

Colorado College – Annual Planning & Evaluation Form Guidelines

Introduction

These guidelines have been designed to assist employees and supervisors in understanding the annual evaluation process and provide instruction on the completion of the evaluation.

Colorado College shares a commitment with its students and staff to provide a variety of stimulating environments for intellectual development, creative expression, and personal growth. A culture exists that encourages growth and development opportunities for staff, and the annual evaluation activities generate discussions between the employee and supervisor to identify goals and objectives that align with the college's mission and vision.

Purpose of an Annual Planning and Evaluation Process

An annual evaluation provides both the employee and the supervisor the opportunity to set goals and expectations for the evaluation period and evaluate the employee's performance based on established performance criteria, to establish goals for the next review period, and to identify developmental opportunities. Further, an evaluation process:

- Fosters discussion between the employee and supervisor throughout the year;
- Provides the opportunity for employee input and participation in developing performance expectations
- Clarifies job duties and performance expectations
- Summarizes past performance
- Provides employees and supervisors with a way to identify developmental needs
- Allows supervisors and employees to jointly identify upcoming goals and objectives
- Aligns the performance goals to the mission and annual priorities of the department and college

Annual Planning and Evaluation Preparation – The Colorado College Philosophy

All staff, exempt and non-exempt, are expected to complete evaluations according to established timelines and participate in reflective and meaningful dialogue. Neither employees nor supervisors should be surprised by items discussed at the time of the evaluation

The annual planning and evaluation process is an ongoing activity that requires the employee and supervisor to meet regularly to discuss job expectations and progress on established goals and objectives. Ongoing feedback is at the cornerstone of a good performance management system because it helps to create a relationship of trust, fairness, and open communication between the supervisor and employee. As important as these are, feedback also plays a critical role in the employee's success on the job. Successful, challenged and satisfied employees contribute directly to the success of an organization.

Ninety-day review

- A condensed version of the evaluation (90-day evaluation form) is to be completed by the supervisor on newly hired-staff (internal transfers/promotions included).
- Continued employment is based on a successful rating.
- Criteria needing significant improvements are indicators to extend the trial period or consider ending employment. Speak with a human resources representative to determine next steps.

Approach to Conducting the Evaluation

- Begin activity in accordance with timelines established by the college.
- At the start of each evaluation period, if needed, conduct a joint discussion on the value ratings for the year.
- Through dialogue and exchange, the document is completed by the employee and supervisor, in either order, with initial comments.
- Employees may conduct a self-rating by noting their self-assessment in the comments sections.
- Throughout the evaluation period, the employee and supervisor should each build a file of relevant materials (collect commendations, certifications, notes about ongoing or completed projects, complaints, etc.) to serve as a reference of important milestones, accomplishments, and/or documented problems.
- The supervisor should solicit feedback from team members, department employees, and customers in preparation of conducting the evaluation.

Completing the Annual Planning and Evaluation Form

Supervisors and employees should meet at the beginning of the appraisal period to determine values assigned to core and job specific competencies. During the evaluation period, an informal, mid-year meeting is held to communicate progress towards goals and ongoing performance. At the end of the evaluation period, the evaluation form is to be completed and submitted to the appropriate channels for review and signature. Please do not alter the form in any way.

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Identification Information

The first block of the Annual Planning and Evaluation Form is where the supervisor is to record information that specifies the evaluation period, the employee name, the position, the department, how long the employee has been in the current position, the supervisor, and the length of time the employee has been reporting to the current supervisor. The identification information is important to provide a history of the employee's tenure in a position and any supervisory changes.

Job Description

Job descriptions should be reviewed on an annual basis. An accurate job description provides both the employee and supervisor with a common understanding of the duties and responsibilities for which the employee will be held accountable. The employee's job description is to be reviewed as part of the evaluation process. In this section, indicate whether the job description was reviewed and is accurate by checking the appropriate box.

Mid-Year Meeting

While the employee and supervisor should exchange feedback and communication throughout the annual process, it is expected that an informal mid-year meeting will be held in order to:

- provide the opportunity for continued feedback and communication between the employee and supervisor
- make revisions to the job description, performance plan or goals as needed.

Indicate whether or not a mid-year meeting occurred by checking the appropriate box.

Core Values

The college has adopted and abides by a set of core values as a part of its on-going mission. These values apply to all members of the college community. Staff are expected to demonstrate behaviors that are consistent with and representative of the core values. Employees and supervisors are to document examples that demonstrate core values and application to the department/college mission in the comments sections. See a list of sample behaviors in the Addendum.

Overall Rating for Performance Period

To determine an overall rating for the employee for the evaluation period:

- The scores from Parts I, II and III are transferred into the appropriate boxes
- Add all scores for a total
- Divide the total score by three (3)
- Indicate the final rating score in the appropriate box

When using the on-line Excel document (strongly encouraged), all of these calculations will be made for you automatically.

Note: Areas which are rated “N/A” (not applicable) will not affect the total scores.

Employee & Supervisor Comments

This section provides the employee and supervisor an opportunity to reflect, expand and comment on past year’s performance.

Signatures

Once the Annual Planning and Evaluation Form is complete and the employee and supervisor have discussed its contents, both individuals are to sign the form and retain a copy of the evaluation. It is then forwarded to the appropriate department head or next level supervisor for review and signature. The Annual Planning and Evaluation Form is then forwarded to Human Resources for retention in the employee’s permanent file.

An employee’s signature does not necessarily reflect his or her agreement with the comments and ratings on the Annual Planning and Evaluation Form. If an employee does not agree with the outcome of the evaluation process, he/she may provide a written rebuttal, dated and signed, that will be reviewed by the next level supervisor and sent to Human Resources for retention in the employee’s permanent file.

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Value Scale

At the beginning of the performance period, the supervisor and employee should assign values to each core (Part II) and job specific (Part III) competency. A three (3) point **value** scale is utilized (no value ratings are assigned in Part I). The value score indicates how important either core competencies or job specific competencies are to the employee’s job. **Some job specific competencies may not apply to all positions. If this is the case, assign an N/A to the rating and a N/A to the value.** The value scale is described below.

1. Not of High Importance
 2. Medium Importance
 3. High Level of Importance
- N/A Not Applicable

Rating Scale

The Annual Planning and Evaluation Form utilizes a three (3) point **rating** scale in Parts I, II, and III (Part I is optional and if not rated the point scale will be 2) to determine the level at which an employee performs his/her job. The rating scale is described below.

(1) Needs Improvement

The employee has difficulty in achieving all the objectives and duties of this position and is not sufficiently contributing to the goals of the department and the College. The “Needs Improvement” rating reflects a tendency towards inconsistent and ineffective job performance. **NOTE: A “Needs Improvement” rating in any area will require a Development Plan be created and followed. This process is addressed under Part VI.**

(2) Meets Expectations

The employee has performed all objectives and duties as outlined according to established criteria and has met the expected level of service and productivity in support of the College’s goals. A consistent effort is made to achieve all requirements of this position.

(3) Exceeds Expectations

The employee has made significant contributions resulting in positive, major changes and improvements for the department and/or position. Performance and results achieved consistently exceed the standard and expectations of the position requirements and objectives and can be substantiated.

- N/A Not Applicable

Part I – Goals and Objectives

Each year performance goals are established jointly by employee and supervisor. Part I allows supervisors to view the employee’s past year’s goals and the specific results achieved. In this section, the supervisor lists performance goals for the evaluation period in the order of importance. Specific results achieved are noted next to each goal. There may be instances where goals and objectives are set and agreed upon; however, due to scheduling, budget constraints or other circumstances, goals may not have been met as planned during the evaluation period. If this is the case for any performance goal, indicate the reasons the goals were not met in the comment section.

Once goals and specific results have been listed, indicate a rating for each goal utilizing the previously described three (3) point rating scale (Needs Improvement, Meets Expectations, or Exceeds Expectations).

To calculate the overall score in Part I: total all ratings, divide the total rating score by the total number of goals. In the written comment section of Part I supervisors and employees may add additional information on how the employee performed in reaching his/her goals.

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Part II – Core Competencies

Core competencies are universal to each staff position at Colorado College. In other words, each employee must demonstrate these core competencies in order to perform their job successfully. Performance is measured in eight (8) core areas: Communication, Accountability, Initiative/Problem Solving, Safety, Productivity, Working Relationships, Customer Service and Leadership. See a list of sample behaviors in the Addendum.

To calculate the overall score in Part II: total all values, total all weighted scores, and divide the total of weighted scores by the total of all values. This calculation will provide a numerical rating. Enter the employee's final rating in the appropriate box. In the written comment section, in Part II, the employee and/or supervisor may add examples of core competencies or other pertinent information.

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Part III – Job Specific Competencies

In addition to core competencies outlined above, there are specific performance indicators applicable to an individual's position. The Annual Planning and Evaluation Form allows for the evaluation of four (4) job specific areas: Job Knowledge, Strategic Decision Making, Budget and Resource Management and the Management of People. See a list of sample behaviors in the Addendum. In addition, space has been provided for the supervisor to list, value and rate an "other" competency if needed.

To calculate the overall score for Part III: total all values, total all weighted scores, and divide the total of weighted scores by the total of all values. This calculation will provide a numerical rating. Enter the employee's final rating in the appropriate box. In the written comment section in Part IV, the employee and/or supervisor may add additional behavioral examples of job specific competencies or other pertinent information.

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Part IV – Next Year's Goals and Objectives

Just as the previous year's goals were evaluated in Part I of the Annual Planning and Evaluation Form, goals and objectives should be set for the upcoming year. Goals and objectives provide both the employee and the supervisor the opportunity to identify specific projects, goals, or areas of special attention for the coming year. Goals and objectives should take into consideration job-specific interests as well as support the department and the college's values, mission and objectives. Although the purpose of this section is for the employee and supervisor to collaboratively identify goals and objectives for the upcoming period, a supervisor may also assign specific goals where there are areas in need of improvement or where projects have specific timelines.

Goals and objectives should be listed in order of importance indicating how the employee should prioritize his/her time in meeting the goals and objectives. The employee and supervisor should discuss progress on goals and objectives throughout the year. Goals and objectives listed in Part IV will be rated in Part I of the following year's Annual Planning and Evaluation Form.

Part V – Development Plan

The purpose of the Development Plan is to provide both the employee and the supervisor the opportunity to identify specific areas where an employee may benefit from further development or growth opportunities. A supplemental "Professional Development and Assessment Guide" is available to assist employee and supervisor in identifying these needs/opportunities. The Professional Development and Assessment Guide is not required; however, it can be used as a tool for identifying and refining the job related skills that are needed for the position.

Any employee who received a "Needs Improvement" rating in any competency area must have a Development Plan which will include specific actions the employee and supervisor will take, identifies a time frame for improvement and defines how improvement is measured.