

EMPLOYEE PERFORMANCE APPRAISAL
Fayetteville Technical Community College

| | | | |
|-----------------------|------------|------------------------|--|
| Employee Name: | [REDACTED] | Type of Review: | <input checked="" type="checkbox"/> Annual |
| Job Title: | [REDACTED] | | <input type="checkbox"/> Probationary (90 day) |
| Department: | [REDACTED] | Review Period: | <input type="checkbox"/> Other |
| Division: | [REDACTED] | From: | July 1, 2015 |
| | | To: | June 30, 2016 |

Throughout the year, both employees and supervisors should refer to the **FTCC Performance Appraisal Manual** for an explanation of policies and procedures related to Employee Performance Appraisal.

At the beginning of the review period, the supervisor and employee must meet to do the following:

- Review the job description.
- Establish individual performance objectives for the employee.
- Review the performance dimensions (employability skills and performance attributes) that are critical to the function of this position.

During the review period:

- The employee and supervisor should communicate formally and informally as needed.
- The employee may provide feedback on the supervisor's performance using the Supervisor Feedback Form.
- The employee and supervisor should review the progress on individual performance objectives.

At the end of the review period:

- The employee may evaluate his/her own job performance and provide a copy to his/her supervisor for consideration in the performance appraisal.
- The supervisor must complete this form and provide an overall assessment of the employee's performance.
- The supervisor reviews the appraisal with the employee. Both the supervisor and employee sign the form and may write comments.
- Both the employee and the supervisor retain a copy of the completed, signed appraisal.
- The supervisor forwards the completed original signed appraisal form through supervisory channels to the Human Resources office for filing.

INITIAL CONFERENCE FOR REVIEW PERIOD

I have reviewed my job description, individual performance objectives, and performance dimensions with my supervisor. A copy of the signed Initial Conference will be placed on file with Human Resources.

| | | | |
|--------------------------------|------------|--------------|-----------|
| Employee's Signature: | [REDACTED] | Date: | 6/30/2015 |
| Supervisor's Signature: | [REDACTED] | Date: | 7/1/2015 |

Section 1: Individual Performance Objectives

Directions: At the beginning of the review period, write **three** or more individual performance objectives and the steps to achieve each one in the spaces below. (Use additional sheets as needed.) One objective may reflect personal growth and/or individual work assignments, and all should support college initiatives. Progress will be assessed at the end of the review period. (It should be checked at mid-year.) At the end of the review period, mark one box for each objective: **Achieved**, **In Progress**, or **Not Achieved**. *Supervisors are required to write comments for objectives marked as **'In Progress'** or **'Not Achieved'**."

| <u>Objectives</u> | <u>Steps to Achieve</u> | <u>Comments</u> |
|---|---|---|
| 1. Implement strategies and improve retention and course success rates within the [REDACTED]. | 1. Meet with each program area to discuss retention and success data. 2. Work with each program area to develop strategies to improve the delivery of instruction and services provided to students. 3. Develop a plan of action for divisional leadership to monitor and assist faculty in improving course retention and success rates. 4. Conduct monthly department chair and program coordinator meetings to discuss retention and success rates. | <p> <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not Achieved </p> <p>This objective has been completed and have led to increased retention rates in courses offered through [REDACTED].</p> |
| 2. Engage in professional development activities to include completing the doctorate program at [REDACTED] and attending professional development sessions and conferences that pertain to student success and academic advising. | 1. Complete all remaining course work and earn the ED.S credential. 2. Work with the Senior Vice President at FTCC to refine the research topic and complete the dissertation. 3. Request and potentially attend the NACADA annual conference on academic advising. 4. Attend local and regional meetings/seminars/conferences that pertain to student success. | <p> <input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Achieved </p> <p>Degree completion is scheduled for August 2016. Defense of dissertation is on schedule for July 2016. Will update objective status once completed.</p> |
| 3. Improve familiarity with the college's policies and procedures. | 1. Utilize the college's policies and procedures manual 2. Engage in frequent Q & A sessions with the William Griffin (Assistant Vice President). 3. Meet with the various administrative departments to discuss the perspective department's procedural work flow. | <p> <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not Achieved </p> <p>This objective has been achieved. Although this is the case, this will be an ongoing process as I encounter different task.</p> |

Section 2: Performance Dimensions

Directions: The six employability skills are all critical for each position at FTCC. All performance attributes are to be assessed; however, at least six are to be designated as critical. At the end of the review period, mark the box in the column that best describes the employee's performance during the review period for each employability skill and performance attribute listed below. *Supervisors must write comments for each dimension marked as "Exceeds or Below Expectations."

Exceeds Expectations-Performance is far above the defined job expectations. The employee consistently does outstanding work, regularly going far beyond what is expected of employees in this job.

Meets Expectations-Employee performance meets expectations in the majority of areas and is consistently effective and competent. Work output is at the expected level for the position. Most or all tasks are performed with minimal supervision.

Below Expectations- Substantial improvement by the employee is required.

N/A or N/O- Not Applicable or Not Observed

| Critical | Please refer to the Performance Appraisal Manual for definitions of the performance dimensions listed below. | Exceeds Expectations | Meets Expectations | Below Expectations | Comments: *Required for Exceeds or Below Expectations (Note: Please attach additional sheets if needed) |
|---|--|-------------------------------------|-------------------------------------|--------------------------|--|
| EMPLOYABILITY SKILLS | | | | | |
| <input checked="" type="checkbox"/> | Responsibility | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Takes responsibility for his people and the mission to help students succeed! |
| <input checked="" type="checkbox"/> | Communication | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Communicates in a clear and concise manner. Knows how to speak to the intended audience. |
| <input checked="" type="checkbox"/> | Adaptability | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Continues to work to build a cohesive and effective team. |
| <input checked="" type="checkbox"/> | Teamwork | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Actively seeks to find ways to solve problems and accomplish the college mission |
| <input checked="" type="checkbox"/> | Problem-Solving | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> | Information Processing | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| PERFORMANCE ATTRIBUTES (At least six are to be designated as critical) | | | | | |
| <input type="checkbox"/> | Classroom Instructional Skills/Knowledge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | [REDACTED] has led the way in increasing student retention and success. He has met with each program area to discuss retention and success data. It is working! Retention is up! |
| <input type="checkbox"/> | Classroom Management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | Classroom Presentation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | He has collaborated with each program area to develop strategies to improve the delivery of instruction and services provided to students. |
| <input checked="" type="checkbox"/> | College Service | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | Customer Service | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | Employee Development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | [REDACTED] is a true servant leader and has developed a plan of action for divisional leadership to monitor and assist faculty in improving course retention and success rates. |
| <input type="checkbox"/> | Facility, Equipment & Supply Management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | Initiative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | He is pursuing his Doctorate Degree and has used his new skills and knowledge to help FTCC to better serve our students. |
| <input type="checkbox"/> | Job Skills/Knowledge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> | Leadership | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> | Personnel Management/Supervision | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | [REDACTED] always produces high quality and timely products. |
| <input checked="" type="checkbox"/> | Planning/Organization | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | He continues to develop her staff and faculty in both their technical skills as well as in leadership development. |
| <input checked="" type="checkbox"/> | Professional Development | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> | Program Administration | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | Quality of Work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | [REDACTED] work with [REDACTED] has and will continue to benefit the college and our students. |
| <input type="checkbox"/> | Timeliness of Work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Employee Name: [Redacted]

Section 3: End of Review Period/Overall Performance

Directions for Supervisors: Mark the box in front of the term that best describes the employee's overall performance for the review period. While all performance is assessed, the individual performance objectives and the critical performance dimensions are important considerations in the overall appraisal. Student evaluations and classroom observations will be taken into account by faculty supervisors when completing the Employee Performance Appraisal. Supervisors must write comments to substantiate an overall Exceeds Expectations or an overall Below Expectations appraisal. Prior to the discussion with the employee, the supervisor's supervisor should be briefed if the employee's overall rating is Below Expectations.

Exceeds Expectations – Performance is far above the defined job expectations. The employee consistently does outstanding work, regularly going far beyond what is expected of employees in this job.

Meets Expectations – Performance meets the defined job expectations. The employee performs according to the expectations of doing a good job. The employee is doing the job at the level expected for employees in this position.

Below Expectations – Substantial improvement by the employee is required as identified in Section 2, Performance Dimensions. If the employee does not make performance improvements within a specified time period, the employee may be disciplined in accordance with policies and procedures of the College.

Employee serves on Community Boards or Commissions Yes No

If yes, which Boards:

Employee Certification, Comments, and Signature – My signature below indicates that I have reviewed this document and discussed the comments with my supervisor. It does not necessarily indicate agreement with the evaluation contained in this document, and I know that I may provide written comments that will be included in my personal file.

Employee Comments:

[Redacted]

[Redacted] 16
Date

Supervisor Comments: Antonio had another successful year helping FTCC serve the community and helping students achieve their academic goals and dreams! He continued building relationships and collaborating with faculty, staff and administration to make the most of the college resources in achieving the FTCC strategic goals. Antonio is a forward thinker who is always looking for innovative ways to increase production while being a good steward of the college funds and resources. In the past year, FTCC met or exceeded all of the NC Community College Performance Measures and our ability to achieve this was due in part to his performance. FTCC continues to grow enrollment while growing student success including a record number of graduates, completers and student retention. Antonio is a valuable part of our team and an asset to our community and students. Thanks for a job well done!

[Redacted]
Signature of Immediate Supervisor

6/13/16
Date

Signature of Supervisor's Supervisor

1 1
Date