

**Performance Planning and Evaluation**  
**Bluegrass Community and Technical College**  
 ----- 2012-13 -----  
**for all Employees**

PART 1: *General Guidelines*

Purpose

Bluegrass Community and Technical College (BCTC) strives to support faculty and staff to perform at high levels, learn and grow as individuals and employees, and contribute to the goals and mission of the college. See KCTCS Administrative Policies and Procedures, Section 2.5, and the BCTC Employee Handbook, VII.14 Performance Planning and Evaluation, for policy statements. The purpose of the college’s process for performance planning and evaluation is to:

- enhance performance, effectiveness, and leadership;
- promote a unity of focus among faculty, staff, and administration;
- ensure linkage of employees’ work plans with the college goals and strategic directions; and
- maximize the effectiveness and accomplishments of the college units.

Timeline

<u>ACTION</u>	<u>TARGET</u>
Finalize planning document for coming year.	By August 31 annually
Complete mid-year review strongly recommended.	By December 15 annually
<i>Complete annual evaluation.</i>	<i>By April 30 annually</i>

Process

“Supervisor” below means anyone doing an evaluation including division chairs. “Employee” means any faculty or staff member being evaluated.

Planning

The *KCTCS Performance Planning and Evaluation Program (PPE)* provides for a planning phase to prepare for an effective evaluation process. The planning portion is the key to a beneficial evaluation experience. The supervisor must assist the employee to do good planning to facilitate the evaluation process. Both employee and supervisor should annually review these BCTC – PPE Guidelines. These are some components of planning that should be included.

1. Connection with Unit Plan and prior year PPE

At the planning conference, the unit plan and last year’s evaluation (PPE) should also be reviewed. Any goals or responsibilities suggested by the unit plan or the prior year PPE should be included in the planning document. These might include:

- any specific actions that the employee needs to complete to support the unit goals
- any professional development needed to help accomplish the unit goals
- any improvement noted as needed on the evaluation

## 2. Entries in the categories

The PPE provides for five categories of planning and evaluation: Position Responsibilities, Internal Service, External Service, Professional Development, and Leadership. Support staff should have activities in at least *three* of the categories. Faculty and administrative staff should have entries in each category. In the Leadership category, various aspects should be considered, not just appointments to formal leadership roles. Faculty may have specific guidelines as part of the promotion processes and should ensure that activities undertaken will meet those guidelines.

## 3. Goals for an “Exceeds” or “Exceptional” (ME or EE) rating

Each supervisor and employee should discuss and list the goals and expectations for the position in each category. List activities that would earn a “Meets” rating. Then, if the employee wishes to work toward an “Exceeds” rating, consider items, initiatives, goals, or levels of responsibility required and discuss the performance that would be expected to receive an “Exceeds” rating.

### Mid-Year Review

The college strongly encourages the Mid-Year Review. It should be done for any new employee, for consideration of a performance problem, if a supervisor or employee desires it, or if the employee plans to submit a merit bonus proposal. It should also be done when the circumstances of a position have changed and goals may need to be renegotiated. If the Mid-Year Review is done, supervisors should help employees understand what performance would need to be achieved to receive an “Exceeds” rating, if desired.

### Evaluation

The evaluation period requires a substantive interaction between the employee and supervisor. It would be ideal to have a preconference to discuss performance. The employee should identify any outstanding performance or needed improvements in any category of the PPE. Then, the form would be completed by the employee, and the rating would be done by the supervisor (with prior approval by the reviewer). Only then would the rating conference be held.

The plans and goals made by the employee should be analyzed in the context of what has transpired during the year. On occasion, plans change due to changes in job duties, a college crisis, personnel changes, or other factors. In such a case, the goals should have been renegotiated during the Mid-Year Review. Supervisors should take into account such variables and not cite employees for poor performance if goals are not met under these circumstances. Without such intervening factors, employees should be expected to meet criteria established.

### Form

Employees should use the BCTC form, *not the KCTCS form*. The BCTC form is available on the BCTC website under the Human Resources section.

- Categories are arranged differently and have percentage and ratings boxes to be considered for the final overall summary rating. Weight should be given to the categories with the highest percentage assigned. This would normally include the Position Responsibilities category.
- Our form lists the college mission, vision, values, and strategic plan goals for your reference and consideration of connecting your goals to these statements.
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## **PART 2: Developing Criteria for Performance Planning and Evaluation**

Acknowledgement is given to Maysville Community and Technical College and Western Kentucky Community and Technical College from whom we borrowed for this document.

### **Ratings**

An **EXCEEDS EXPECTATIONS (EE or ME)** rating should result from work that **far exceeds** the level of work expected for the performance of one's normal job description. This rating could be based on number of activities (quantitative) and/or level of excellence (qualitative).

Determinations of exceptional ratings are based on the documentation of the employee and the recommendation of the supervisor. *The examples listed under each bulleted area are not meant to be all-inclusive.* Staff are encouraged to be creative and flexible within these categories.

#### **Criteria for "Exceptional Rating"**

- Work that exceeds expectations and requirements based on established success criteria
- Work that has received special recognition
- Work for which the employee has given extraordinary effort
- Work for which the employee has excelled due to effort, expertise, and sacrifice

**FULLY MEETS JOB REQUIREMENTS (M)** is defined as work that meets the expectations and requirements of the assigned position based upon established success criteria. Performance may fluctuate during the rating period to include exceeding the job requirements in some areas.

**DOES NOT MEET JOB REQUIREMENTS (NI or F)** is defined as substandard work performance that failed to make an appropriate contribution and that did not meet the requirements and expectations throughout the rating period based upon established success criteria. An employee receiving this rating consistently fails to meet established criteria. Anyone receiving these ratings must work with the supervisor to develop and monitor an improvement plan.

### **Category: Position Responsibilities**

These should reflect the job description. An employee who wishes to be considered for an "Exceptional" rating must have "Exceeds" goals here. This section and the job description should be reviewed annually to determine if there are changes, additions, or deletions to responsibilities.

#### **Meets Examples**

- List critical job responsibilities here.

#### **Exceeds Examples**

- Takes on a significant new responsibility and performs in exemplary manner.
- Demonstrates service and time commitment to students and/or institution well beyond the average expectation.
- Develops and documents a new initiative or strategy that improves student/institutional success.

### **Category: Internal Service**

These would normally be activities for which one would not receive extra compensation or release time.

### **Meets Examples**

- Actively participates in college committees, meetings. .
- Assists colleagues in areas outside of job duties.
- Volunteers to develop or to support college sponsored and/or community activities.

### **Exceeds Examples**

- Participates in system ad hoc committees, work groups, etc.
- Successfully acquires a grant, contract, or significant contribution for the college.
- Develops a new program, campus, or college project.
- Sponsors a student organization or other student activities that make a significant impact on the college and/or community.
- Participates in college activities appropriate to the formation of staff policy or organization.
- Provides training or workshops for colleagues.

### Category: External Service

These would normally be activities for which one would not receive extra compensation or release time.

### **Meets Examples**

- Represents the college in a positive manner.
- Serves outside community or professional organizations.
- Uses one's expertise to the benefit of others and is above and beyond usual duties or expectations. (Such as directs a play in public sector, donates substantial time to hospital, clinic, etc.)

### **Exceeds Examples**

- Serves on board of directors of a community organization.
- Forms a partnership with an outside entity (business or educational) that brings visibility and/or student enrollment to the college
- Receives special recognition for outstanding contribution to community, state, national or professional organization.
- Teaches a CE course or other constituent workshop.
- Receives special recognition for outstanding contribution to community, state, national or professional organization.
- Makes a contribution that is scholarly and in the public domain. (e.g., publishes a paper, book, chapter in a book, puts on a symposium, production, concert)

### Category: Professional Development

*All faculty or staff should identify a minimum of activities* to keep up-to-date with skills or develop new skills. ***All employees are required to take the online KCTCS sexual harassment test and to complete the IT policy acknowledgement annually.*** (NOTE: PD is not "Attend X conference." If conference attendance is planned, it should be tied to learning a new skill, keeping up with developments in the field, etc. ALSO, PD should not depend on travel resources. Goals should be developed and carried out that are not funding-dependent.) Other strategies could include visiting another college to get ideas, investigation or research into skill area topics, reading a reference text and applying new ideas, etc.

**Meets Examples**

- Actively pursues professional development.

**Exceeds Examples**

- Obtains specialized certification or advanced degree that is beneficial to the educational community.
- Acquires significant new skills to benefit the students, unit, college, or system.

**Category: Leadership**

Most faculty and staff (75+%) should have entries here. These could be a different level of service in the same activities cited in Internal and External Service categories. *An individual Item, however, should be listed in only one category.*

**Meets Examples**

- Chairs a college or system committee.
- Provides leadership in professional organizations.
- Initiates or provides significant leadership to a major college event or activity.

**Exceeds Examples**

- Has a significant position of responsibility on a committee or in a role which impacts the direction and serves the mission of the college.
- Develops a new initiative or activity that impacts enrollment, student success, or the college's mission, operation, or image.
- Holds office in local, state, or national educational related organization.