

Section VIII
EMPLOYEE EVALUATIONS

EVALUATION PROCEDURES

Alabama Community College System Board Policy 607.01 and Act No. 2015-125 requires that all College personnel be evaluated annually.

President

The Chancellor shall evaluate the performance of Presidents of institutions under the authority, direction, and control of the Alabama Community College System Board of Trustees, using appropriate evaluation instruments and methods. The results of such evaluations shall be reported to the Board.

Faculty (Salary Schedule D)

Faculty evaluation procedures include student assessment, classroom observation and assessment by the division chairperson and the Dean of Instruction in order to provide a holistic approach to the evaluation process. Student assessment of instruction will be completed by all classes annually in the fall. Any faculty member is subject to evaluation by students in any semester at the discretion of the Dean of Instruction.

After the evaluation procedures for each faculty member are completed, the supervisor, in conjunction with the Dean of Instruction, will

- conduct an evaluation interview reviewing the evaluation packet;
- provide the employee with the opportunity to make any written comments and to sign the appropriate forms;
- and submit the evaluation packet to the Dean of Instruction.

The Dean of Instruction will review and sign the evaluation packet prior to placement in the employee's official personnel file.

Professional & Support Personnel

Executive Staff, administrative and support personnel evaluation procedures will include an annual evaluation by the immediate supervisor. The Vice President, Deans, and Directors use the use the evaluation form entitled *Executive Staff*. All other professional and support staff complete the evaluation form entitled *Professional and Support Staff*. After the evaluation packet is complete, the immediate supervisor will

- conduct an evaluation interview reviewing the evaluation packet;
- provide the employee with the opportunity to make any written comments and sign the appropriate forms; and
- submit the evaluation packet to the appropriate administrator.

The supervisor will review and sign the evaluation packet prior to placement in the employee's official personnel file.

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INTRODUCTION AND PURPOSE

The purpose of annual evaluations is to: (1) clarify job expectations; (2) facilitate a discussion of employee performance and achievements; (3) establish and document employee professional development; and (4) fulfill the State Board Policies 607.02 and 904.01 requirements.

IMPLEMENTATION DETAILS

The evaluation process is a tool that allows a supervisor and employee to establish, discuss, and evaluate work performance. It is an opportunity to clearly define work related expectations and progress and identify plans for work performance enhancement or improvement. It is a supervisor's responsibility to identify plans for improvement and professional development that would enhance the employee's work performance. Feedback from the supervisor to the employee is a continuous process. Work performance is examined each year to see how well the goals/essential job duties were met.

There are four components of the evaluation process:

1. Establish job expectations by reviewing the job description
2. Establish a Professional Development Plan
3. Discuss plans for growth and improvement
4. Appraise performance

DETAILS OF COMPONENTS

A. Job Expectations

The first step in the evaluation process is to understand the job expectations. The supervisor will ensure that the employee has a job description and will, if necessary, meet with the employee to review and discuss any priorities or specific department goals for the year. The supervisor is encouraged to meet as often as necessary to informally evaluate and/or discuss expectations of the job.

B. Professional Development

Alabama Southern wants all employees to succeed on the job and reach his or her performance potential. Professional development programs provide training opportunities for employees to develop or enhance skills that are essential to job performance. Because the College strongly supports professional development, participation in professional development programs is encouraged for all employees.

C. Measuring Progress

The supervisor and employee should meet often to discuss the employee's progress toward achievement of professional goals and identify any plans for growth and improvement. The supervisor should set a time to specifically inquire about the progress and needs of the employee. If a performance deficiency is identified, the supervisor should immediately:

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- Meet with the employee to discuss the performance concerns
- Provide an opportunity for the employee to respond
- Work with the employee to develop a plan for improvement; and
- Meet frequently with their employees to discuss work performance and professional development.

D. Appraising Performance

The review of performance is an appraisal, a comparison of actual performance against the established expectations.

Prior to the review date, both the supervisor and employee should:

- Review the job description and evaluation form
- Set a time to actually meet and conduct the review session
- Review the employee's performance—task, achievements, etc.
- Review any performance related correspondence; and
- Individually complete a copy of the evaluation form (employee should submit to supervisor prior to meeting)

At the session, the supervisor should provide his/her assessment of the employee's performance. The employee should have the opportunity to respond to the supervisor's assessment. The interview session should be a give-and-take session, both listening to the views of the other person. The discussion should result in an appraisal of the employee's overall performance for the year.

E. Ratings

On the forms, employees are rated against a "factor." The ratings are:

- **Exceeds Requirements-** This level of performance is characterized by steady application of skills to the requirements of the job with minimal direction. Objectives/Essential Duties are consistently met on a high standard of performance, and the employee often offers innovative suggestions for improvement. (The supervisor should provide examples whenever an employee's performance is indicated as "Exceeds Requirements.")
- **Meets Requirements-** This level of performance is characterized by objectives/essential duties being met and overall results are good.
- **Needs Improvement-** This level of performance indicates that the employee's performance is not meeting the job expectations/essential duties and requirements. (The supervisor should provide examples whenever an employee's performance is indicated as "Needs Improvement.")
- **Not Applicable-** This rating should be used when the criteria is not appropriate for the job expectations/essential duties.

F. Basic Job Requirements

This section of the form addresses five basic aspects required of each employee as they perform their job. They are general in nature and are expected of all employees. The basic job requirements include:

- **Understanding of the job:** Does the employee have adequate knowledge and skills related to the requirements to complete the variety of tasks required by the job?
- **Quality of work:** Is the quality of work acceptable and does it meet established standards? Does the employee demonstrate concern for accuracy?
- **Productivity and Efficiency:** Does the employee complete assignments on schedule, use resources wisely, and manage time effectively? Does the employee demonstrate motivation to meet scheduled demands?
- **Reliability and Dependability:** Does the employee follow through on assigned tasks to completion as expected? Is the employee reliable?
- **Initiative:** Does the employee demonstrate initiative and resourcefulness by taking appropriate action with a minimum of direction as situations arise? Does the employee seek opportunities to learn new skills, and make suggestions for improving work processes?
- **Service Leadership:** Does the employee demonstrate a desire to serve, show a willingness and readiness to provide good service to students, faculty, staff, and/or the public?
- **Service Leadership:** Does the employee exhibit honesty, confidentiality, integrity, and a strong work-ethic while performing job duties?

G. Job Specific Attributes

This section addresses four areas that are very specific to each person's position. Not all jobs may require each of these attributes, nor are they necessarily required at the same level for all jobs in an office. However, each supervisor to positions that are similar in nature should consistently apply them. If one of these attributes is not required of a position, the supervisor will mark it "Not Applicable" on the review form. The specific job attributes include:

- **Planning and Organizing:** Does the employee set individual objectives and goals and establish appropriate priorities?
- **Problem Solving:** Does the employee identify and evaluate alternative solutions and make appropriate decisions?
- **Creativity:** Does the employee generate and propose new concepts, approaches, and methods to improve task outcomes?
- **Service Leadership:** Does the employee manage the resources entrusted to him/her with efficiency and economy?
- **Service Leadership:** Does the employee take ownership of job duties and himself or herself accountable for projects and job duties?

H. Interpersonal Skills

Interpersonal skills are important to all employees in all positions. They are a major factor in being able to work efficiently and cooperatively with others. A harmonious and productive workplace is one result of employees using well-developed interpersonal skills. Such skills include:

- **Communication:** Does the employee provide accurate and clear written and verbal information; present information effectively; listens effectively; comprehend and follow direction; and ask appropriate questions?
- **Cooperation:** Does the employee give assistance to others to enable colleagues or the team to meet stated goals/objectives/essential functions?
- **Teamwork:** Does the employee work effectively with others to accomplish common goals and objectives and use formal and/or informal methods to improve the productivity of the group?
- **Conflict Resolution:** Does the employee take the initiative to address situations of individual conflict? Does the employee appropriately resolve differences with little disruption to the work environment?
- **Service Leadership:** Does the employee strive to cultivate and maintain positive working relationships and demonstrate an attitude of respect towards coworkers?

I. Areas of Improvement

After each section you are asked to identify specific areas, if any, in which the employee might improve. The objective of this section is to provide the employee feedback about how he/she might enhance his/her skills or ability to do the job. It is important to be as specific as possible and to identify skills or behaviors that need improvement in order to meet the job expectations. The specific areas of improvement may often guide the individual's goals for next year.

J. List Strengths

What does the employee do well? In each section you are asked to identify the employee's skills and abilities as it relates to the factors in that section (i.e. Basic Job Requirements, Job Specific Attributes, and Interpersonal Skills). This section is designed to recognize employees for what they do well in that area. Feedback will give the employee information about his/her particularly strong areas.

K. Other Comments

In this section, you should feel free to address any area that has not previously been addressed or make any general comments that you would like to make about the employee's performance.

FREQUENTLY ASKED QUESTIONS

- **In what setting should the review session be held?**

The review session should be private and free from interruptions. The supervisor should guard against being disturbed by others coming in and out of the room. Ideally, neither the telephone nor any person should be permitted to interrupt the session except in an emergency. This time is set aside specifically for the employee.

- **Are the ratings standard for each position or for each employee?**

The employee is being rated against the job requirements of his/her position, not against other employees in a similar position.

- **What does the supervisor do about unsatisfactory performance?**

If the employee is rated as “Needs Improvement,” the supervisor should determine whether the unsatisfactory performance is correctable. If the performance is correctable, the supervisor and employee should develop a plan for improvement with a timetable for review of the unsatisfactory performance, and follow-up that information in a memo to the employee. If performance is not correctable, the supervisor may recommend termination.

- **What if we cannot list the specific Professional Development Activities for the year?**

The Professional Development activities section should list the specific seminars, courses, workshops or activities the employee should plan to attend. However, if they are not known at the time, you should indicate the areas in which the employee should seek activities (i.e., a communications course, and Excel course, etc). When you have mutually agreed upon the activity, it should be corrected on the form. The supervisor must give prior approval for all professional development activities.

- **What if the supervisor and employee do not agree?**

If the employee does not agree with the assessment, the employee should note his/her disagreement in a separate memo to the review form to be included with the final documents.

- **Are performance reviews only completed at the end of the year?**

Not necessarily. The supervisor may prepare a special performance review when the employee’s performance warrants special consideration, for both positive and negative situations. If an employee’s performance deteriorates significantly, a review may be warranted.

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- **Who will see the employee evaluation?**

Upon completion, the next level of supervision may review the employee evaluation, and all reviews are made available to the President of the College. The final forms will be placed in the employee's personnel file in the Office of Human Resources.

- **Does every employee receive an evaluation?**

Yes. All employees receive an annual evaluation. All supervisors will be held accountable by the College Administration to ensure that supervisors conduct annual employee performance reviews. Hourly employees and faculty do not use this system.

- **Is the evaluation tied to a salary increase?**

No. While the evaluation is mandatory, it is not directly tied to salary increases.