



ACC Performance Excellence Program (PEP)

- ❖ Performance Review for Classified, Professional-Technical and Administrative Employees
- ❖ Employee Evaluation of Supervisor's Work Performance
(An Upward Evaluation)

For more information go to the Faculty & Staff Evaluation website at www.austincc.edu/hr/eval/ or for questions or assistance about the [PEP program](#) e-mail the [Faculty and Staff Evaluation Coordinator](#) or call our office at 223-7745.

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Introduction and Purpose

The purposes of the Performance Excellence Program (PEP) for Classified, Prof-Tech, and Administrative employees are:

- ❖ To clarify job expectations.
- ❖ To facilitate a discussion of employee performance and achievements.
- ❖ To establish and document employee professional development.
- ❖ To enhance the likelihood of achieving both organizational and departmental goals by providing periodic feedback on individual performance.

The College supports performance review as a continuous process. Employees should know what is expected in the performance of their job, be evaluated on how the job has been done, be provided professional development to enhance skills and to determine how performance can be improved. To support this philosophy, the ACC Board of Trustees adopted F-7, Personnel Performance Evaluation:

“The College’s evaluation systems shall reflect commitment to effective, efficient institutional performance and to fair, respectful treatment of employees. The President thus shall ensure that:

[1] College evaluation processes are not arbitrary or perfunctory, and evaluations are based on the expectation of a high level of performance in each area of responsibility. The primary criteria for evaluation shall be effectiveness in: [a] discharging assigned duties, [b] enabling the effectiveness of others in support of College goals, and [c] complying with College policy and rules.

[2] All individual employees will be given information at least once per year about how their performance is evaluated by their supervisors, by those they serve, and (on a confidential basis) by any people they supervise. Their final performance evaluation is based on their quality of work as judged by their supervisor(s).

[3] Evaluations include assessment of the contributions to College effectiveness made through self-directed professional activities and through eliciting and supporting such activities by others.”

If you have questions or recommendations regarding PEP please contact the [Faculty and Staff Evaluation Office](#) or the [Faculty and Staff Evaluation Coordinator](#) at 223-7745.

Part I

Components of the Performance Excellence Program (PEP) for Classified, Professional-Technical, and Administrative Employees

The Performance Excellence Program review 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 the 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 were met. With this feedback and growth plan, the employee is ensured success on the job.

There are four components of the Performance Excellence Program:

- A. Establish job expectations/goal setting.
- B. Establish a Professional Development plan.
- C. Discuss plans for growth and improvement.
- D. Appraise performance.

A. Job Expectations/Goal Setting

The first step in the Performance Excellence Program review process is to establish goals and performance expectations, which can be simple or complex. Work performance can be improved significantly by setting clear, simple goals. The employee and supervisor shall meet to discuss and mutually agree upon the important tasks, projects and duties for the year, as well as how progress will be measured. Specific goals must be created in areas of performance that need improvement.

During the year priorities and assignments may change. Therefore, it is important that goals be flexible – they can be changed as needed and as conditions change. This should not be seen as an employee not accomplishing a goal, but rather as refining the goal. It is imperative that both the employee and supervisor agree on the goals.

Goals should be **SMART - Specific, Measurable, Attainable, Realistic, and Timely**. ACC will be offering training on goal setting as part of the Professional Development program.

Work performance and goal progress should be evaluated informally on a quarterly basis.

B. Professional Development

ACC wants each employee to succeed and do well. Professional development programs provide training opportunities for employees to develop or enhance skills that are critical to job performance. Because the College strongly supports professional development, participation in professional development programs is mandatory for all employees.

C. Measuring Progress

The supervisor and employee should meet quarterly 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:

- ❖ 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. The quarterly interviews with the employee shall provide the opportunity to discuss the employee's achievement of goals and expectations. The form is merely a tool to record the outcome of the quarterly sessions.

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

- ❖ review the initial goal setting 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.

At the session, the supervisor should review the performance goals and expectations and discuss with the employee performance outcomes. 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.

Part II

Employee Review of Supervisor's Work Performance

(Upward Evaluation)

A. Evaluating Your Supervisor

ACC wants ALL employees to do well in their jobs, including supervisors. ACC has a process for you to provide your feedback to the next-level supervisor. Your feedback will be considered as part of the overall evaluation of the supervisor.

Supervisors are responsible for creating a comfortable work climate, and for assisting you in obtaining the skills, knowledge, and resources that are required for successful performance of your job. You have insights which can assist your supervisor. ACC administrators want to know what you have to say about your supervisor's ability to supervise, communicate and develop a team.

The purpose of evaluating the supervisor is to:

- ❖ Provide the opportunity for employees to express how they perceive their immediate supervisor is doing;
- ❖ Provide feedback to the next level supervisor so that employee views can be integrated into the supervisor's formal annual review; and
- ❖ Provide an overall evaluation of the leadership of the College.

B. Questions You Might Ask

Why should I evaluate my supervisor?

Your opinion about your supervisor's effectiveness is important to the College and will help identify areas where your supervisor is doing well and areas that need improvement. Your feedback will support the supervisor's professional development.

What if I'm uncomfortable rating my supervisor?

Some employees may be uncomfortable with evaluating their supervisor, so it can be done anonymously. The Employee Evaluation of Supervisor, an upward evaluation, is to be completed in March of each year. The form is sent directly to the next level supervisor above your supervisor and held by that person until after your employee review has been completed in April/May. The supervisor will not receive his/her formal review until May/June.

The next level supervisor will compile the information provided by you and your coworkers and integrate this information into your supervisor's evaluation. It is the compiled information that will be shared with the supervisor, not individual responses. The supervisor will never see the form that you have completed. This is your opportunity to give valuable constructive feedback, without fear of identification.

Will my opinion make a difference?

YES! The next level supervisor will use the information you provide to assess your supervisor's overall work performance and to create a professional development plan for him/her.

So, how do I use this form?

Time spent completing the evaluation should be considered part of your normal work time. You may complete the upward evaluation as part of your normal work schedule, or you may prefer to do it outside work hours to have more time to think about your input. If done during working hours, coordinate some designated time with your supervisor during which you can complete the evaluation form. You should find a quiet place in which to work. If you have not evaluated someone else's work performance before, you may wish to take some additional time to think about the process.

The upward evaluation format is that of your supervisor asking you the questions that appear on your form. You should:

- ❖ Answer honestly and fairly;
- ❖ Provide information that is objective and based on facts and/or observations;
- ❖ Type your answers, or print legibly in ink;
- ❖ Evaluate your supervisor's work performance for the entire past year; and
- ❖ Feel free to make comments that can provide specific examples of performance, insight and depth to an answer or opinion.

When you are done, send it to the next level supervisor. Employees are encouraged not to discuss their evaluation of the supervisor with other employees. Your personal opinion is what counts!

Part III Timelines

Summer Prior	The evaluation process begins during the summer semester with goal-setting. Employees and supervisors will set goals by September for the upcoming semester.
September	Deadline for completion of goal setting.
January/February	Each supervisor should meet privately, but informally, with each employee to discuss progress towards goal achievement and to make any changes or updates needed. Any barriers preventing successful achievement of the goals should be addressed.
March	Employees fill out the Employee Evaluation of Supervisor Form. This form will be sent directly to the next level supervisor and will be used as feedback on your supervisor's work performance evaluation.
April/May	Supervisors should conduct the annual performance with employees and complete the Employee Performance Review Form.
May/June	All supervisors are evaluated by their next level supervisor using the Employee Performance Review Form. The Employee Evaluation of Supervisor forms that were completed in March should be utilized in assessing the supervisor's performance.

Part IV

Completion of the Employee Performance Review Form

A. Employee Performance Review – Goals and Objectives

The supervisor should:

- ❖ Complete the Employee Goals and Objectives form;
- ❖ List the specific major projects, tasks or responsibilities in Section I;
- ❖ Complete Section II on Professional Development activities. The list should include any training programs, seminars, workshops, or areas of professional development; and
- ❖ Ask the employee to complete a draft of the Employee Goals and Objectives form on their own.

The supervisor and employee should:

- ❖ Set a time to meet and discuss the form and agree upon the contents of the final Goals and Objectives Form. If the parties cannot agree on the goals and objectives, the supervisor is primarily responsible for setting the final goals and objectives; and
- ❖ Sign the final form. The employee should be given a copy of the form.

For Goal Setting Guidelines:

- ❖ A minimum of four major goals should be listed;
- ❖ Goals should include the desired outcome, a time frame, and the method for achieving the goals;
- ❖ Professional Development activities should support some or all of the goals and objectives (include the purpose of the activity, a description of the activity, and a source, or where the training may be obtained or completed); and
- ❖ The final Goals and Objectives form should be placed in the employee's departmental file until it is time for the performance review session at the end of the year. If the goals are revised during the year, a new form should be completed and attached to the original.

During the year it may be necessary to make changes or additions to the form. If there are changes to be made, the mutually agreed upon changes/additions should be noted and initialed and a copy of the revised form given to the employee.

B. Completion of the Performance Review form

There are several ways to complete the review forms. Two approaches are recommended:

- ❖ The supervisor and employee each complete a draft of the Employee Performance Review form prior to the review session, or
- ❖ The supervisor and employee review a blank form independently, making no marks on it, and then come together and complete the form.

In either method, both the supervisor and employee should have the opportunity to think about the evaluation prior to the meeting.

The supervisor should set a mutually agreed upon time to meet and discuss the contents of the draft forms. The supervisor and employee should agree to either exchange the forms prior to the review session or discuss the contents of each during the actual session. The form serves as a tool to

document the discussion of the supervisor and employee and should only be completed in its final form after each has had a chance to review the Goals and Objectives and compare the employee's work performance against the job expectations.

Information at the top of the form:

The information at the top of the Employee Performance Evaluation form is to be completed to ensure that the form clearly identifies both the employee and supervisor; the department/office; the date of the review; if the review is a self evaluation or an evaluation completed by the supervisor; and whether the evaluation is an annual or probationary review.

C. Ratings

On the form the employees are rated as follows:

Exceeds Requirements This level of performance is characterized by steady application of skills to the requirements of the job with minimal direction. Objectives are consistently met on a high standard of performance, and the employee often offers innovative suggestions for improvement.

Meets Requirements This level of performance is characterized by objectives 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/requirements.

Not Applicable This rating should be used when the criteria is not appropriate for the job expectations.

1) 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:

- A. 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?
- B. Quality of work: Is the quality of work acceptable and meet established standards? Does the employee demonstrate concern for accuracy?
- C. 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?
- D. Reliability and Dependability: Does the employee follow through on assigned tasks to completion as expected? Is the employee reliable?
- E. Attendance: Does employee meet attendance requirements?
- F. 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?
- G. Safety: Does the employee work safely, follow safety rules, report on safe working

- H. Servant-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?
- I. Servant-Leadership: Does the employee exhibit honesty, integrity, and high ethical standards while performing their job duties?

Professional development completion: www.austincc.edu/hr/profdev/overview.php#faqs .

2) Specific Job 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:

- A. Planning and Organizing: Does the employee set individual objectives and goals, and establish appropriate priorities?
- B. Problem Solving: Does the employee identify and evaluate alternative solutions and make the appropriate decisions?
- C. Creativity: Does the employee generate and propose new concepts, approaches, and methods to improve task outcomes?
- D. Flexibility: Does the employee demonstrate an ability to adjust to changing job requirements or other unforeseen constraints?
- E. Servant-Leadership: Does the employee manage the resources entrusted to him/her with efficiency and economy?
- F. Servant-Leadership: Does the employee take ownership of job duties and hold him or herself accountable for projects and job duties?

3) 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:

- A. 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?
- B. Cooperation: Does the employee give assistance to others to enable colleagues or the team to meet stated goals and objectives?
- C. 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?
- D. 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?

- E. Constructive Feedback: Does the employee accept constructive feedback and demonstrate willingness to improve?
- F. Servant-Leadership: Does the employee strive to cultivate and maintain positive working relationships and demonstrate an attitude of respect towards co-workers?
- G. Servant-Leadership: Does the employee actively seek opportunities for improvement of his or her interpersonal skills?

4) 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 their skills or ability to do their 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 goal setting for the next year.

5) 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 employee for what they do well in that area. Feedback will give the employee information about their particularly strong areas. Be generous in identifying the employee strengths, recognition is an important part of succeeding on the job.

6) 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. It is also an area in which to comment on what the employee might do to prepare for greater responsibility.

Part V

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 is time set-aside specifically for the employee.

Are the goals and objectives a listing of the job description?

No. The ACC job description maintained by the Office of Human Resources is a general listing of what employees may be required to do in that job position. It is not position-specific, nor does it take into account the current needs of the department. The goals and objectives are employee specific and should identify the projects, tasks and responsibilities of the employee for that year.

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

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

What do the ratings mean?

In this procedures' manual the ratings are defined as:

- ✓ **Exceeds Requirements:** This level of performance is characterized by steady application of skills to the requirements of the job with minimal direction. Objectives are consistently met on a high standard of performance, and the employee often offers innovative suggestions for improvement.
- ✓ **Meets Requirements:** This level of performance is characterized by objectives 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/requirements.
- ✓ **Not Applicable:** This rating should be used when the criteria is not appropriate for the job expectations.

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. At the review date, the supervisor should complete the Employee Performance Review forms or document the employee's improvement in a formal memo to the employee. If performance is not correctable, the supervisor may decide whether to put the employee on formal probationary status and develop a performance improvement plan with a timetable for improvement or to recommend termination. The supervisor should review the Administrative Rule on Progressive Disciplinary Procedures (AR 6.08.003).

What if we can't 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, an 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. For more information about professional development go to: www.austincc.edu/hr/profdev/overview.php#faq .

What if the supervisor and employee do not agree?

The Employee Performance Review is designed to facilitate discussion and agreement upon the employee's goals and objectives and performance measured against those goals and objectives. The supervisor is primarily responsible for the evaluation of employee performance. If the employee does not agree with the assessment, the employee should note their disagreement in the Comments Section or attach a separate memo to the review form to be included with the final documents. To learn more about evaluation resources go to: www.austincc.edu/hr/eval/resources.php .

What if my supervisor won't permit me time off from work to complete the professional development activities?

Professional development is mandatory and once a plan is established, the employee must be allowed time off to complete the requirements. See the Professional Development Guidelines for more information.

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

No. 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. When an employee is placed on probation, a review must be conducted and documented.

Who will see the Employee Performance Review forms?

Upon completion, the next level of supervision may review the Employee Performance Review forms. 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 Classified, Professional/Technical, and Administrative employees receive an annual evaluation. All supervisors will be held accountable by the ACC Administration to ensure that supervisors conduct annual employee performance reviews. Hourly employees and faculty do not use this system.

Is the evaluation tied to the annual salary increase?

No. While the evaluation is mandatory for all employees, it is not tied to annual salary increases.

What will happen to the Employee Evaluation of Supervisor's Work Performance (upward evaluation) form I complete?

The next level supervisor will maintain the form in a confidential file that is secured. For more information go to: www.austincc.edu/hr/eval/upward_eval.php .

What if I work as a half-time Professional-Technical employee and I am also Adjunct faculty?

All Classified, Prof-Tech and Administrative regular employees, whether half-time or full-time, are expected to complete the requirements of PEP. As adjunct faculty you will also have to fulfill the requirements for faculty evaluation as well.

WHO GETS THE COMPLETED FORMS?

Employee Evaluation: The Goals and Objectives form: The employee gets the original and the department keeps a copy of each form, as revised. The Annual Employee Performance Review: The employee gets a copy, the department keeps a copy, and the original is sent to Faculty and Staff Evaluation Office at HR.

Employee Evaluation of Supervisor's Work Performance: All the originals of the Upward Evaluation forms go to the next-level supervisor to be kept in the departmental files until (1) two years or (2) the next-level supervisor terminates, when the forms are destroyed.

When an employee terminates employment from ACC, the department file is sent to HR to be merged with the master file.

The PEP documents and the evaluation forms are available on the Faculty & Staff Evaluation website www.austincc.edu/hr/eval/. For assistance or information on the PEP program, e-mail the [Faculty and Staff Evaluation Coordinator](#) or by phone at 223-7745.