

KCTCS

Strategic Planning and Its Relationship to *Performance Planning and Evaluation (PPE)*

A Handbook for KCTCS Employees

2011-12



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Planning is a cornerstone of the Kentucky Community and Technical College System (KCTCS). The KCTCS System and its 16 colleges are made up of internal stakeholders including administrators, faculty, and staff committed to excellence in providing services to external stakeholders consisting of students, employers of students, and society. Excellence is attained through effective and efficient planning at all levels involving all stakeholders.

Planning provides the means by which major directions are established for KCTCS and the individuals employed by KCTCS. There are two major categories of planning addressed in this handbook. They are Strategic Planning and Performance Planning.

Strategic Planning is a process of determining an organization's goals (long and short-term) and then identifying the best approach for achieving those goals. KCTCS strategic planning is done both on the system level and at the KCTCS colleges.

Performance Planning and Evaluation (PPE) is done by all regular KCTCS employees in conjunction with their supervisors as a method of recording major position responsibilities and performance expectations and measuring their successes. Outstanding employee performance is recognized and rewarded through *Nonrecurring Merit Bonus*.

All KCTCS planning processes are integrated to ensure System and college employees are not only aware but also engaged in creating the premier community and technical college system in the nation.

KCTCS Values

KCTCS values:

- Responsiveness to students, employers, and communities.
- Access with innovative and flexible delivery.
- Trust, respect, and open communication.
- Continuous improvement.
- Inclusion, multiculturalism, and engagement.

KCTCS Vision

To be the nation's premier community and technical college system.

KCTCS Mission

The mission of KCTCS is to improve the employability and quality of life of Kentucky citizens as the primary provider of:

- College and Workforce Readiness.
- Transfer Education.
- Workforce Education and Training.

KCTCS Strategic Goals

- Advance excellence and innovation in teaching, learning, and service.
- Increase student access, transfer, and success.
- Cultivate diversity, multiculturalism, and inclusion.
- Enhance the economic and workforce development of the Commonwealth.
- Promote the recognition and value of KCTCS.

KCTCS Performance Planning and Evaluation

KCTCS has an effective Performance Planning and Evaluation (PPE) process in place for use by all regular KCTCS employees. The process is designed to facilitate an open discussion for all employees and their supervisors in defining job expectations and corresponding outcomes and aligning them with the *KCTCS Strategic Goals 2010-16*.

The 2010-16 strategic goals are to:

Advance excellence and innovation in teaching, learning, and service.

- Increase student access, transfer, and success.
- Cultivate diversity, multiculturalism, and inclusion.
- Enhance the economic and workforce development of the Commonwealth.
- Promote the recognition and value of KCTCS.

The *KCTCS Performance Planning and Evaluation Form* (KCTCS Form *HR 91*) is used in the PPE process. The annual evaluation becomes a natural extension of performance planning. From the performance planning process to completion of the final evaluation, an effective performance evaluation process is a continuous year-long cycle as summarized by the following chart:



The KCTCS policies governing performance evaluation include Administrative Policies and Procedures 2.5 (“KCTCS Performance Review”), 2.6 (“Promotion in Rank”), and

2.11 (“Workload”). While the performance review cycle will be for a fiscal year (July 1–June 30), evaluations will be completed by May 15 each year to allow time for completion of the separate merit bonus eligibility determination process for employees who are eligible for consideration for the merit bonus review.

In addition to the annual evaluation, optional mid-year evaluations (see Section II) may be conducted at the discretion of the college and/or department, as well as for individual employees with work performance issues that need to be addressed.

An Initial Employment Period evaluation for new employees should be completed immediately prior to the end of the 6-month Initial Employment Period. In addition, supervisors should meet with their employee on two (2) earlier occasions during the course of the Initial Employment Period for the purpose of providing feedback about the new employee’s progress.

The Performance Planning Process (Section I) To be conducted and signed by no later than August 31

The Planning Process (**Section I**) is the first step in the evaluation cycle and relates organizational goals to individual performance. In the Planning Process, the supervisor and employee will work together to jointly identify specific activities and corresponding goals for the employee’s performance plan to address within all of the following areas that are applicable to the employee: Position Responsibilities, Professional Development, Internal Service, External Service, and Leadership areas; relative weight/importance of each dimension; and performance expectations/standards. At least one or more of the areas will be applicable. **Not all areas in Section I will be applicable to every employee.** *To have additional space available for entering more than ten (10) items, click on the “Table” pull-down menu, then click on “Insert” and on “Rows Below”.*

When there is a significant change in the position duties during the course of a performance year, a revised planning document will be prepared.

The evaluator initially meets with the employee to discuss the applicable areas of Position Responsibilities, Internal Service, External Service, Professional Development, and Leadership for the upcoming evaluation period with an emphasis on the following areas:

Position Responsibilities

List major activities of job. Not every specific duty is to be listed; job duties should be categorized. At least 3 activities are to be listed.

Job Responsibility activities will be based on the following:

Staff	Based on job specification, job description, job analysis questionnaire, and/or other assigned duties.
Faculty and Administration	In accordance with KCTCS Administrative Procedure 2.11 and based on Distribution of Effort Agreement form, job descriptions, job specifications, and/or other assigned duties

Faculty Examples: academic instruction, curriculum development/revision, Classroom/laboratory maintenance, teach-outs, special initiatives/problem-solving, Revision of course syllabi, outlines, and other instructional materials, Attendance at curriculum meetings, development of clinical affiliations, development of new teaching (learning communities, collaborative learning) and delivery methodologies, creation of on-line/web-enhanced course(s), other distance education initiatives, recruitment, retention, and enrollment management, follow-up activities, preparation, grading, maintaining advisory committees (minimum of two meetings per year for technical/occupational programs), academic advising, registration, orientation, testing activities, workshops, advisor training activities, sponsorship of student groups, other.

Internal Service

Includes activities as follows:

- 1) Related to your role at college
- 2) Not part of routine Job Responsibilities
- 3) May or may not occur during regular work hours

Staff Examples: Internal Committees, CE Teaching, and Internal Training.

Faculty Examples: committee involvement, workshop facilitation, continuing education, development of new program proposals, activities related to program accreditation or program licensure requirements, recruitment and marketing, grant proposal preparation, mentoring of new faculty, other.

External Service

Includes activities as follows:

- 1) Related to your role at college
- 2) Not part of routine Job Responsibilities
- 3) May or may not occur during regular work hours

Staff Examples: Community Service and External Committees.

Faculty Examples: Serving on community boards, foundation, committees, commissions, Workshop facilitation, Continuing Education or customized industry courses, Forums and community meetings, Delivering lectures or seminars, Providing professional assistance, Arranging fine arts events, cultural events, and recreational events, Working with K-12 Schools, Other.

Professional Development

Includes activities as follows:

- 1) Any credit/non-credit learning activity related to job role, i.e. conference, seminar, class
- 2) Activity advances in your job expertise, knowledge or skill
- 3) Membership and/or participation in a professional organization

Faculty Examples: Coursework or degree completion, Staff exchange, Seminars, Workshops, Participation in professional organizations and meetings, Industry visits, Publication, Conference presentations, other.

Leadership

Leadership is defined as – “serving in a defined college or KCTCS role or a related professional role that has a leadership component, or on a major college or KCTCS committee assignment.”

Faculty and Staff Examples: Program Coordinator, Division Chair, Manager, Program Director, Committee Chair or similar role, leadership in professional organizations, academic administration, serving as an institutional representative (district level, KCTCS committees, Faculty Senate, regional level, state level, or national level), Other.

The evaluator presents the draft planning document with planning information to the reviewing officer for final approval and signature. Then the evaluator presents the final planning document to the employee and obtains the employee’s signature in the Planning Process signature box. The completed form is used as the evaluation form at the end of the evaluation cycle. Evaluators should give employees an approved copy of their form after the Planning Process is completed.

Feedback/Progress Report

Various methods will be used to obtain feedback on performance. The methods may include peer and student feedback, as well as feedback for supervisors, managers and administrators from employees in their work area.

The Optional Mid-Year Evaluation (Section II)

Optional mid-year evaluations (**Section II**) may be conducted at the discretion of the college and/or department, or as needed for individual employees to address their work performance issues.

The Evaluation Process (Section III)

The evaluator completes the evaluation document in **Section III** based on the employee's performance for the evaluation period. Employees may complete a self-assessment by reviewing the planning document prior to the evaluation meeting and sharing feedback on outcomes with their manager.

In subsection **A. Outcomes**, the employee and/or evaluator lists the outcomes achieved during the evaluation period. *To have additional space available for entering more than ten (10) items, click on the "Table" pull-down menu, then click on "Insert" and on "Rows Below".*

In subsection **B. Overall Evaluation Rating/Summary**, the evaluator provides evaluation comments and rates the employee based on how well the employee met the **Goals/Results Expected** outlined.

After the evaluator has completed the evaluation form, it is presented to the reviewing official (normally the evaluator's supervisor) for review and signature. After the reviewer signs the form, the evaluator schedules a meeting with the employee to discuss the evaluation. This meeting may also include a discussion of the Planning Process for the next year's evaluation as appropriate. The evaluator obtains the employee's signature on the evaluation form.

Ratings Categories

Five (5) ratings categories to be used in evaluating performance:

CONSISTENTLY EXCEEDED EXPECTATIONS OF JOB REQUIREMENTS (EE) - Job performance was continuously performed in an exceptional manner. Contributions significantly and consistently exceeded expectations and requirements based on established success criteria, with exceptional quality, quantity and timeliness of work. Consistently achieved outstanding results well beyond those expected of the position and helped accomplish the KCTCS strategic plan by aligning action plans with the strategic goals.

MET AND FREQUENTLY EXCEEDED JOB REQUIREMENTS (ME) - Job performance consistently met and frequently exceeded the expectations and requirements for the position based on established success criteria. Contributions consistently met and frequently exceeded expected criteria for quality, quantity and timeliness of work. Frequently achieved results beyond those expected for the position and helped accomplish the KCTCS strategic plan by aligning action plans with the strategic goals.

FULLY MET JOB REQUIREMENTS (M) - Job performance consistently met the expectations and requirements for the position based on established success criteria. Contributions occasionally exceeded expected criteria for quality, quantity and timeliness of work and helped accomplish the KCTCS strategic plan by aligning action plans with the strategic goals.

SOME IMPROVEMENT NEEDED TO MEET JOB REQUIREMENTS (NI) - Certain job duties were performed capably; however, improvement in quality, quantity and/or timeliness of work is required in order to fully meet expectations and requirements for the position based on established success criteria.

A Performance Improvement Plan may be developed by the supervisor to facilitate improvement by the employee. Performance shall be evaluated again in six months. Significant and immediate improvement in quality, quantity, and timeliness of work is necessary in order to avoid disciplinary action and/or termination of employment in accordance with KCTCS policies and procedures regarding employee termination and disciplinary action.

DID NOT MEET JOB REQUIREMENTS (F) - Performance throughout the rating period did not meet the job requirements and expectations for the position based upon established success criteria.

A Performance Improvement Plan shall be immediately developed by the supervisor to facilitate improvement by the employee. Performance shall be re-evaluated based on the Performance Improvement Plan and the evaluation goals in at least three months, in six months and again thereafter if determined necessary. Significant and immediate improvement in quality, quantity and timeliness of work is necessary in order to avoid

disciplinary action and/or termination of employment in accordance with KCTCS policies and procedures regarding employee termination and disciplinary action.

General Instructions

For Areas of Effort:

- Percent of effort in each area is to be determined collaboratively by supervisor/employee during planning phase.
- Not all five (5) areas of effort will necessarily apply to every employee.
- “Goals/Results Expected” subsection should be completed during planning process.
- The “Outcomes” subsection should be completed during the evaluation process by supervisor and/or employee.
- Specific activities to be listed under each area are to be determined collaboratively by the supervisor and employee.
- Evaluation covers work performance during the designated performance period. The performance period is July 1– June 30.
- Supervisors should ensure that all employees have accurate job description/responsibilities and/or job analysis questionnaires in writing at the beginning of the performance period.
- Supervisors should inform employees of new/revised job responsibilities and update job descriptions as changes in the position duties occur.

Monitoring:

KCTCS Human Resources staff will continue to monitor the success of this process in the future and additional recommendations will be made as appropriate.

A sample evaluation form follows with some examples of how the *Performance Planning and Evaluation* form sections could be utilized. This is only a hypothetical example and should not be construed as a representative performance evaluation document.

Appeals:

Staff employees utilize the *KCTCS Complaint Resolution Procedure* for appeals stemming from annual ratings. Faculty employees utilize the faculty appeals procedure per *KCTCS Administrative Policy 2.5*.



Evaluators: See Performance Planning and Evaluation Instructions/Sample Form online at <http://www.kctcs.edu/businessaffairs/FORMS/>- Human Resources section.

(For use in the Fiscal Year 2009-2010 performance period)

Kentucky Community and Technical College System SAMPLE PERFORMANCE PLANNING AND EVALUATION (PPE) FORM

Name: _____	College: _____
Position Title: _____	Division/Department: _____
Employment Date: _____	Current Job Date: _____
Evaluation Period: From: <u>July 1, 2011</u>	To: <u>June 30, 2012</u>
Evaluator's Name: _____	Employee ID: _____
Reviewer's Name: _____	Position #: _____

INITIAL 6-MONTH EMPLOYMENT PERIOD

ANNUAL EVALUATION

KCTCS VISION

At KCTCS, our vision is to be the nation's premier community and technical college system.

KCTCS VALUES

- Responsiveness to students, employers, and communities
- Access to innovative and flexible delivery
- Trust, respect, and open communication
- Continuous improvement
- Inclusion, multiculturalism, and engagement

KCTCS MISSION

In everything we do, our mission is to improve the quality of life and employability of the citizens of the Commonwealth by serving as the primary provider of:

- College and Workforce Readiness
- Transfer Education
- Workforce Education and Training

Alignment of PPE with KCTCS Strategic Plan

All individual performance goals are in support of KCTCS and college strategic plans. The successful completion and attainment of each employee's individual goals should contribute to the organizational goals included in KCTCS and college strategic plans.

The *KCTCS Strategic Plan 2006-10* consists of four goals and thirteen core indicators along with measures that have both one- and five-year targets. Each college has adapted the *KCTCS Strategic Plan 2006-10* to support its mission. The entire KCTCS Strategic Plan 2006-10 may be found at <http://www.kctcs.edu/strategicplanning/> .

All KCTCS employees are encouraged to include within their Performance Planning section (Section I) of the PPE, one or more action strategies that relate directly to the strategic goals and their core indicators. Some employees may be able to design an action strategy for each goal while others may develop one or more strategies from the four goals. The decision as to the strategies and number of goals addressed should be made between the employee and his/her supervisor.

The *KCTCS Strategic Goals 20010-16* and related core indicators are as follows:

KCTCS Strategic Goals 2006-10	Core Indicators
<ul style="list-style-type: none"> ▪ Advance excellence and innovation in teaching, learning and service 	<ul style="list-style-type: none"> ▪ Engagement ▪ Licensure/Certification Pass rate
<ul style="list-style-type: none"> ▪ Cultivate diversity, multiculturalism and inclusion 	<ul style="list-style-type: none"> ▪ Student Diversity ▪ Employee Diversity
<ul style="list-style-type: none"> ▪ Increase student access, transfer and success 	<ul style="list-style-type: none"> ▪ Developmental Education ▪ Participation rate for KCTCS fall credit enrollment, as a percentage of adult population ▪ Credentials ▪ Persistence Rate ▪ Transfer
<ul style="list-style-type: none"> ▪ Enhance the economic and workforce development of the Commonwealth 	<ul style="list-style-type: none"> ▪ Workforce Matriculation ▪ Wage Index ▪ High Wage/High Demand Completion
<ul style="list-style-type: none"> ▪ Promote the recognition and value of KCTCS 	<ul style="list-style-type: none"> ▪ Media Focus ▪ Financial Contributions

The following sections contain sample “responsibility” and “goals/results expected” statements. Where applicable, examples of action strategies that relate to the KCTCS Strategic Goals are also included.

SECTION I

PERFORMANCE PLANNING PROCESS

During the Planning Process, complete the areas in Section I that apply to the employee being evaluated. One or more of the areas will be applicable. **All five (5) areas may not apply to all employees.**

Where possible, create action strategies that relate to one or more of the KCTCS Strategic Goals.

To have additional space available for entering more than ten (10) items, click on the "Table" pull-down menu, then click on "Insert" and on "Rows Below".

POSITION RESPONSIBILITIES	60%	GOALS/RESULTS EXPECTED
<u>FACULTY</u>		Including language incorporating one or more of the KCTCS/College Strategic Goals
(See Performance Evaluation Instructions for examples of possible activities to include.)		
<i>Academic Instruction</i>		<i>Teach a minimum of 12 credit hours to assist in accomplishing the goal "Promote Excellence in Teaching and Learning" (Core Indicator: Productivity/Effectiveness)</i>
<i>Teaching load and Office Hours</i>		<i>Post and maintain at least 15 hours of office hours per week for accessibility to students outside the classroom to assist in accomplishing the goal "Increase Student Access and Success" (Core Indicators: Retention and Transfer)</i>
<i>Instructional Methodology</i>		<i>Utilize innovative and effective instructional methods as measured by peer observation, student evaluations, and learning outcomes to assist in accomplishing the goal "Promote Excellence in Teaching and Learning" (Core Indicator: Student Engagement)</i>
<i>Innovation Technology</i>		<i>Utilize at least one innovative technology in classroom instruction e.g. PowerPoint, web based instructions, online demonstrations or ITV.</i>
<i>Academic Advising</i>		<i>Attend initial advisor training session to assist in accomplishing the goals "Increase Student Access and Success" (Core Indicator: Completers/Attainers) and "Expand Diversity and Global Awareness" (Core Indicator: Global Awareness)</i>

POSITION RESPONSIBILITIES <u>STAFF</u>	60%	GOALS/RESULTS EXPECTED Including language incorporating one or more of the KCTCS/College Strategic Goals
<p>(See Performance Evaluation Instructions for examples of possible activities to include.)</p>		
<i>Prepare and analyze monthly budget reports</i>		<ul style="list-style-type: none"> ▪ Complete report by the 5th of each month ▪ Review budget variances with President on monthly basis.
<i>Oversee collection of tuition and fees</i>		<ul style="list-style-type: none"> ▪ Add analysis footnote to each budget discrepancy. ▪ Collect tuition and fees on a timely basis ▪ Monitor delinquent accounts on a monthly basis. ▪ Submit monthly report to Director on delinquency status in order to assist in accomplishing the goal "Increase Student Access and Success" (Core Indicator: Affordability) ▪ Implement and train staff in new PS procedures

Internal Service	10%	GOALS/RESULTS EXPECTED Including language incorporating one or more of the KCTCS/College Strategic Goals
<p>(See Performance Evaluation Instructions for examples of possible activities to include.)</p>		
<i>Serve on Professional Development Committee</i>		<ul style="list-style-type: none"> ▪ Attend two planning sessions per semester ▪ Promote and participate in on-site coordination of campus training opportunities as committee decides ▪ Communicate committee actions to appropriate employees and obtain feedback at least once during the academic year
<i>Conduct Word and Excel Training for College or Department</i>		<ul style="list-style-type: none"> ▪ Develop workshop topics for basic, intermediate and advanced training to promote the goal "Promote Excellence in Teaching and Learning" (Core Indicator: Productivity/Effectiveness) ▪ Offer workshops on quarterly basis

External Service	10%	GOALS/RESULTS EXPECTED
(See Performance Evaluation Instructions for examples of possible activities to include.)		Including language incorporating one or more of the KCTCS/College Strategic Goals
<i>Serve on High School HOSA Advisory Board</i>		<i>Enhance the image of the college by:</i> <ul style="list-style-type: none"> ▪ <i>Facilitating an effective HOSA organization on campus</i> ▪ <i>Develop on campus activities for prospective students that create an interest in health occupations and in the college's health program to promote the goal "Increase Student Access and Success" (Core Indicators: Enrollment, Completers/Attainers, Retention, Transfer)</i>
<i>Conduct a Presentation to the Local Chamber of Commerce about College Programs</i>		<i>Enhance the image of the college's programs by:</i> <ul style="list-style-type: none"> ▪ <i>Building community support for college programs</i> ▪ <i>Developing partnerships between business and industry and the college to promote the goal "Enhance the Economic Development of Communities and the Commonwealth" (Core Indicator: Workforce Development)</i>
<i>Staff a High School Career-Day Fair Booth</i>		<i>Enhance the image of the college and department by:</i> <ul style="list-style-type: none"> ▪ <i>Meeting with students and arranging visits to campus and to department</i> ▪ <i>Distributing appropriate literature to promote interest in academic fields.</i>

Professional Development	10%	GOALS/RESULTS EXPECTED
(See Performance Evaluation Instructions for examples of possible activities to include.)		Including language incorporating one or more of the KCTCS/College Strategic Goals
<i>Continue to Develop Knowledge and Skills Applicable to Current Job</i>		<ul style="list-style-type: none"> ▪ <i>Complete one Power Point class or seminar</i> ▪ <i>Participate in one related professional organization</i> ▪ <i>Attend at least one conference related to current position</i>

Leadership Faculty	10%	GOALS/RESULTS EXPECTED Including language incorporating one or more of the KCTCS/College Strategic Goals
(See Performance Evaluation Instructions for examples of possible activities to include.)		
<i>Serve as Business and Technology (BT) Division Chair</i>		<ul style="list-style-type: none"> ▪ <i>Conduct performance planning and evaluations for BT employees</i> ▪ <i>Manage the department budget with a variance of no more than 3 percent to promote the Goal “Increase Student Access and Success” (Core Indicator: Affordability)</i> ▪ <i>Conduct staff meetings on a monthly basis</i> ▪ <i>Stay current on relevant curriculum committee activities to promote the Goal “Promote Excellence in Teaching and Learning” (Core Indicators: Productivity/Effectiveness, Remedial/Developmental Education, Student Engagement)</i>

Leadership Staff	10%	GOALS/RESULTS EXPECTED Including language incorporating one or more of the KCTCS/College Strategic Goals
(See Performance Evaluation Instructions for examples of possible activities to include.)		
<i>Serve as Chair of College Diversity Committee</i>		<ul style="list-style-type: none"> ▪ <i>Conduct performance planning and evaluations for SS employees</i> ▪ <i>Lead a Diversity Initiative for the college for the purpose of increasing minority enrollment to promote the Goal “Expand Diversity and Global Awareness” (Core Indicator: Enrollment Diversity)</i>

PLANNING PROCESS DISTRIBUTION OF EFFORT AND SIGNATURE LINES

<u>Category</u>	<u>% of Effort</u>
Position Responsibility	60
Internal Service	10
External Service	10
Professional Development	10
Leadership	10
TOTAL (Must equal 100%)	100%

I have reviewed with my supervisor my Responsibilities, Goals/Results Expected, and Percent of Effort to be spent on each area. I understand that these criteria will be used for my evaluation.

Employee's
Signature

Date

Evaluator's
Signature

Date

Reviewer's Signature

Date

SECTION II
MIDYEAR PROGRESS REVIEW

We have reviewed outcomes relative to goals/results expected and have determined that progress to this date has been satisfactory. If not satisfactory, attach a summary of performance issues and a corrective action plan.

Employee's
Signature

Date

Evaluator's
Signature

Date



SECTION III
PERFORMANCE EVALUATION PROCESS

A. OUTCOMES

This section is to be completed as the evaluation. List Outcomes for each of the individual activities and accompanying "Goals/Results Expected" items listed in Section I. *To have additional space available for entering more than ten (10) items, click on the "Table" pull-down menu, then click on "Insert" and on "Rows Below".*

POSITION RESPONSIBILITIES - FACULTY

OUTCOMES _____ %

- *Taught 15 credit hours/classes which contributed to the total number of classes offered to students which afforded student additional choices.*

 - *Posted and maintained 15 hours of office hours weekly; was present every week campus was open and increased the number of students with whom I met by five per week.*

 - *Incorporated and demonstrated proper use of web-based resources in developing a business plan.*

 - *Received excellent reviews from peer observations in both fall and spring semester and received constructive pointers which I have employed to improve my teaching and increase the techniques I use.*

 - *Attended initial and one additional advisor's training meeting which led to me incorporating previously unknown advising techniques in my advising methods.*

 - *Met with and assisted my entire roster of assigned students; received good or excellent evaluations from all advisees; encouraged five students to remain in school for at least one additional term.*
-

POSITION RESPONSIBILITIES - STAFF

OUTCOMES _____ %

- *All reports were completed by 5th of each month and reviewed by Director ahead of schedule.*

 - *All variances were documented and accounted for*

 - *Fee collection has increased by 10% and delinquency has decreased by 20%.*

 - *Submitted monthly report on delinquent accounts which resulted in reconciling 50 students' delinquencies.*

 - *Provided PeopleSoft training for entire business office staff during the 2005-06 term*
-

INTERNAL SERVICE

OUTCOMES _____ %

- *Attended 3 PD committee planning sessions as volunteer*

 - *Promoted and served as instructor at the supervisor orientation fall 2005*

 - *Committee assignments completed in a timely fashion.*

 - *Communicated committee activities within my Division*

 - *Provided feedback to PD committee on Division professional development needs*

 - *Completed workshop topics for basic, intermediate and advanced Excel training resulting in faculty developing competence in using Excel spreadsheets in their teaching.*

 - *Offered schedule of free quarterly workshops to staff and faculty for September, December, February and May.*
-

EXTERNAL SERVICE

OUTCOMES

_____ %

- *Served on the advisory board and organized several presentations of the HOSA organization which led to an increase in interest by prospective students and the inclusion of 12 students on the allied health's waiting list.*

- *Conducted three presentations to the surrounding areas chambers of commerce making them aware of the college's programs that support our local industries and set up a time for the Community and Economic Development Coordinator to meet with two industries that have not taken advantage of workforce training.*

- *Staffed booths at all the surrounding high schools career days for the different programs offered at the college. (resulted in student visits and additional enrollment)*

PROFESSIONAL DEVELOPMENT

OUTCOMES

_____ %

- *Attended 2 PowerPoint classes.*

- *Attended the Southeast Regional Human Resources Management Conference.*

- *Accepted a leadership role in the local human resources professional organization*

LEADERSHIP

OUTCOMES

_____ %

- *Performance appraisals completed ahead of schedule, and included excellent feedback for the employee.*

- *Decreased budget variance by 2 % suggesting my staff meeting, training sessions, and form revisions were effective*

- *Staff meetings were conducted monthly which provided a regular time for a review of the KCTCS goals, core indicators, measures and targets to ensure the department is contributing in a positive and routine manner to the achievement of the KCTCS Strategic Plan.*

B. OVERALL EVALUATION SUMMARY

1. Identify the employee's a) performance strengths; and b) areas in which improvement was made during the evaluation period being reviewed:

2. Identify what actions are recommended for the employee and/or the college to undertake in order to achieve improvement in the employee's performance:

3. Other Comments (if applicable):

4. Overall Performance Rating

- CONSISTENTLY EXCEEDED EXPECTATIONS OF JOB REQUIREMENTS (EE)** - Job performance was continuously performed in an exceptional manner. Contributions significantly and consistently exceeded expectations and requirements based on established success criteria, with exceptional quality, quantity and timeliness of work. Consistently achieved outstanding results well beyond those expected of the position, and helped accomplish the KCTCS strategic plan by aligning action plans with the strategic goals.
- MET AND FREQUENTLY EXCEEDED JOB REQUIREMENTS (ME)** - Job performance consistently met and frequently exceeded the expectations and requirements for the position based on established success criteria. Contributions consistently met and frequently exceeded expected criteria for quality, quantity and timeliness of work. Frequently achieved results beyond those expected for the position and helped accomplish the KCTCS strategic plan by aligning action plans with the strategic goals.
- FULLY MET JOB REQUIREMENTS (M)** - Job performance consistently met the expectations and requirements for the position based on established success criteria. Contributions occasionally exceeded expected criteria for quality, quantity and timeliness of work and helped accomplish the KCTCS strategic plan by aligning action plans with the strategic goals.
- SOME IMPROVEMENT NEEDED TO MEET JOB REQUIREMENTS (NI)** - Certain job duties were performed capably; however, improvement in quality, quantity and/or timeliness of work is required in order to fully meet expectations and requirements for the position based on established success criteria. A Performance Improvement Plan may be developed by the supervisor to facilitate improvement by the employee. Performance shall be evaluated again in six months. Significant and immediate improvement in quality, quantity, and timeliness of work is necessary in order to avoid disciplinary action and/or termination of employment in accordance with KCTCS policies and procedures regarding employee termination and disciplinary action procedures.
- DID NOT MEET JOB REQUIREMENTS (F)** - Performance throughout the rating period did not meet the job requirements and expectations for the position based upon established success criteria. A Performance Improvement Plan will be immediately developed by the supervisor to facilitate improvement by the employee. Performance shall be re-evaluated based on the Performance Improvement Plan and the evaluation goals in at least three months, in six months, and again thereafter if determined necessary. Significant and immediate improvement in quality, quantity and timeliness of work is necessary in order to avoid disciplinary action and/or termination of employment in accordance with KCTCS policies and procedures regarding employee termination and disciplinary action.

SIGNATURE AFTER EVALUATION

Employee's Signature _____ Date _____
I acknowledge that this evaluation was discussed with me.

Evaluator's Signature _____ Date _____

Reviewer's Signature _____ Date _____

_____ I agree with the evaluation.

_____ I disagree with the evaluation, but accept.

_____ I disagree with the evaluation and am hereby appealing the assigned rating through the KCTCS Complaint Resolution Procedure for **staff**, or the KCTCS **faculty** PPE appeals process.

5. Employee's Comments (Optional) – Comments/opinions relative to accuracy, comprehensiveness or helpfulness of this evaluation

