The purpose of the Performance Evaluation and Development is to provide means for formally assessing the employee's performance. It has the primary aim of helping the employee maintain and improve both work performance and satisfaction in his or her present job assignment. In addition to helping the employee, the program also benefits the supervisor, the institution, the education of students, and the public.

TO THE EMPLOYEE

As an employee of Shasta College, you play a very important role in the education of students. It is therefore important that you do your work to the best of your ability. In order to perform effectively you need qualities such as a high degree of skill, the ability to apply that skill and the ability to work cooperatively with others. This evaluation report is intended to give you a clear picture of your performance as viewed by your supervisor. It should also serve as a guide for success in your work. It is commendable to aim for the highest possible evaluation in your current position.

TO THE SUPERVISOR

Employees work most effectively when they know what is expected from them and how their supervisor feels about their performance. Employee's potential promotion, development, and permanency require that accurate records concerning his/her performance be maintained. Evaluation should include also employee's strong points and areas where improvement may be recommended. The evaluation program should be of significant value to you: it provides for a systematic basis for two-way communication between employee and you, increases employee's motivation and job satisfaction and should result in a better operation for your department.

INTRODUCTION

The most valuable asset of the College is its employees. Classified employees in partnership with faculty and management provide students and the public with a vital service necessary for the total educational process.

The College's success in providing an effective service is directly related to the ability and skills of its employees. Improving this ability and skill is an important objective of the College, and the responsibility for bringing it about is shared by each employee as well as by each member of management.

The Performance Evaluation and Development Program is a tool to assist both the employees and the supervisors in carrying out this responsibility. It aids the employee in his/her growth and development by appraising all phases of his/her performance and then by following through with constructive discussion and guidance.

EVALUATION

When employed or assuming a new assignment, the first step is a discussion between the employee and supervisor so that the employee fully understands the requirements of the job. Job expectations are normally stated as specific goals to accomplish, or as areas of responsibility basic to the job. The discussion should clarify the importance of each responsibility, the relative emphasis and priority of each. The key is to have a common understanding between employee and supervisor of job requirements and how the employee will direct his/her efforts to achieve them.
Whenever there is a good reason for the employee and the supervisor to discuss performance, a review should be held. As an employee, when you have questions or concerns, you should feel free to ask your supervisor for help and, when necessary, for a review. These ongoing discussions can help you be sure you are moving in the right direction and that problems are addressed as soon as they arise.

The first performance evaluation for probationary employees will take place not later than 90 days after initial employment. The last evaluation will be performed during the 8th month of employment. For employees promoted into a higher classification, the evaluation period is 90 days and 150 days after initial employment. Evaluations of all permanent employees will be made annually.

When your performance plan period is over, your supervisor will review your accomplishments in your job and will evaluate and rate your performance.

The following is a sequential procedure each supervisor should follow to accomplish an objective evaluation:

Ensure that the job description for the position to be rated is current. Keep in mind the duties and responsibilities of the position as you rate the person on each factor.

The supervisor prepares the Performance Evaluation form. This form is self-explanatory. Ensure that ratings are supported by comments and specific examples in spaces provided.

Front Page:
DEFINITION--List major responsibilities for appraisal period.

OVER-ALL PERFORMANCE RATING--Using the job description and the employee's performance of the assigned duties, the immediate supervisor rates the overall performance. The rating should reflect individual ratings for each performance factor on pages two and three.

Supporting observation, i.e. comments and specific examples must be provided for all ratings.

If the supervisor asks other management for comments then check appropriate line (appraisal made by ...). When a "Fair" or Unsatisfactory" rating is given, the employee should be re-evaluated within 90 days to determine whether there has been improvement.

RECOMMENDATION--Check appropriate line and complete as indicated.
Pages Two and Three:
Rate individual factors according to rating scale shown at top of page two. In cases where continued performance is "Unsatisfactory", the immediate supervisor should consult with the vice president to determine the appropriate action to be taken.

Provide appropriate comments, examples and specific accomplishments of the employee for all ratings.

Page Four:
Self-explanatory and should be completed with comments as appropriate.

DEVELOPMENT--The Employee/Supervisor discussion should now be held.

The real payoff in the evaluation process comes through the action taken to assist the employee to develop himself/herself into a more useful member of the employee group. The primary purpose of the program is to assist the employee in his/her growth and development. The appraisal should therefore be used to this end.

Most employees want to know how they are getting along--to talk frankly with someone in authority about their jobs. Such discussions, properly conducted, will build better understanding between supervisor and employee. This is especially true if the employee is told about his/her strong points as well as the ones that need improvement.

In cases where the employee has made significant accomplishments beyond the assigned job, the supervisor should record and consider them in assessing the overall performance.

As a result of the periodic reviews during the year, the evaluation and the rating should be what is expected. But if the employee disagrees, the supervisor should be told. It is important to discuss the reasons for disagreement.

After discussing the rating for the previous period, the supervisor will discuss the strengths--the things the employee does that have the most positive effect on performance--and will suggest some areas where extra effort could have a significant influence on the employee's ability to improve performance. The employee should consider these as constructive suggestions for the future rather than criticism of the past.

At the conclusion of the interview, the employee will have the opportunity to review the completed evaluation form.

After the interview, the document will be sent for review and comment to the appropriate vice president. It then will be filed in the employee's personnel file.

DEVELOPMENT

An important responsibility of every supervisor is to provide career counseling and development guidance to each employee.

The completed evaluation form may in itself indicate the areas for development. Awareness of career interests will assist the supervisor to provide meaningful guidance to the employee.
SUMMARY

The Performance and Evaluation program is designed to help assure that the employee is treated as an individual in his/her career with Shasta College.

It is intended to accomplish three specific goals:

- Let the employee know what's expected in the present job and ways to do that job better.
- Rate performance on the basis of actual contributions to the College.
- Help the employee develop talents to achieve maximum potential.

APPLICATION--SUPERVISION

In order to fulfill the objectives of the Performance Evaluation and Development, it is necessary that the results of the evaluation accurately reflect the individual's performance and that these results are discussed with the employee in an objective manner.

PLANNING FOR DISCUSSION--The Supervisor who conducts the discussion should prepare beforehand. He/she should carefully plan an approach best suited to the individual. He/she should make every effort toward a constructive discussion—one that will foster mutual understanding and respect.

The time should be selected so that the discussion will not be hurried or interrupted. The discussion should be conducted in private and the employee put at ease.

THE DISCUSSION--Be sure the employee understands the real purpose of the Performance Evaluation and Development Program, and how appraisals are made. He/she should be told that this particular discussion is a part of that program.

In discussing the appraisal, show appreciation for each element of good performance. Explain fully the reason for the appraisal on each point. Do not dwell at length on past failures, if any, unless there is a good reason for doing so. Give the employee every opportunity to ask questions and express his/her own feelings.

Guide the discussion into suggestions and plans for improvement and progress. A successful discussion of the appraisal will inspire in the employee the feeling that his/her supervisor is interested in him/her as an individual and in helping him/her improve.

Ask the employee to acknowledge that the performance evaluation discussion was held. Complete the section and provide other comments if any. Indicate comments by the employee. Sign the form and forward it to the appropriate vice president.
APPENDIX A

OVER-ALL PERFORMANCE LEVEL DEFINITION:

The following phrases are descriptive of the various performance areas. The performance areas are meant to define overall level of performance. Supervisors should review the various descriptive phrases and decide which group of phrases best describes the overall performance of the rated employee.

PERFORMANCE UNSATISFACTORY:

Use of this performance area implies that the employee:

- Has been on the job long enough to show better performance and should be told immediate improvement is needed to avoid corrective action.
- Is creating a morale problem with those who have to help carry the load (including yourself).
- Doesn't seem to have the drive or the know-how to do the job and might be better off in some other job.
- More than likely recognizes that the job is not getting done satisfactorily.
- Just doesn't seem to grasp the situation no matter how many times you explain things.
- Has had adverse comments from outsiders concerning performance.
- Seems to make one goof after another, some of them repeats. Apparently does not have the background to grasp the work.

PERFORMANCE FAIR:

Use of this performance area implies that the employee:

- Is performing not really poorly, but if all employees were of this performance level, the area would be in trouble.
- Needs to improve, but in the meantime, the job usually gets done.
- Is “carried” by others on occasion.
- Can't always be depended on to complete assignments without frequent reminding and checking on progress.
- Has not been on the job long enough to have developed thorough familiarity and competence in all phases of position to which exposed.
PERFORMANCE SATISFACTORY:

Use of this performance area implies that the employee:

Is doing a full, complete and satisfactory job. The performance is what is expected of a fully qualified and experienced person in the assigned position.

Does not need or require significant improvement. If there is improvement, it is a plus factor for the department's effectiveness. If not, there is no reason to complain.

Is good and contributes to total departmental performance.

Almost never get complaints form others with whom the employee interacts. Errors are few and seldom repeated.

Demonstrates a sound balance between quality and quantity.

Does not spend undue time on unimportant items; neglecting problems or projects that should have priority.

Makes inputs you can quote with confidence.

Requires only normal supervision and follow-up and almost always completes the work or projects on schedule.

Has shown competence in all phases of position to which exposed.

Is a good solid member of the team and can perform any kind of assignment within the scope of the grade.

PERFORMANCE ABOVE AVERAGE:

Use of this performance area implies that the employee:

Meets all and exceeds many position requirements on a continuing basis even on some of the most difficult and complex parts of the job.

Regularly accomplishes more than expected.

Often provides "extras" in performance of assigned responsibilities and is a self-starter.

Normally does a thorough and complete job with minimum direction.

Thinks beyond the details of the assignment and works toward the overall objectives of the department.

Is usually able to take on some extra projects and tasks without defaulting in any of the regular activity fields.

Is considered promotable in the near future based on demonstrated performance.
PERFORMANCE SUPERIOR:

Use of this performance area implies that the employee:

- Significantly exceeds all position requirements on a continuing basis even on the most difficult and complex parts of the job and seizes the initiative in development and in implementation of challenging work goals.

- Demonstrates a knowledge that normally can be gained only through long periods of experience in the particular type of work.

- Thoroughly completes each project or job tackled with little or no supervision, including those that are newly assigned.

- Regularly takes on additional projects and tasks without defaulting on the normal activity fields.

- Shows exceptional authority of knowledge.

- Does most of his/her own advance planning, anticipates problems and takes appropriate action.

- Makes contributions outside the scope of the job and recognizes and anticipates the impact of actions taken.

- Is ready for promotion.

HINTS ABOUT APPRAISAL:

Even with a definition of the rating terms, which may help in recognizing the various degrees of performance, the supervisor should be aware of the type of error that may creep into the appraisal and influence otherwise sound judgment. Supervisors need to be alert to the following defects in appraisals which experience shows are the most often encountered.

1. The leniency tendency is the most common appraisal error and results from the desire to protect the person being appraised, or perhaps the supervisor may not understand good appraisal methods, or feels that a group rated high reflects credit on the supervisor. The supervisor may also be influenced more by personality and individual potential than by contributions actually made.

2. The halo effect results from giving undue weight or influence to a recent incident or accomplishment rather than making the appraisal from observation and experience covering the whole period.

3. The critical incident type of appraisal reflects situations where undue emphasis is given to a recent error or unfortunate incident.

4. The central tendency results from being unwilling to judge that some persons are more or less effective than others. The appraiser likes to consider that people are all about average rather than determining which are exceptionally good or exceptionally poor. This may indicate an actual lack of knowledge about performance, or it may reflect a desire to take the easy way out, to play safe, or fail to take adequate time to analyze and make a good judgment.

5. The severe tendency occurs when the supervisor has very high and rigid standards and perhaps fears being put in a bad light if the appraisal rating is too high.
6. Constant ratings are similar to central ratings but may be reflected in either high, low or central ratings. Such appraisals usually are made by those who place a special premium on length of service, thus penalizing short service, or may result from the feeling that a person in a high-grade position must be doing an extremely effective job and that a person in a low-grade position must be less effective.