

Chadron State College

PROFESSIONAL STAFF PERFORMANCE EVALUATION POLICY AND PROCEDURE

The purpose of the Professional Staff Performance Evaluation process is to promote high levels of achievement and morale through a system which encourages management and employees to work together to improve individual performance and to facilitate communication concerning employee progress toward the attainment of College objectives.

Applicability

The Professional Staff Performance Evaluation process shall apply to all full-time and part-time professional and administrative staff of Chadron State College including NSCPA bargaining unit members.

Process

The evaluation process has three phases: performance planning, periodic reviews, and annual appraisal.

1. **Performance Planning:** The employee reviews his/her job description and lists objectives to be accomplished during the rating period. Objectives should conform to specific job requirements, professional development, and relate to the Institution's Strategic Plan objectives. They should be specific, measurable, action-oriented, realistic, and time bound. The supervisor and employee will review the job description and goals, making adjustments as necessary, and review basic competencies (an underlying characteristic of a person which results in effective performance in a job) required by the position.
2. **Periodic Reviews:** The supervisor and employee will discuss any areas of strength or areas where improvement may be necessary throughout the year. This phase is not part of the formal annual evaluation, however, areas identified as needing improvement may impact the annual evaluation if not corrected.
3. **Annual Appraisal:** The employee lists accomplishments and forwards the Performance Evaluation Form to the immediate supervisor. Accomplishments should list the supporting behaviors/actions that helped achieve the business results for the stated objectives. The supervisor completes the evaluation and forwards the Performance Evaluation Form to the next higher supervisor for review and comments. Once returned to the immediate supervisor, the evaluation is discussed with the employee at the appraisal interview.

Participation

Chadron State College supports and encourages a high degree of employee participation throughout the evaluation process. The employee should be key in providing input into developing performance objectives, scheduling and requesting periodic reviews, and identifying items to be addressed in the overall appraisal, including professional development.

Overall Performance

The assessment of the employee's overall ability and success in fulfilling position requirements considers the extent to which the employee has met the agreed upon objectives and the manner in which the employee has demonstrated the basic competencies.

Ratings

Exceeds Expectations (E). Performance in relation to agreed upon objectives and the demonstration of basic competencies *fully meets and exceeds* that normally expected by the supervisor for an individual in this position.

Satisfactory (S). Performance in relation to agreed upon objectives and the demonstration of basic competencies *fully meets* that normally expected by the supervisor by an individual in this position.

Needs Improvement (N). Performance in relation to agreed upon objectives and the demonstration of basic competencies *is less than* normally expected of an employee in this position.

Unsatisfactory (U). Performance in relation to agreed upon objectives and the demonstration of basic competencies *is clearly unacceptable* for an employee in this position and immediate improvement is required.

Rating Period

The rating period is generally from April 1 to March 31. The evaluation process must be completed by **April 1** with all original forms submitted to Human Resources by that time also.

General instructions for completing Evaluation Form

- 1. Prior to Annual Appraisal** (End of evaluation period)
 - a. The previous year's Performance Planning section will be reviewed by the employee by the *date established by the supervisor* so that the employee can formulate feedback to be incorporated into the Annual Appraisal.
 - b. The employee completes the Accomplishments section and forwards the evaluation form to their immediate supervisor by the *date established by the supervisor*.
- 2. Performance Rating**
 - a. The supervisor completes Sections B, C, D, and E.
 - b. The supervisor must provide a rating **on all listed** competencies. Comments may be included to indicate a strength or area of improvement. Ratings of *Exceeds Expectations, Needs Improvement or Unsatisfactory* require comments although comments are encouraged for all ratings.
 - c. The supervisor completes the Performance Development section. This section must be completed for all staff.
 - d. The entire Performance Evaluation Form is then forwarded to the next higher supervisor for the completion of Section F and returned to the immediate supervisor. **The evaluation must be signed by the next higher supervisor prior to review with employees.**
- 3. Annual Appraisal**
 - a. The immediate supervisor discusses the completed Performance Evaluation Form with the employee by **April 1**. The employee completes Section G.
- 4. Prior to Performance Planning** (Beginning of rating period)
 - a. The employee reviews their job description and prepares a list of objectives to be accomplished during the next evaluation period.
- 5. Performance Planning**
 - a. The supervisor and employee review the job description and submitted objectives making adjustments as necessary and review the specific areas covered by the evaluation. The approved objectives for the rating period are typed on the back page of the Performance Evaluation Form, in the Performance Planning section.
 - b. The employee and supervisor sign and date the Performance Planning section which completes the Performance Evaluation Form.
 - c. The completed **original** is to be forwarded to the **Human Resources Office** by **April 1** and will be placed in the employee's official personnel file. **The supervisor and employee should maintain a copy for their files prior to forwarding to Human Resources.**

SUMMARY OF COMPETENCY DEFINITIONS

- **Ability to organize work and timeliness to responsibilities:** Ability to manage time efficiently, to plan ahead. Systematic approach to work; sense of orderliness. Ability to determine priorities. Ability to handle contingencies. Ability to work under tight deadlines.
- **Accountability & Ownership:** Take ownership and accept accountability for achieving results, and encourage and empower peers/subordinates to do the same.
- **Accuracy:** Concern with producing work that is complete, accurate, and timely. Attention to detail.
- **Campus Citizenship:** One's contributions to the Campus Community. Ability to work with other CSC personnel.
- **Communication Skills:** Ability to communicate clearly – oral and written. Persuasiveness. Ability to listen and comprehend topics being discussed. Consideration of others' feelings. Willingness to consult with others when necessary.
- **Customer Focus/Service Orientation:** Never lose sight of customers (internal and external), and constantly challenge ourselves to meet their requirements.
- **Initiative:** Self-starting orientation. Appropriate sense of independence and timeliness. Acceptance of responsibility on assigned tasks. Ability to make decisions. Self-confidence.
- **Job Knowledge:** Knowledge and skill in area of assignment. Familiar with and follows applicable policies and procedures.
- **Judgment and Analysis Skills:** Ability to perceive and distinguish relationships or alternatives. Discernment. Capacity to make reasonable decisions. Good sense.
- **Leadership:** Provide direction, purpose, support, encouragement, and recognition to achieve both individual and College objectives.
- **Personnel Management:** Ability to deal with personnel and personnel matters in an effective and timely manner. (Supervisors only)
- **Professional Development:** Actively participates in internal and external training and professional opportunities, which enhance job performance.
- **Quality/Quantity of Work:** Ability to meet or exceed expected goals or standards; efficient and effective use of time and willingness to “keep at it”; “getting it right the first time”; avoiding errors.
- **Reliability:** Demonstrates responsibility by following a job through to completion; adheres to work schedule and attendance expectations; punctual.
- **Teamwork:** Work together to find solutions that carry positive results for all, creating an environment that brings out the best in everyone. Encourage an open sharing of information with fundamental respect for each other and our cultural diversity.