

Annual Staff Evaluation Ratings Rubric & Guidance

These guidelines are provided to assist supervisors and employees during the annual performance evaluation. The purpose is to provide clarification on the rating scores provided on the Annual Performance Rating form. These definitions provide guidance to create consistency and fairness in the evaluation and rating process across campus.

Annual Performance Ratings (From the CU Annual Performance Rating Form)	Examples of Ratings (Job duties vary by position, so these examples should prompt consideration/discussion between the supervisor and staff. <i>Performance goals should also be considered.</i>)
5 – Outstanding <ul style="list-style-type: none"> ▪ <i>Far exceeds</i> performance expectations on a consistent and uniform basis. ▪ Work is of exceptional quality in all essential areas of responsibility. ▪ In addition, makes an exceptional or unique contribution in achievement of the unit, department, and University objectives. 	These are some examples of the contributions that far exceed expectations: <ul style="list-style-type: none"> ▪ Implements the knowledge gained from a <i>new</i> advanced certification or degree to further the mission of the College. ▪ Takes on the majority (or a significant amount) of the duties of a vacant position in addition to one’s own duties for a significant amount of time. ▪ Far exceeds position/program metrics (e.g. enrollment, funding sources, program development, support, etc.) on a <i>consistent</i> and <i>uniform</i> basis.
4 – Exceeding Expectations <ul style="list-style-type: none"> ▪ Always achieves performance expectations and <i>frequently</i> exceeds them. ▪ Demonstrates performance of a very high level of quality in all areas of responsibility. 	These are some examples of how one might exceed performance expectations: <ul style="list-style-type: none"> ▪ Takes initiative to fill gaps in processes. ▪ Identifies problems and develops creative solutions. ▪ Creates and implements new processes and procedures. ▪ Participates in committees, events, and organizations, etc. that are not normally associated with your job duties ▪ Pursues professional development opportunities to enhance job capabilities. ▪ Exceeds position/program metrics (e.g. enrollment, funding sources, program development, support, etc.) on a <i>frequent</i> basis.
3 – Meeting Expectations <ul style="list-style-type: none"> ▪ Consistently fulfills performance expectations and <i>periodically</i> may exceed them. ▪ Work is of high quality in all significant areas of responsibility. 	<ul style="list-style-type: none"> ▪ The job duties completed accurately and in a timely manner. ▪ New hires within the last year <i>may</i> receive this rating because they are still learning their job duties. ▪ Meets position/program metrics (e.g. enrollment, funding sources, program development, support, etc.) on a <i>consistent</i> basis.
2 – Below Expectations <ul style="list-style-type: none"> ▪ <i>Frequently fails</i> to meet expectations and improvement is needed in these areas. 	<ul style="list-style-type: none"> ▪ Performance Improvement Plan to address <i>frequent failure</i> to meet expectations. Consult HR on preparing and recording this document.



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1 – Fails to Meet Expectations <ul style="list-style-type: none">▪ <i>Consistently fails</i> to meet expectations and improvement is needed in most aspects of position.	<ul style="list-style-type: none">▪ Performance Improvement Plan to address <i>consistent failure</i> to meet expectations. Consult HR on preparing and recording this document.
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Additional resources, to include forms and policies, are located on the Campus HR website:
<https://hr.uccs.edu/supervisors/performance-management>

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