

# *Pitt Community College*

## ***Employee Evaluation and Development System***

### **Purpose**

The purpose of the PCC Employee Evaluation and Development System is to promote continuous improvement in the job performance of all employees.

### **Philosophy**

The most valuable resource of the College is its people. Just as the College promotes the educational development of its students, it also promotes the development of its employees to become as effective and efficient as possible in their areas of responsibility.

The College supports a “no fault” approach to evaluation of employees. The purpose of the evaluation is not to prove fault but to improve performance. Comparisons are only to be made between the employee’s performance and the employee’s job description. This system is not to be used to compare one employee’s performance to another employee’s performance.

### **Policy**

The PCC Employee Evaluation and Development System (or EED System) relies on an honest desire for improvement and personal growth. It is also dependent upon 360° customer feedback. The 360° feedback assessment method provides each employee the opportunity to receive performance information from his/her supervisor and from some or all of the following with whom the employee interacts: students, colleagues, supervisees, peers, and other customers. The EED System enables the employee to identify strengths and areas for improvement and to create, with the support of his/her supervisor, a plan of action for professional development. Performance evaluation should be an ongoing process, but a formal evaluation meeting between an employee and supervisor must occur at least annually. The procedures in the document are supplemental to and congruent with official college policies relating to grievance procedures. Employees should review this information in the *Employee Manual*.

## **Evaluation Conference Procedures**

Each employee is ultimately responsible for his/her own professional development. Therefore, if the supervisor does not schedule at least one evaluation conference annually, as expected, it is the responsibility of the employee to request an evaluation conference.

### **Pre-Evaluation Conference Activities:**

1. Supervisor and employee collaboratively identify a representative sample of customers and/or peers (preferably five) to provide 360° feedback, and a third party to compile evaluation results. Unless supervisor decides otherwise, part-time staff are evaluated by supervisor only. Part-time faculty are only evaluated by supervisor and students.
2. Employee distributes evaluation forms and his/her official PCC job description.
3. Third party processes the completed surveys and forwards assessment summary to employee and supervisor prior to the Evaluation Conference.
4. **Faculty only:** Confirm that appropriate class sections have evaluated the instructor, and the evaluation results will be available to employee and supervisor before the scheduled Evaluation Conference.\*

5. Employee completes self assessment.
6. Supervisor completes evaluation form.

### **Evaluation Conference Activities:**

#### **Assessment:**

7. Discuss progress on previous professional development plan.
8. Discuss current job description.
9. Discuss supervisor's evaluation and employee's self assessment of performance.
10. Discuss 360° customer feedback (including student feedback on faculty).
11. Discuss any other pertinent assessment information (service/program review, surveys, customer feedback, Quality Cards, etc.)

#### **Actions:**

12. Propose revisions to official PCC job description, if necessary.
13. Jointly identify strengths and areas to improve.
14. Jointly develop a professional development plan for the next evaluation cycle.

#### **Documentation:**

15. Complete Record of Employee Evaluation and Development Conference
16. Complete Record of Occurrence: Employee Evaluation and Development Conference.
17. Provide the employee with a photocopy of all material generated in Steps 12-16.

### **Post-Evaluation Conference Activities:**

18. Supervisor updates his/her Supervisor's Evaluation Status Report
19. Supervisor files all raw material and summary information related to the evaluation conference in a confidential file for a minimum of five years.
20. Supervisor forwards proposed changes to the official PCC job description and the Record of Occurrence: Employee Evaluation and Development Conference to the Director of Human Resources.
21. Supervisor forwards suggestions for staff development to the Director of Institutional Effectiveness.

#### **\*Faculty Only:**

- Due to the diversity of learning environments and subjects taught, instructor evaluation instruments (surveys) are developed, approved, and administered within and by the instructional area and units. The output of these assessments is a required component of the 360° customer feedback for faculty.
- Instructor evaluation surveys completed by students are to be administered and processed by the instructor's supervisor or designee, and never by the instructor, or in the presence of the instructor.
- A supervisor may choose to "spot-check" instructional effectiveness through personal visits to the classroom, lab or shop area during class time.
- New full-time faculty are evaluated by all students taught during the first year of employment. After the first year of full-time employment, faculty are evaluated by students in a minimum of two sections each year. The faculty member selects one section; the supervisor will select the second section. Part-time faculty are to be evaluated by all students in all sections taught for the first three semesters employed by PCC. Thereafter, part-time faculty are evaluated by approximately one of every three sections taught.

## EMPLOYEE EVALUATION FORM

**Directions:** This form will be used for all evaluations, including the Employee Self-Assessment, Supervisor's Evaluation of Employee, and 360-degree (customer feedback) evaluations. Direct reports and others providing 360-degree feedback will forward completed form (either by email, campus mail, or US Mail) to third party (listed below in box) for tabulation.

*Person being evaluated completes blanks within this box and send form to evaluators.*

**Evaluation of \_\_\_\_\_ for \_\_\_\_\_ academic year.**

**Forward completed form to \_\_\_\_\_ by \_\_\_\_\_ for tabulation.**

Prior to completing this evaluation, please review the individual's official PCC job description. When providing information in any area, please provide specific examples/ comments that support your rating/evaluation. Comments for specific areas should be continued on a separate page, if required.

**This evaluation was completed by: (select one)**

**Employee**   

**Supervisor**   

**Direct Report**   

**Other**   

1. What are my greatest strengths? (Please provide supporting examples).

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2. What are the areas where I need to make improvement? (Please provide examples and suggestions for improvement).

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3. If you were doing my job, how would you do it differently? Are there any specific things/behaviors you want me to STOP or START?

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## Evaluation of Core Competencies

The following *Core Competencies* are critical to the success of any position at PCC. Please evaluate my performance on these items using the scale provided below. Please see the PCC Core Competencies and Rating Scale Definitions immediately following this evaluation form. **Supporting comments for each rating must be provided.**

*E=Exceeds Expectations   A=Acceptable   NI=Needs Improvement   X=Unknown/Not Observed*

1. Personal Commitment: Rating (E, A, NI, or X)= \_\_\_\_\_

2. Initiative: Rating (E, A, NI, or X)= \_\_\_\_\_

3. Customer Service Orientation: Rating (E, A, NI, or X)= \_\_\_\_\_

4. Decision Making: Rating (E, A, NI, or X)= \_\_\_\_\_

5. Problem Solving: Rating (E, A, NI, or X)= \_\_\_\_\_

6. Teamwork/Interdepartmental Interaction: Rating (E, A, NI, or X)= \_\_\_\_\_

7. Communication Skills (oral and written): Rating (E, A, NI, or X)= \_\_\_\_\_

8. Job Knowledge/Technical Skills: Rating (E, A, NI, or X)= \_\_\_\_\_

9. Human Relations Skills: Rating (E, A, NI, or X)= \_\_\_\_\_

**Supervisors are encouraged to identify additional competencies for all positions and/or specific positions within the workunit. These competencies may be added here or included on another evaluation tool.**

## Pitt Community College Evaluation Core Competencies and Rating Scale Definitions

The following ratings and definitions are to be used when evaluating the core competencies on the Evaluation Form.

### Competencies

- **Personal Commitment:** Freely makes and meets necessary commitments to the college.
- **Initiative:** Takes active steps to set and achieve tasks/goals on a timely basis. Is a self-starter.
- **Customer Service Orientation:** Knows who the customer is and puts the customer first. Works to reduce/eliminate red-tape for all. Knows and acts upon what it takes to deliver customer value. Makes a genuine effort to listen to and seeks to understand and resolve customer needs/issues.
- **Decision Making:** Provides decisions in a timely manner utilizing College policies according to their level of authority.
- **Problem Solving:** Is able to identify the issue/problems and possible solutions and is willing to act on the solutions.
- **Team Work/Interdepartmental Interaction:** Understands goals of the group and is willing to accommodate the personnel, tasks, and situations involved in order to collaboratively accomplish these goals.
- **Communication Skill:** Listens to others. Communicates with a clear message. Ensures that the receiver hears and understands the message.
- **Job Knowledge/Technical Skills:** Takes responsibility for renewing and up-grading areas of expertise and development of new skills, as needed.
- **Human Relations Skills:** Develops and maintains effective and positive working relationships with others. Seeks to repair strained relations. Models behavior that values others—asks what they think, how they feel, and how they see things. Treats everyone fairly.

### E (EXCEEDS EXPECTATIONS)

- Individuals in this category **frequently** and **substantially** exceed the requirements of their positions and **consistently** contribute to the overall effectiveness of their department or work group.
- Measurable results of **all** performance objectives meet, **and most exceed** agreed upon goals and standards. As a result, work group results also exceed the plan.
- Demonstrates commitment to department/work group programs and objectives by **frequently** leading efforts to improve work processes and/or meet departmental goals.
- **Frequently** sought after as a resource by co-workers/peers because of expertise and ability to handle complex situations.
- Sets and demonstrates high standards in meeting commitments and work assignments in a timely manner (includes the ability to effectively negotiate timelines when presented with conflicts).
- **Consistently** keeps work group/department/peers/subordinates informed of plans, developments and issues through timely and effective written and/or oral communication.
- Maintains strong working relationships with peers, co-workers, and immediate hierarchy.
- **Consistently models proactive behavior** that values others by: seeking input and response to ideas/concepts; acknowledging and seeking understanding of diverse opinions; seeking clarity in communications; and responding to people as individuals.
- Is **fully accountable** for their own development.
- **Maximizes** the use of resources both within and outside the PCC community.

### A (ACCEPTABLE)

- **Consistently** meets and **occasionally** exceeds the requirements of their position and established standards.
- Measurable results **meet** acceptable standards for all work objectives.
- **Participates** in efforts to improve work processes and/or meet departmental goals.
- **Provides assistance** to co-workers/peers **when asked**.
- **Meets** commitments within established deadlines; **occasionally needs assistance** in coordinating competing priorities and timelines.
- Works collaboratively and participates in team/group activities to achieve group objectives.
- Treats others with professional courtesy and respect.
- **Gets along reasonably well** with peers/co-workers.
- Identifies work performance strengths and areas of improvement.
- **Effectively** utilizes resources once pointed in the right direction.

### NI (NEEDS IMPROVEMENT)

- Individual **does not consistently** demonstrate quality and quantity of work/activities required by their position.
- Measurable results **do not** always meet acceptable standards for work objectives (for example errors, late submission, poor organization, etc.)
- Has to be **prodded** to participate in team/group activities.
- **Occasionally fails** to meet commitments and work deadlines.
- **Occasionally fails** to keep co-workers/peers/superiors informed of plans, issues, and or developments in their area of concern.
- **Occasionally has difficulty** in dealing with or valuing others different from them and/or has issues with co-workers.
- **Frequently** requires suggestions or feedback to follow established procedures, work rules, etc.
- Unscheduled absences from work are an issue.
- **Does not** respond to feedback.
- Makes half-hearted efforts to work issues but usually brings all work issues to supervisor for resolution.
- **Usually** requires help in identifying resources for problem resolution.

### X (UNKNOWN/NOT OBSERVED)

- This rating is provided when you have neither observed the work/behavior/performance or you have no data to provide on the rating.



Identify professional development activities to be completed before the next evaluation conference. (*Attach additional sheets if needed. Forward suggested professional development topics to the Director of Institutional Effectiveness, if needed.*)

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Performance of the employee  meets  does not meet expectations.  
*If "does not meet expectations" is checked, attach a plan for improvement of work that fails to meet expectations.*

\_\_\_\_\_  
*Signature of Supervisor*

\_\_\_\_\_  
*Date*

Evaluation  meets  does not meet employee expectations.  
*If "does not meet expectations" is checked, attach employee response.*

\_\_\_\_\_  
*Signature of Employee*

\_\_\_\_\_  
*Date*

*The employee evaluated must get a photocopy of this completed form. The original will become part of the employee's permanent departmental folder. All raw data for this evaluation must be kept in a confidential file by the supervisor for a minimum of five years.*

Pitt Community College

Record of Occurrence  
Employee Evaluation and Development Conference  
(Forward to the Human Resources Office when completed)

PCC Employee ||| \_\_\_\_\_

Supervisor ||| \_\_\_\_\_

Date/Time of Conference ||| \_\_\_\_\_

Location ||| \_\_\_\_\_

On the date, time, and location indicated above, an Employee Evaluation and Development Conference was conducted with the above employee. A completed copy of the Record of Employee Evaluation and Development Conference form and associated raw data are on file with the supervisor.

\_\_\_\_\_  
*Signature of Supervisor*

\_\_\_\_\_  
*Date*

On the date, time, and location indicated above, I participated in an Evaluation and Development Conference for me. I received a photocopy of the completed **Record of Employee Evaluation and Development Conference.**

\_\_\_\_\_  
*Signature of Employee*

\_\_\_\_\_  
*Date*