

**EMPLOYEE PERFORMANCE APPRAISAL**  
**Fayetteville Technical Community College**

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

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.

<b>Employee's Signature:</b>		<b>Date:</b>	6/30/2015
<b>Supervisor's Signature:</b>		<b>Date:</b>	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>		
		<input type="checkbox"/> Achieved	<input type="checkbox"/> In Progress	<input type="checkbox"/> Not Achieved
1. Implement strategies and improve retention and course success rates within the _____.	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.	<input type="checkbox"/> Achieved	<input type="checkbox"/> In Progress	<input type="checkbox"/> Not Achieved
2. Engage in professional development activities to include completing the doctorate program _____ 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.	<input type="checkbox"/> Achieved	<input type="checkbox"/> In Progress	<input type="checkbox"/> Not Achieved
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.	<input type="checkbox"/> Achieved	<input type="checkbox"/> In Progress	<input type="checkbox"/> Not Achieved

**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)
<b>EMPLOYABILITY SKILLS</b>					
<input checked="" type="checkbox"/>	Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Adaptability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Problem-Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Information Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>PERFORMANCE ATTRIBUTES (At least six are to be designated as critical)</b>					
<input type="checkbox"/>	Classroom Instructional Skills/Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<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"/>	
<input checked="" type="checkbox"/>	College Service	<input type="checkbox"/>	<input 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"/>	
<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"/>	
<input type="checkbox"/>	Job Skills/Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Personnel Management/Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Planning/Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Program Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Quality of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Timeliness of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Section 3: End of Review Period/Overall Performance</b>			
<p><b>Directions for Supervisors:</b> 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.</p>			
<p><input type="checkbox"/> <b>Exceeds Expectations</b> – 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.</p>			
<p><input type="checkbox"/> <b>Meets Expectations</b> – 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.</p>			
<p><input type="checkbox"/> <b>Below Expectations</b> – 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.</p>			
<p>Employee serves on Community Boards or Commissions    Yes <input type="checkbox"/>    No <input type="checkbox"/></p>			
<p>If yes, which Boards:</p>			
<p><b>Employee Certification, Comments, and Signature</b> – 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.</p>			
<p>Employee Comments:</p>			
<p>_____ Signature of Employee:</p>		<p>_____/_____/_____ Date</p>	
<p>Supervisor Comments:</p>			
<p>_____ Signature of Immediate Supervisor</p>	<p>_____/_____/_____ Date</p>	<p>_____ Signature of Supervisor's Supervisor</p>	<p>_____/_____/_____ Date</p>