

The following materials have been developed in order to assist employees and supervisors in the process of mutually assessing job performance in support of ongoing quality improvement and individual growth. The intent is to develop tools that fit within the Central Oregon Community College work culture, are interactive, and promote communications both during the process of appraisal and during continuing discussions of work in the department. **These processes satisfy related contractual obligations to evaluate performance for classified employees, but above all, are intended to help provide a focus and vehicle for development of individuals, processes and organizational units.**

The **Performance Appraisal form** provides a direct link to the Position Description by the evaluation of the job functions identified on the Position Description. Supervisors must evaluate demonstrated performance for each job function based on quality of work, productivity, and other factors that may impact job performance.

The **Employee Self-Evaluation Form** has also been developed for use in the evaluation process and provides a vehicle for employees to discuss specific aspects of their work performance over the past appraisal period. It is highly recommended that you have your staff complete the self-evaluation BEFORE your performance meeting with them.

The performance **evaluation period** is based on the CALENDAR YEAR, not the fiscal year or any other bargaining unit date. For example, while evaluations are due by March 15th under the union agreement, the review period should be from Jan-Dec of the year prior and not Jan-Mar of the new year.

### INTRODUCTION: WHY EVALUATE PERFORMANCE?

At COCC, we believe that our employees are our most important resource. Our ability to educate students and to serve our district wide community is directly related to the quality of our workforce and its contributions. Recognizing this, the College is committed to working in partnership with employees toward achieving excellence in their individual roles. Review of work performance is an important tool in that process. To be effective, this review must be fair, consistent, and based upon the values and principles mutually held by the employee and supervisors.

---

#### INCLUDED AMONG THOSE VALUES ARE THE FOLLOWING:

- We believe that the work of every COCC employee has an impact upon the education experience of students and the educational activities of the College;
- We believe that COCC employees are dedicated to providing high-quality service to students and the College;
- We believe that the College is committed to supporting employees in their efforts to ensure that they are able to add the greatest value possible through their work.

- We are committed to reflecting these values through performance appraisal processes, which embody the following principles:
  1. Performance reviews are unique opportunities for mutual reflection upon the goals and objectives of work and the improvement of work outcomes;
  2. Performance reviews should occur on a regular and planned basis;
  3. Performance reviews should examine not only current performance, but also future development objectives of employees.

## CONDUCTING THE PERFORMANCE APPRAISAL

As you consider these values and principles (the “why” of performance appraisals), be aware that the manner in which you conduct the appraisal may significantly impact the quality and the outcome of the process.

The following suggestions, adapted from Gardenswartz and Rowe (Managing Diversity). Pfeffer and Co, 1993) can help to make this process successful for both the Supervisor and the employee whose performance is being appraised:

### PREPLANNING FOR PRODUCTIVE PERFORMANCE REVIEWS FOR SUPERVISORS

1. **Set performance expectations/standards.** Both you and the employee should review the position description. Update, if necessary. Determine the performance expectations/standards for each job function noted in the position description.
2. **Explain and clarify the expectations/standards to the employee.** Consult with employee to assure that he/she understands the expectations and the criteria on which he/she will be appraised. Use the [Performance Level Guidelines for COCC Classified Staff](#) document during this discussion to help clarify specific expectations. These same standards are used for the ratings to be used on the Performance Appraisal document completed each March.
3. **Explain how the employee will be evaluated.** The annual review will address the performance expectations specific to the employee’s position description as well as performance factors common to all positions in the unit. The purpose of the appraisal is to evaluate and discuss the employee’s performance and to jointly identify any training or professional development needs, if appropriate. The review should be comprehensive, as it will cover up to a full-year period. Remember, the appraisal meeting is not a time for “surprises”. Issues with performance or behavior that have occurred during the previous year should have already been discussed with the employee.
4. **Draft and outline of your appraisal.** Gather performance input from others as appropriate. Review your notes and examples of issues, both positive and critical, that you have accumulated over the past year. There is a tendency for evaluations to reflect the few months just prior to the evaluation rather than the annual period covered by the evaluation. Making notes throughout the year will provide you with ample information to write a complete, representative review.

5. **Give the employee the *Annual Appraisal Self Evaluation*.** Note that using this form is at the employee's option; however, such documents can be helpful to guide the employee's reflection on his/her performance throughout the year and to provide input to the supervisor. It can be useful to identify training and development needs or goals that the employee may feel are relevant.
6. **Review your appraisal with your Dean or Director.** Prior to the evaluation meeting review what you plan to present in the appraisal meeting with your supervisor to assure concurrence and to gain additional input.

## CONDUCTING THE PERFORMANCE REVIEW SESSION

1. **Set the time and place for the review session.** Give both yourself and the employee enough time to prepare the appraisal forms. Also, set aside enough time at the appraisal meeting for discussion. Reserve a private location in which to meet. The evaluation meeting is important and warrants your full attention and time.
2. **If the employee chose to complete the self-evaluation form, ask him/her to present it.** Listen, but do not debate or questions the employee's self-assessment. You will have the opportunity to identify areas of agreement as well as any problems or areas of concern during your evaluation of the employee's performance.
3. **Present your evaluation.** Begin with good news. Cite specific examples of positive productive performance as well as areas needing improvement. Identify points of agreement between the two evaluations (if the employee provides a self-evaluation).
4. **Jointly identify problems and obstacles to improved performance.**
  - What seem to be the problem areas?
  - What task seems to be the most difficult?
  - Where does performance slip?
  - What is getting in the way?
5. **Jointly create a plan for improving performance.**
  - How can the obstacle be overcome?
  - What does the employee need to do differently?
  - How can you help him/her in that process?
  - What are the employee's goals for growth?
  - How can these be worked on?
  - What are the planned intervals for reassessment?
6. **Agree to the evaluation and commit to a plan of action.** Ideally, both the employee and the supervisor can come to agreement about the evaluation and determine the next steps toward improvement.
7. **End on a positive note.** Summarize the evaluation and the next steps. Obtain the necessary signatures and forward to the Office of Human Resources.

## AFTER THE REVIEW

1. How did it go?
2. Is there anything you would want to change the next time you do a review?
3. Plan scheduled checkups with the employee periodically to assess performance improvements and progress toward goals. Make adjustments as needed.

## COMPLETING THE PERFORMANCE APPRAISAL FORM

### SECTION ONE - ESSENTIAL & MARGINAL JOB FUNCTIONS

Refer to the [How to Lock/Unlock a Word Form document](#) (help document) for assistance in modifying the appraisal form (unlock to add duty boxes, adjust page breaks, and run a spell check; lock again to enter data into the form).

1. Use the position description to complete both the essential job functions and the marginal functions on the performance appraisal form.
2. Carefully consider the rating options for the function and enter the appropriate number. Remember that a probationary/6 month review should have ratings no higher than 3-4 for good performance. A higher rating than this at 6 months leaves the employee with nowhere to improve and they are unlikely to have mastered the job for higher ratings at 6 months.
3. Clarify with a narrative comment(s) that give specific example(s) to support the rating. **ALL ratings are required to have narratives** explaining the rating given, not just unsatisfactory ratings. If the employee is really a 5 (exceeds on a daily basis) there should be a narrative that gives examples of how this person has exceeded expectations on a routine basis.

### SECTION TWO - BEHAVIORAL FACTORS

1. A brief description of each behavior factor is provided in bold type.
2. Carefully consider the rating options for each behavioral factor. Enter the rating that best describes the work behavior of the employee.
3. Narrative comments are required for ALL ratings given. Keep in mind that behaviors such as "attendance" and "punctuality" should rarely be more than a 3/satisfactory for Classified employees, given that they cannot show up early or stay late. If they work per their scheduled shift they should be a 3.
4. Employee comments—The employee has the option of completing this section and you should encourage them to provide some comments about the review.

---

## SECTION THREE - GOAL SETTING

1. This section focuses on the goals for the employee during the **next appraisal period**. Both the supervisor and the employee should discuss and mutually establish these goals with a clear understanding that they be realistic and achievable. The goals can be related to enhanced performance, including increased job knowledge and skills or professional development or other areas. **During the current review, you should be looking back at the goals set for last year** (if you review them last year) and determine if they were met. Of course, the progress of these goals should be checked throughout the year, not just at the end of the rating period.
2. The benchmarks are measurements of the expected outcomes of the goals. **The benchmark needs to be specifically measurable to the goal with tangible results.** Ideally, the benchmark should be mutually developed between the employee and the supervisor. Some examples of goals and benchmarks are provided below:

---

### PERFORMANCE RELATED GOAL AND BENCHMARK

The **goal** established is to have an operational knowledge of ACCESS by taking classes and/or trainings offered on campus or in the community.

The **benchmark** will be the ability to use ACCESS to develop a database, run effective queries and generate reports useful to the department by this end of the year.

---

### BEHAVIORAL RELATED GOAL AND BENCHMARK

The **goal** for the coming year is that the employee's behavior towards customers and co-workers be appropriate, courteous and professional. Support to achieve this goal includes the EAP, critical feedback, supervisory counseling and training in areas such as customer service.

The **benchmark(s)** will be improved working relationships, no disruptions in the team's work effort and no customer complaints.

## PERFORMANCE EVALUATION CHECKLIST

### HR OFFICE:

- Notifies supervisor of upcoming appraisals one month before review date.
- Provides forms on HR Forms icon.
- Offers guidance in evaluation process.
- Maintains official file for classified employee which includes past evaluations.

### SUPERVISOR:

- Forwards to HR for review if necessary.
- Reviews prior year's evaluation form including goals & objectives for current year.
- Reviews appraisal guidelines.
- Provides employee with self-evaluation form and requests return of evaluation form by a given date.
- Reviews self-evaluation form—if received—before appraisal meeting.
- Review appraisal with your supervisor for concurrence and comment.
- Meets with employee to review and discuss evaluation form.
- Keeps a copy and sends to HR office for personnel file.
- Sets occasional checkup times with employee.
- Completes evaluation form and uses current (or updated) position description for identification of job functions.

### EMPLOYEE:

- Reviews job description, revises (with supervisor) (*review and comment*) if no longer current.
- Reviews prior year's evaluation form including goals and objectives for current year.
- Reviews evaluation guidelines.
- Completes self-evaluation form.
- Meets with supervisor for performance evaluation:
  - Specific job functions
  - Common performance factors
  - Goals, objectives, development
- Keeps copy of performance evaluation.
- Meets occasionally with supervisor for checkups.