



Dev
09/15/15

Memorandum

To: [REDACTED]

Thru: [REDACTED]

From: [REDACTED]

Date: September 2, 2015

Re: 2014-15 Performance Appraisal [REDACTED]

On [REDACTED] 2014-15 performance appraisal, she received a below expectations in the area of *Timeliness of Work*. To help her improve this rating, the following items have been implemented:

- A scheduled hour of administrative work is required each day. [REDACTED] must schedule a minimum of one hour per day to be dedicated to completing administrative tasks. This hour is included in her posted schedule and communicated to faculty. Except in the case of an emergency or her required attendance at a college related activity, [REDACTED] is to be given uninterrupted time to process requests, complete reports, review courses, develop plans, etc.
- Monthly calendars have been created for the business programs. These calendars include important dates such as start dates, census dates, and due dates. Calendars are routinely updated, and all faculty and staff are provided with copies. An electronic copy is also posted in our shared information folder. The departmental secretary is sending reminders of upcoming dates and events. Having faculty submit their work on time will help [REDACTED] meet her deadlines.
- Faculty members are submitting paperwork through the faculty secretary. The faculty secretary can track what is missing, ensure the correct forms are being used, and organize the work for [REDACTED].
- Lead instructors are taking more responsibility for the training and supervision of adjunct faculty.
- The Business Programs area is being reorganized to adjust to the state program changes. This should reduce the number of direct reports to [REDACTED].

Thank you.

Employee Name: [REDACTED]

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."

Objectives	Steps to Achieve	Comments
1. Improve time management	<ul style="list-style-type: none"> -Schedule an "uninterrupted" hour daily to process paperwork -Create a "major deadlines" calendar -Identify lead supporting players of the business division that can support adjuncts, course development, etc... 	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Achieved High performing faculty members continue to be identified to support the BMD with items including, but not limited to: adjunct support, course development, assessment, program review
2. Complete the Excellence in Teaching	<ul style="list-style-type: none"> -Register for class -Complete class 	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not Achieved Completed ETI in August 2014. Also completed COI Levels 1 and 2.
3. Increase successful completion rates with a particular focus on "lagged" classes (retention rates of 50% or lower) in the Business Management programs	<ul style="list-style-type: none"> -Review retention rates -Review course content -Ensure compliance with template standards -Improve consistency between sections of the same course 	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not Achieved There were 2 classes in 2013-14 below 50%. Both classes had an increase in their retention rate (57% and 72%). In addition, 57% of classes saw an increase in their retention rates. However, 5 courses have now fallen below the 50% mark and need work.

Employee Name: [REDACTED]

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 NAD- 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	[REDACTED] strongly supports the mission of the college. She encourages the faculty to make every effort to help students succeed. Her decisions are based on what is right for the college and its students. [REDACTED] problem solving skills as a [REDACTED] have progressed. She seeks to understand the reasons why we need to do certain tasks. She looks at how actions and processes fit in with the college. She identifies underlying causes of problems to address the main issues. She requests additional data to assist in decision making. She asks for help or advice when needed.
<input checked="" type="checkbox"/>	Communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Adaptability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Teamwork	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Problem-Solving	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	Classroom Instructional Skills/Knowledge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[REDACTED] serves the college on the Faculty Council, the ETL team, and the food services committee. She is always willing to help when needed and asked. [REDACTED] has excellent communication skills with students. She is calm and reasonable so that students can react in the same way. Even if the answer is not what they want to hear, [REDACTED] leaves a good impression with students. She makes them feel like they have been heard and someone cares. [REDACTED] has worked one on one with faculty to offer ways to improve their performance. She has included their participation in activities such as managing adjuncts, applicant reviews, course reviews, classroom observations, etc to help them more fully understand their roles and also to broaden their skills. -This year [REDACTED] has grown more in her understanding of the position and the college. As we discuss issues, it is clear she is seeing more from an overall view instead of a departmental or faculty view. [REDACTED] looks for ways to improve performance, standards, and processes. She wants to help faculty and staff to improve. She spends a lot of time doing individual coaching. However, better documentation on corrective actions needs to be completed. -Timely submissions need to be improved. Items such as performance appraisals and classroom observations are still being submitted very late. Established deadlines have been missed. [REDACTED] will be required to schedule an administrative hour daily in 2014-15 to help process administrative paperwork.
<input checked="" type="checkbox"/>	Classroom Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Classroom Presentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	College Service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Customer Service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Employee Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Facility, Equipment & Supply Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Initiative	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Job Skills/Knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Leadership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Personnel Management/Supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Planning/Organization	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Professional Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Program Administration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Quality of Work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Timeliness of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.			
<input type="checkbox"/> 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.			
<input checked="" type="checkbox"/> 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.			
<input type="checkbox"/> 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 <input type="checkbox"/> No <input type="checkbox"/>			
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:			
_____ Signature of Employee:	8,18,15 Date		
Supervisor Comments: Kelly has made a lot of progress in her position this year. I appreciate all that she does to try to improve the division. Thank you for the hard work and long hours!			
_____ Signature of Immediate Supervisor	8,18,15 Date	Thanks _____ Signature of Supervisor/Supervisor	8,19,15 Date

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EMPLOYEE PERFORMANCE APPRAISAL Fayetteville Technical Community College			
Employee Name:	[Redacted]	Type of Review:	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> Probationary (90 day) <input type="checkbox"/> Other
Job Title:	[Redacted]	Review Period:	From: July 1, 2014 To: June 30, 2015
Department:	[Redacted]		
Division:	[Redacted]		
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:			
<input checked="" type="checkbox"/>	Review the job description.		
<input checked="" type="checkbox"/>	Establish individual performance objectives for the employee.		
<input checked="" type="checkbox"/>	Review the performance dimensions (employability skills and performance attributes) that are critical to the function of this position.		
During the review period:			
<input checked="" type="checkbox"/>	The employee and supervisor should communicate formally and informally as needed.		
<input checked="" type="checkbox"/>	The employee may provide feedback on the supervisor's performance using the Supervisor Feedback Form.		
<input checked="" type="checkbox"/>	The employee and supervisor should review the progress on individual performance objectives.		
At the end of the review period:			
<input checked="" type="checkbox"/>	The employee may evaluate his/her own job performance and provide a copy to his/her supervisor for consideration in the performance appraisal.		
<input checked="" type="checkbox"/>	The supervisor must complete this form and provide an overall assessment of the employee's performance.		
<input checked="" type="checkbox"/>	The supervisor reviews the appraisal with the employee. Both the supervisor and employee sign the form and may write comments.		
<input checked="" type="checkbox"/>	Both the employee and the supervisor retain a copy of the completed, signed appraisal.		
<input checked="" type="checkbox"/>	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:	8/28/14
Supervisor's Signature:	[Redacted]	Date:	8/28/14

[Redacted]
09/15/15