learning Demonstrates responsibility and ownership for one’s job and career path by identifying and expanding skillsets needed to perform successfully on the job. Consistently works to learn and increase knowledge. Asks for help when needed, admits mistakes and is open to feedback. |  |  |  |  |  |
| Problem Solving Anticipates and identifies problems; conducts appropriate analysis to understand stakeholder interests. Generates and evaluates alternative solutions. Takes thoughtful risks. |  |  |  |  |  |
| Service Focus Values and delivers high quality, professional, responsive, and innovative service to all customers. Establishes and maintains positive, long-term working relationships. |  |  |  |  |  |
| Building Relationships - Competencies | FEE | SME | MSE | MFE | N/A |
| Belonging and CommunityModels, fosters, and promotes the [University of California Principles of Community](https://ucnet.universityofcalifornia.edu/working-at-uc/our-values/principles-of-community.html). Demonstrates empathy and respect for all people regardless of differences; promotes fairness and equity. Cultivates, champions, embodies, embraces, and supports a sense of diversity, equity, inclusion and belonging. |  |  |  |  |  |
| Collaboration Interacts with others in ways that demonstrate collaboration and cooperation. Builds partnerships with others to achieve organizational results. Cultivates, builds and maintains positive relationships across the organization. |  |  |  |  |  |
| Communication Clearly and effectively shares information both orally and in writing. Uses the most appropriate and effective medium for communicating. Adapts and adjusts messages in line with audience experience, diversity and background. Seeks input and actively listens; checks for understanding of messages. |  |  |  |  |  |
| Creating the Future - Competencies | FEE | SME | MSE | MFE | N/A |
| Change Agility Anticipates and adapts to change. Supports change initiatives by energizing others at all levels and ensuring continued commitment when faced with new initiatives. Demonstrates tolerance and adaptability when dealing with ambiguous situations. Effectively plans for change and deals with setbacks through flexibility and resilience. |  |  |  |  |  |
| Mission and Vision Focus Shows understanding of and commitment to the UC mission and vision. |  |  |  |  |  |
| Stewardship Demonstrates accountability, discretion and sound judgment when utilizing tangible and intangible University resources to ensure the public trust. |  |  |  |  |  |

**Overall Rating**

If the overall rating is either far exceeded expectations or successfully meet expectations, a narrative is optional.

If the overall rating is met some expectations or met few expectations, a narrative is required. The appraisal cannot be submitted/completed without sufficient explanation.

Managers have the discretion to weight core competencies differently and should take the following items into consideration and discuss in the narrative, if applicable:

1. Successes/achievements noted in the summary of accomplishments
2. Challenges an employee may have faced during the appraisal period
3. Corrective action taken, counseling memos or performance improvement plans issued
4. Professional development/individual goals met, or not met and why?

# Overall Rating

Far Exceeded Expectations

Successfully Met Expectations

Met Some Expectations

Met Few Expectations

**Narrative:**

**Professional Development / Skills Building (Optional)**

This section is used to identify professional development/skill building opportunities for purposes of enhancing job performance and achieving career goals. This section is not to be used to initiate a performance improvement plan.

# Professional Development / Skill Building Objectives

Title:       Due:

Description:

# Competency:

**Past Goals**

**Goals from Previous Appraisal Period**

**Title:**

**Description:**

**Status:**

Manager Comments:

**Future Goals**

This section is completed by the supervisor in collaboration with the employee. A minimum of 2 goals to be completed during the performance cycle must be identified. Individual performance goals should align with those of the department and/or campus.

Goals should be **SMART:**

**S** - specific, significant, stretching

**M** - measurable, meaningful, motivational

**A** - agreed upon, attainable, achievable, acceptable, action-oriented

**R** - realistic, relevant, reasonable, rewarding, results-oriented

**T** - time-based, timely, tangible, trackable

# Goals

**Title:**

**Description:**

# Due:

**Title:**

**Description:**

# Due:

**Employee Comments**

At the completion of the final appraisal discussion between the supervisor and employee, the employee may use this section to discuss aspects of the appraisal.

**Signatures**

I have read and discussed the contents of this performance appraisal with my supervisor:

X

X

Employee's Signature Supervisor's Signature