Title: Performance Evaluations - Annual

HR Policy No.: 20.004
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## Purpose

This policy outlines the formal, in-depth discussion of employee performance that supervisors must have, at least annually, which each direct report. The process contemplated by the policy is designed to provide continuous feedback on performance, to identify areas where the employee should improve, as well as those where the employee excels, and to address the continuous professional growth and development of the employee. The performance appraisal process is the procedure by which the evaluative judgment of supervisory management is formally expressed.

## Applicability

All regular full-time administrators and full-time and part-time support staff.

## Goals

The goals of the performance management/evaluation process are to:

- Promote and support the talent development of each employee within the workforce;
- Promote continuous dialogue about performance between the supervisor and the employee;
- Establish an alignment of employee performance goals with department and college-wide strategic goals;
- Enable an employee to better understand and assess his/her work as it relates to the goals of a department as a whole;
- Identify performance strengths and weaknesses that objectively appraise an employee's work performance within the position responsibilities; and
- Support employee growth through the identification of professional developmental goals and establishment of measurement criteria.

## Policy

Supervisors are required to complete an annual performance appraisal of their direct reports. The performance appraisal is based on how well the employee has performed assignments, fulfilled daily responsibilities, accomplished established goals, and demonstrated the performance of core competencies. The supervisor designates one of the following five (5) defined levels of performance to each section of the

appraisal culminating in an overall rating. There should be a correlation between the ratings applied to each of the criteria on the review and the overall rating.

The timeline for completing each step of the evaluation is set annually by the Office of Human Resources. Adhering to the established timeline will ensure employees are evaluated in a timely and consistent manner, allowing for merit increase eligibility and alignment with institutional goals.

Below is a list of the five defined levels. A more detailed description of the ratings can be found in Appendix A:

- Elite Performer – Consistently reaches the highest possible performance standard (**All** aspects of work performance are demonstrated and accomplished at the highest possible level).
- Exceeds Performance Standard – Continuously achieves better outcomes than typically expected and surpasses established goals and objectives for the position.
- Meets Performance Standard – Fully qualified and fully competent. Employee meets expectations of work responsibilities.
- Slightly Below Performance Standard – In some areas, and at times, employee performs below expectations. Performance is below the expected standard in one or more areas and must improve.
- Minimum Overall Performance Standard not reached– Employee consistently fails to meet the responsibilities of the position. Performance at this level requires that the supervisor review the employee's employment status with Human Resources.

*Note*: New employees hired on or after January 1st of the current fiscal year, or existing employees who are hired into a new position within the college between January 1 through June 30 are within their 6-month introductory period and are not eligible for a merit increase for that year. Accordingly, any such employee will not receive a regular annual performance review until the following year.

Mid-Year Discussion:

Supervisors should meet with employees to discuss and review progress of goals. The supervisor will receive a prompt from the system to confirm that this step has been completed prior to the upcoming annual review period.

Rating the goals from the previous year:

As part of the process, employees and supervisors are required to rate the goals from the previous year. Evaluating goal satisfaction provides a structured way to assess how effectively an employee met objectives, contributed to departmental priorities, and demonstrated growth. The evaluation helps identify achievements, areas for improvement, and informs future goal-setting to support continuous development and alignment with institutional strategy.

Rating scale levels:

Goal Completed (The goal has been completed).
Satisfactory Progress (Satisfactory progress has been made on this goal).
Adjusted/Eliminated (This goal has been adjusted or eliminated based on department need).
Unsatisfactory Progress (Unsatisfactory progress has been made on this goal).

Establishing Goals for the New Fiscal Year:

As part of the annual review process, supervisors are expected to establish goals for the upcoming fiscal year in a way that ensures alignment between individual performance and the strategic objectives of the department and the college. Doing so provides employees with a clear understanding of expectations, fosters accountability, and supports professional development by identifying areas for growth and achievement. Well-defined goals also serve as benchmarks for evaluating progress and performance throughout the year.

Eligibility for Merit Increases

Assignment of one of the top three (3) rating categories may result in a merit increase based on a matrix, which is informed by a combination of the applied performance rating and an employee's place in his/her grade range. An employee who receives one of the bottom two ratings as an overall will not be eligible to receive a salary increase, and the employee's performance will be reviewed throughout an established review period to determine if improvement is being made in the areas of concern. The total amount of merit funds available is determined annually by the cabinet as part of the college's budgeting process. Any increase is added to the employee's current base salary effective July 1 of each fiscal year. If an employee's salary falls outside of the salary range of their position grade, the increase will be applied as a bonus. Individuals joining the college or current employees who are hired or promoted to a new position within the college on or after January 1st are not eligible for a merit award in that fiscal year.

Instructions for completion of performance reviews and self-assessments can be found on the Human Resource page of the PC Portal or by clicking on the following links:

- NEOED Perform Employee Guide
- NEOED Perform Supervisor Guide
- NEOED  Perform Journal Entries Guide

**All employees must complete a self-assessment prior to the supervisor's completion of the performance review.**

Procedures for Completing Performance Appraisal

1. The supervisor prepares the performance review online and forwards the appraisal to the next level of supervisor for review and electronic approval.  (Note:  If an employee receives a Slightly Below or Minimum Overall Performance not reached, the review will also be automatically routed to Human Resources for review before transmittal to the next level supervisor.)
2. Upon approval of the next level supervisor, the direct supervisor then schedules a meeting with the employee to discuss the review. The direct supervisor should provide the employee with an advance copy of the review so that the employee is prepared to participate in a substantive discussion.
3. At the conclusion of the meeting, the supervisor will forward the online evaluation to the employee and provide the employee with an opportunity to add any comments. Employees must electronically acknowledge the review. Acknowledgement of the review does not indicate agreement with its content. Failure to acknowledge the review can result in disciplinary action.
4. The review then is transmitted electronically to Human Resources.

Responsibility

The senior associate vice president for human resources or his/her designee is responsible for the overall administration of this policy.

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**Elite Performer** – Consistently reaches the highest possible performance standard (**All** aspects of work performance are demonstrated and accomplished at the highest possible level).

**The employee:**

- Exceeded all expectations and goals, making a profound impact on school/department and college beyond what was planned.
- Consistently demonstrates superior performance in nearly all dimensions, not only producing remarkable results, but achieving them through extraordinary initiative.
- Is seen as a clear role model and/or mentor; exhibits outstanding behaviors, skills, expertise and characteristics others want to emulate.
- Is prepared to assume expanded or new responsibilities.
- Has not been subject to any disciplinary action within the rating period.

*This rating should be used sparingly and reserved for truly outstanding performance throughout the review period.*

**Examples:**

- Created a profound change to a specific or collective group of responsibilities of the position in a way that improved overall function of the position and/or the office.
- Communication and performance contribute to a high level of trust with manager and stakeholders.
- Received consistently high feedback from colleagues, stakeholders and clients (e.g., students and faculty) for their service excellence in a particular area.

**Exceeds Performance Standard** – Continuously achieves better outcomes than typically expected and surpasses established goals and objectives to what is anticipated or defined in a position.

**The employee:**

- Frequently delivers a strong level of performance and makes significant contributions by demonstrating a high level of productivity and quality of work.
- Demonstrates initiative and independent judgement at levels exceeding expectations for the position and adds value to overall operational needs.
- Could serve as a role model and/or mentor.
- Demonstrates some capacity for expanded responsibilities.
- Has not been subject to any disciplinary action within the rating period.

*This rating should be reserved for employees with strong, commendable performance.*

**Examples:**

- Created or improved a process of work or system with measurably effective results in time/cost saving.
- Work produced goes beyond expectations as a benefit to the unit while remaining in scope of the position.
- Received positive feedback from colleagues, stakeholders and clients (e.g., students and faculty) for their service excellence in a particular area.

**Meets Performance Standard –** Fully qualified and fully competent. Employee meets expectations of work responsibilities.

**The employee:**

- Is a solid performer who consistently accomplishes tasks in a timely manner; satisfies expectations of the job description; goals are consistently achieved.
- Fulfills core job responsibilities.
- Demonstrates core competencies consistently.
- Shows personal growth.
- For new hires or those new to role: progressed as expected but has not fully stepped into all responsibilities.
- Has not been subject to any disciplinary action within the rating period.

*This rating conveys solid, effective performance.*

**Examples:**

- Produces quality work to meet, and occasionally exceed, expectations within time and cost constraints.
- Applies appropriate judgment in responding to and referring to questions or resolving problems.
- Willingly contributes new and innovative approaches while considering the concerns and suggestions of others.
- Generally performing well in the position.

**Slightly Below Performance Standard –** In some areas, and at times, employee performs below expectations. Performance is below the expected standard in one or more areas**.**

**The employee:**

- Needs further development and/or guidance or evaluation to fully meet position requirements.
- Has responsibilities that the manager has had to absorb or redirect on several occasions.
- Did not consistently meet expectations and goals.
- Does not show sufficient initiative.
- Needs improvement with communication skills.
- Requires regular direction to complete core aspects of role.
- Did not consistently demonstrate core competencies.
- Did not show much personal growth.
- For new hires or new to role, employee has progressed slower than expected.

**Examples:**

- An issue that was addressed during probationary period or previous review has not demonstrably improved.

- A responsibility or competency that is in a chronic cycle of improvement and decline.
- After benchmarking what a reasonable expectation for the responsibility or competency is, employee is consistently slower or not demonstrating an understanding of tasks or responsibilities.

**Minimum Overall Performance Standard not reached**– Employee consistently fails to meet the responsibilities of the position. Performance at this level requires that the supervisor review the employee's employment status with Human Resources.

**The employee:**

- Regularly fails to meet commitments and/or goals (e.g., quality, deadlines, results).
- Lacks or fails to utilize skills, knowledge, and/or competencies.
- Has responsibilities that the manager has had to absorb or redirect consistently.
- Failed to improve despite ongoing efforts to address performance issues.

**Examples:**

- An issue or issues that have been formally or informally addressed have not improved over a significantly measurable amount of time.
- Demonstrated lapses and failures in performing duties that impede the work of others at the college.