

Title: #IV-14. Classified and Non-Classified Staff Performance Appraisal

Date: January 25, 2011 (replaces version dated January 24, 2006)

Most persons share a desire to know the answer to the question, "How am I doing?" They want to know what is expected of them, how well they are meeting the expectations, how they can improve, and some want to know how they might qualify for higher responsibilities. The process of performance appraisal should provide the opportunity for discussion of these concerns. The process should also provide the basis for enhanced communication among college personnel.

- I. Goals – Performance appraisals should:
 - a. Promote self-improvement,
 - b. Be based on the expectations and objectives for the position,
 - c. Indicate strengths and weaknesses,
 - d. Allow the employee to identify circumstances which inhibit performance,
 - e. Provide positive feedback for good performance,
 - f. Provide a basis for retention,
 - g. Include an option for self-appraisal, and
 - h. Provide information for other institutional processes (e.g., merit pay increases).

2. Process
 - a. An annual review of the position description should take place in a conference involving the employee and the supervisor. The employee may also feel free to initiate action at any time to seek clarification.
 - b. There should be periodic sessions (formal and informal) between employees and supervisors for the purpose of discussing mutual expectations and progress. These sessions should be conducted in a manner consistent with the principles of open communication and respect.

Caution should also be used to avoid giving a person the impression that he or she is progressing satisfactorily when there are reservations.

- c. In conjunction with a summary appraisal interview involving the employee and his or her supervisor, all employees shall receive an annual performance appraisal in writing from the appropriate supervisor.
- d. An opportunity shall be provided for subordinates to complete a written assessment of the supervisor at the time of appraisal for the supervisor. It is suggested that these assessments provide a basis for discussion and problem-solving in the work group.
- e. The following elements shall be included in the annual performance review:
 - An assessment by the supervisor,
 - Evidence of achievement, results, or outcomes,
 - Assessment by faculty and staff in the case of administrators and supervisors,
 - Self-appraisal (optional)
- f. Each employee shall, prior to an appraisal interview, be given the opportunity to submit all material which he or she deems relevant to total performance and to reflect and offer comments in the narrative portion of the evaluation form as indicated.
- g. Annual appraisal forms for classified and non-classified staff shall contain a section which includes the following performance indicators:
 - **Planning/Organization:** Employee prioritizes and organizes work to perform duties in an effective and efficient manner.
 - **Quality of Work:** Employee's work is consistent, thorough, timely, and accurate. Employee demonstrates knowledge of job and confidence in achieving tasks and assignments.
 - **Productivity:** Employee manages and completes workload expectations sufficiently to meet the demands of the job. Employee utilizes time effectively and is self-directed when needed.
 - **Dependability and Accountability:** Employee demonstrates pride in work and understands the role the position plays in the college community. Employee completes assigned work in a timely manner; attendance complies with all leave policies.

- **Communications and Interpersonal Skills:** Employee establishes and maintains effective work relationships and demonstrates effective listening, verbal and written communication skills.
- **Creativity, Innovation, and Flexibility:** Employee adapts to and is open to change and is willing to consider different ways to complete the tasks and duties associated with the position.
- **Work Environment and Safety:** Employee promotes a respectful workplace, complies with general conditions of employment, Equal Opportunity, security and workplace safety policies.
- **Initiative:** Employee is proactive in getting tasks accomplished, and forecasts the needs associated with the position.
- **Customer/Student Service:** Employee works with internal and external customers to achieve desired results. Employee demonstrates willingness to assist in a friendly and respectful manner.
- **Professional Development:** Employee participates in workshops, conferences, and/or continuing education that reinforce the position and strengthen contributions to the college.
- **Professionalism:** Employee maintains discretion and confidentiality in carrying out responsibilities. Employee demonstrates teamwork and respect for fellow employees and all internal and external contacts.
- **Leadership and/or Supervision:** Employee leads by example and reinforces the mission of the college. Employee develops and establishes direction for others, if appropriate.
- **Strategic Planning:** Employee develops and/or implements goals that reinforce and promote the college's strategic plan.
- **Resource Management:** Employee plans for, manages, and/or utilizes resources to fulfill responsibilities in an effective and efficient manner.
- **Problem Solving and Decision Making:** Employee works within college policies and utilizes critical thinking skills when analyzing problems and making decisions. Employee exercises sound judgment in decision-making and considers the impact of decisions on the college community.

- h. Each performance indicator shall be evaluated using the following rating criteria using the assigned point values for performance-based salary increases, as applicable:
- **Outstanding = 3:** Performance significantly exceeds expectations of the job description. Descriptive comments are required for this rating.
 - **Effective = 2:** Performance in which expectations have been met in a manner consistent with the job description. Descriptive comments are optional for this rating.
 - **Satisfactory = 1:** Performance meets minimal requirements of job description; areas of growth are recommended. Descriptive comments are required for this rating.
 - **Unsatisfactory = 0:** Performance does not meet job requirements; areas of needed growth are significant. Descriptive comments are required for this rating.

Areas for improvement should be identified and a plan formulated for addressing growth and development. Any area that is identified as “Unsatisfactory” should have specific strategies developed for improvement.

The narrative portions of the appraisal summary form shall provide the opportunity to address areas of strength, areas for improvement, progress toward achievement of goals outlined in the last evaluation, accomplishments since the last evaluation, and goals for the next evaluation period.

- i. Each employee shall be expected to sign and date the completed appraisal form to acknowledge that he or she has read the form. Each person shall also have the opportunity to indicate agreement or disagreement and add comments to the appraisal.
- j. An indication of disagreement leads to a conference involving the employee, the supervisor, and the person at the next level of supervision. Persons who disagree with the outcome following the conference may then use the mechanism of the grievance procedure to appeal.
- k. The completed form must be signed by the person at the next level of supervision and by the President.
- l. Completed appraisal forms shall be submitted to the Human Resources Office for the official file according to the timeline provided in Section 3. The employee and the supervisor should keep copies of appraisals for

prior to the end of the six-month probationary period. In accordance with WV Code [§18B-9-12](#), the employee shall be informed of whether he or she is being offered regular employment at the end of the probationary period.

Administrators

In addition to annual performance reviews conducted for each administrator reporting directly to the President, a major review is conducted in the fifth year of the administrator's term with subsequent major reviews on a five-year cycle. Details of the five-year administrator evaluation process are provided in Answer Book [#IV-14A](#).

Faculty

The process for faculty evaluation is described in Answer Book [#IV-8](#).