

**ADMINISTRATOR MISSION PARTICIPATION
PERFORMANCE REVIEW FORM**

<i>Administrator Name:</i>	<i>Hire Date:</i>
<i>Position Title:</i>	<i>Current Position Start Date:</i>
<i>Department/Unit:</i>	<i>Appraisal Period:</i> <i>From:</i> _____ <i>To:</i> _____
<i>Reviewing Supervisor:</i>	<i>Date of Last Appraisal:</i>

RATING DEFINITIONS

The following scale should be used to rate the results achieved in *Sections I (Objectives)* and *II (Performance Factors)*.

<u>Category</u>	<u>Description</u>
5 = High Exceeds Standards	Performance was consistently and significantly above all expectations. Employee demonstrated extraordinary mastery of the objective or performance factor being rated even when faced with the most significant challenges.
4 = Exceeds Standards	[In between 3 and 5]
3 = Fully Achieves Standards	Performance fully met, and sometimes exceeded expectations set for the objective or performance factor. Employees performing at this level are making a good contribution and are producing well for the organization.
2 = Minimally Achieves Standards	[In between 1 and 3]
1 = Below Standards	Performance did not meet basic expectations and missed requirements for achieving the objective or performance factor standard.

PRE-PERFORMANCE PERIOD SIGN-OFF

Employee's Signature

Date

Supervisor's Signature

Date

Accountabilities (from the **Position Description**) should be reviewed jointly by the supervisor and employee to ensure currency and accuracy. A copy of the up-to-date Position Description should be initialed and attached to this form.

The signatures above confirm that the supervisor and employee agreed upon major accountabilities and objectives (from *Section I*) at the beginning of the performance period. The signatures also confirm that the relative emphasis and associated weights of the objectives and performance factors (*Section II*) have been acknowledged at the start of the performance period by both parties.

SECTION I - OBJECTIVES

HCC has three major goals around which it has built its strategic plan; these are to:

- **Increase enrollment**
- **Enhance the visibility and image of the College**
- **Expand adult, continuing education.**

The above institutional goals are supported by the six following underlying institutional objectives:

- O₁ Create a more learner-focused institution.**
- O₂ Position the College as a premiere institution for career development, life-long learning, economic and social development of the community and four-year institution transfer.**
- O₃ Enhance access, flexibility and responsiveness to student and community needs.**
- O₄ Provide the necessary technology for student and College operational success.**
- O₅ Create a culture which values the development of the individual in a diverse environment that supports creativity and risk-taking.**
- O₆ Aggressively seek the human, financial and physical resources needed to ensure the college's success and effectively manage those resources.**

The personal objectives which the supervisor and employee agree upon at the beginning of the period should support HCC's institutional goals and objectives. Each incumbent's personal objectives should consider organizational, divisional and departmental targeted outcomes to which the employee can contribute. Each personal objective should be coded in the first column of the next page specifically as relating to one of the institution objectives (**O₁-O₆**). Personal objectives could include special projects, priority programs or strategic results in existing programs. Objectives should be stated in specific and measurable terms. Timelines for accomplishment of each objective should also be provided. Each objective should be assigned a weight to indicate its priority. For example, five equally weighted objectives would all have the assigned weight of 0.2.

At the end of the appraisal period, rate the results of each objective using the five-point scale on Page 1. Then, apply the relative weight assigned to the objective prior to the beginning of the performance period by multiplying the Rating by Weighting in the last column. Calculate the average for all objectives by summing the entries in the last column and record that value in the box labeled **Objectives Average**.

If objectives change during the year, they should be updated as soon as possible to reflect the revised set of priorities.

The supervisor and employee comments regarding the objectives should be noted in *Section IV (Supervisor's Comments)* and *Section VI (Employee's Comments)*.

SECTION II - PERFORMANCE FACTORS

The 11 performance factors in this section were developed from the values identified in the College's Mission and Values statement. At the beginning of the performance period, the supervisor and employee should discuss each of the performance factors, their associated behaviors and how they relate to the quality of work process in the position description accountabilities and objectives.

As with the objectives, each performance factor should be assigned a weight to reflect relative emphasis. Just as a frame of reference, equal weighting would result in each of the 11 performance factors being weighted 0.091. At the end of the appraisal period, each performance factor should be rated using the five-point scale and weighed (by multiplication) to reflect the relative emphasis given to the factor. Determine the average for **Section II** by summing the weighted rating and recording the resulting value in the box on the last line labeled **Performance Factor Average**.

Written comments regarding objectives should be recorded in **Section V (Supervisor's Comments)** and **Section VI (Employee's Comments)**.

	Rating (R)	Weighting (W)	R x W
<u>Commitment & Initiative</u>			
<u>Communication</u>			
<u>Creativity</u>			
<u>Customer Service</u>			
<u>Decision-Making</u>			
<u>Job Knowledge</u>			
<u>Leadership</u>			
<u>Planning & Organization</u>			
<u>Teamwork & Interpersonal Relations</u>			
<u>Use of Resources</u>			
<u>Valuing Diversity</u>			
Performance Factor Average			

SECTION III- OVERALL PERFORMANCE RATING

The **Overall Performance Rating** is a composite of the employee's performance relative to objectives and performance factors. The objectives section and performance factors section are given equal weight in the Overall Performance Rating. Thus, the overall rating is simply the sum of the two section values divided by two (2).

		Section Rating
Section I.	Objectives	_____
Section II.	Performance Factors	_____
Overall Performance Rating:		<div style="border: 2px solid blue; width: 100px; height: 20px; margin: 0 auto;"></div>

Referring to the Performance Categories below, indicate the employee's rating category by checking the appropriate box for the corresponding point range.

<u>Performance Category</u>		
<input type="checkbox"/>	High Exceeds Standards	4.5 - 5.0
<input type="checkbox"/>	Exceeds Standards	3.5 - 4.4
<input type="checkbox"/>	Fully Achieves Standards	2.5 - 3.4
<input type="checkbox"/>	Minimally Achieves Standards	1.5 - 2.4
<input type="checkbox"/>	Below Standards	1.4 and below

SECTION IV - SUPERVISOR'S COMMENTS

Summarize the employee's overall performance results against objectives and performance factors for the most significant performance areas. Provide specific examples of both strengths and weaknesses.

SECTION V - DEVELOPMENT PLAN

This is the most important part of the performance review process. The supervisor and the employee should construct a plan for development to facilitate the employee's achievement of the highest possible level of personal growth and performance. Based on a review of the objectives and performance factors, consider both the strengths the employee has to build upon and the weaknesses, which require improvement. Wherever possible, the developmental plan activities should be built around and tied back into the organizational objectives on Page 2.

Well-constructed plans would normally include some combination of the following:

- Identifying a mentor -- yourself or another manager -- to oversee and guide the individual's overall professional development.
- Challenging assignments as a project leader that "stretch" the employee to new levels of mastery.
- Traditional education and training techniques such as books, seminars and tapes.
- On-the-job training (typically by the immediate supervisor) to cultivate an important new skill or competency via direct instruction, modeling, coaching and feedback.
- Nomination or assignment of an employee to an intra- or inter-departmental task force or work group.
- Soliciting standardized, cyclic education and training for the employee from the Human Resources department.
- Simply requesting that the employee engage in self-awareness and monitoring on key performance matters with subsequent following discussion between the supervisor and employee.

Supervisors should remember they have a responsibility to follow through on their obligations for any development plan relative to the aspects of the plan under their authority and control. Employees should remember they have a responsibility to work actively with the supervisor in plan preparation and make a full commitment to follow through on the plan.



SECTION VI - EMPLOYEE'S COMMENTS

The employee has the option of making comments regarding the review process, review results and development plan in the space below.

SECTION VII - FINAL SIGN-OFFS

Supervisor's Signature	Signature Date
The employee's signature indicates that the appraisal results have been discussed with him or her and that the employee understands the results; the signature does not reflect the employee's agreement or disagreement.	
Employee's Signature	Signature Date

Adm Eval 2002 (05/29/02)