

COMMUNITY COLLEGE OF  
DENVER



# CLASSIFIED PERFORMANCE MANAGEMENT AND PAY PROGRAM

## Table of Contents

Overview .....	3
Performance Evaluation Process .....	3
Overview .....	3
Annual Performance Planning .....	3
Mid-year Performance Review .....	3
Supervisory Evaluation .....	4
Process after Evaluation .....	4
Performance Ratings .....	5
Dispute Resolution .....	5
Funding and Distribution .....	6
Program Review ... ..	6
Definitions .....	7
Forms and Resources .....	7
Appendices .....	8
A – Performance Planning and Evaluation Form .....	8
B – Behavior Examples .....	21
C – CCD Touchstones .....	24
D – Significant Events Record .....	28
E – Pay for Performance Dispute Resolution Process .....	29
F – Pay for Performance Dispute Resolution Form .....	31
G – Frequently Asked Questions (FAQ’s) .....	32

---

## **COMMUNITY COLLEGE OF DENVER (CCD) CLASSIFIED PERFORMANCE MANAGEMENT AND PAY PROGRAM**

---

COMMUNITY COLLEGE OF  
DENVER



### **OVERVIEW**

Senate Bill 00-211 required the Department of Personnel to develop a performance pay plan for classified State of Colorado employees. An Executive Oversight Committee was appointed by Governor Owens to develop a statewide performance pay system that met the criteria established in SB 00-211. The committee developed guidelines for state agencies and higher education institutions to follow in creating their performance pay programs. The guidelines ensure some statewide consistency in performance management, performance-based pay and dispute resolution. Community College of Denver has developed the Classified Performance Management and Pay Program in order to comply with these guidelines and the corresponding State Personnel Director's Procedures effective July 1, 2006. A cross-sectional, cross-functional employee and supervisor group assisted the Executive Director of Human Resources in developing CCD'S Classified Performance Management and Pay Program. The program was reviewed and approved by CCD'S President's Executive Staff.

Implementation of the program began with the development of 2001-2002 performance plans, with the first pay-outs under the program effective July 1, 2002.

At CCD, the Classified Performance Management and Pay Program includes annual performance planning, mid-year progress review and supervisory evaluation in order to directly link job performance to pay. Supervisors are responsible for communicating CCD'S Performance Management and Pay Program to their subordinates. Performance management training is mandatory for all raters/supervisors. Supervisory and employee performance management training is ongoing. All new classified employees receive information on performance management process as part of CCD's organizational orientation program.

### **PERFORMANCE EVALUATION PROCESS**

#### **OVERVIEW**

CCD is committed to the mission of developing and supporting life-long learners through the evaluation process. All employees are evaluated on their contributions to the College's strategic goals. Through ongoing performance assessment and improvement, CCD strives to provide the highest quality of educational services. The Classified Performance Management and Pay Program process consists of three phases: annual performance planning, mid-year progress review and supervisory evaluation in order to directly link job performance to pay.

The performance evaluation period begins on April 1<sup>st</sup> of each year and ends on March 31<sup>st</sup> of the following year.

#### **ANNUAL PERFORMANCE PLANNING**

By May 15<sup>th</sup> of every year, supervisors and employees jointly develop performance plans, with supervisors being responsible for finalizing performance plans in a timely manner. The supervisor and employee meet to identify and document job duties, performance goals and performance expectations on the Performance Planning and Evaluation Form (Appendix A). Performance goals should be consistent with CCD's annual operational plan and performance objectives. Teamwork may be incorporated into an employee's performance plan. Performance planning should be completed for new/transferred/promoted employees within one month of starting in a new position.

#### **MID-YEAR PROGRESS REVIEW**

The supervisor is expected to coach and counsel employees on achieving performance expectations and to provide ongoing performance feedback throughout the year. At least once during the evaluation period the supervisor and employee meet to discuss and document progress. Goals and expectations may be revised as appropriate. This meeting should occur mid-way through the evaluation period (December 15<sup>th</sup> of each year). Both the employee and supervisor sign in the appropriate area of the evaluation form to acknowledge having discussed performance progress.

The Significant Events Record (Appendix D) is designed to record both positive and not so positive employee performance throughout the plan year. Employees and supervisors note significant employee performance events and keep the record on file to assist in completing the evaluation at year-end. Such record-keeping encourages a comprehensive approach to performance evaluation, by ensuring performance information is maintained throughout the plan period and providing a reference for supervisors to refer to at year-end. When feasible, multi-source assessment processes also should be considered for evaluating employees.

### **SUPERVISORY EVALUATION**

All CCD Classified Staff are annually evaluated on the same evaluation form, which is designed for supervisors to complete a qualitative evaluation of employee performance. The Performance Planning and Evaluation Form includes core competencies of communication, interpersonal skills, customer service, accountability, and job knowledge on which all CCD classified employees are evaluated. If the position supervises classified staff, a supervisory factor must be included in the plan.

These competencies are consistent with the State Uniform Core Competencies. Each competency is defined on the evaluation form and performance standards for Exceeds Expectations (Level 3) and Meets Expectations (Level 2) are set for each competency.

The evaluation form also includes identification of job-specific performance goals, which are established during the planning process. Job-specific goals are consistent with the employee's Position Description Questionnaire (PDQ) and require performance standards to be established at the Exceeds Expectations (Level 3) and Meets Expectations (Level 2) performance levels.

If an employee moves to another appointing authority/department or changes positions during a performance cycle, an interim overall evaluation shall be completed and delivered to the new appointing authority or department within 30 days.

At the end of the evaluation period the supervisor and next level supervisor complete the performance evaluation prior to reviewing with the employee. Each employee's evaluation rating is based on his/her actual performance. Quotas or forced distribution processes are prohibited.

The employee and supervisor meet to discuss the evaluation and overall rating. The employee signs the evaluation as an indication of having received and reviewed it. If the employee disagrees with the performance evaluation an explanation of his/her disagreement must be included.

Completed evaluations are due in Human Resources by May 1<sup>st</sup> in order to allow time to complete the administrative process prior to July 1<sup>st</sup>.

### **PROCESS AFTER EVALUATION PERIOD**

All performance evaluations will be reviewed by the second-level supervisor as well as by Human Resources to monitor the quality and consistency of performance ratings within CCD. This review will occur prior to the finalization of any annual performance awards and prior to the placement of the evaluation in the employee's personnel file.

Supervisors are responsible for completing performance evaluations within the established timelines. Performance plans and/or evaluations not completed by the supervisor are the responsibility of the next-level supervisor and on up the chain of command until the plan and/or evaluation are completed. If an evaluation is not completed, then an overall evaluation rating shall be given as Meets Expectations, until the final evaluation is completed.

Supervisors failing to finalize performance plans and/or performance evaluations are subject to appropriate corrective or disciplinary actions as required by statute. Supervisors are evaluated on how effectively they manage the performance of their employees. Specifically as required by statute, absent extraordinary circumstances, a supervisor's failure to timely plan and evaluate in accordance with the department's established timelines results in a corrective action and ineligibility for a performance award. If the individual performance plan or evaluation is not completed within 30 days of the corrective action, the rater may receive disciplinary suspensions in increments of one workday following the pre-disciplinary meeting.

## **PERFORMANCE RATINGS** *(revised July 1, 2006)*

### **Unsatisfactory/Needs Improvement (Level 1)**

This rating encompasses those employees whose performance does not consistently and independently meet expectations set forth in the performance plan as well as those employees whose performance is clearly unsatisfactory and consistently fails to meet requirements and expectations.

Marginal performance requires substantial monitoring and close supervision to ensure progression toward a level of performance that meets expectations. Although these employees are not currently meeting expectations, they may be progressing satisfactorily toward a level 2 rating and need coaching/direction in order to satisfy the core expectations of the position.

An overall rating of Unsatisfactory/Needs Improvement (Level 1) requires the employee and supervisor to develop a performance improvement plan. The performance improvement plan shall stipulate a time frame for evaluation follow-up. If performance is still unsatisfactory at the time of follow-up the employee is subject to a corrective action and subsequently a disciplinary action if performance continues to be unsatisfactory.

### **Meets Expectations (Level 2)**

This rating level encompasses a range of expected performance. It includes employees who are successfully developing on the job, employees who exhibit competency in work behaviors, skills, and assignments, and accomplished performers who consistently exhibit the desired competencies effectively and independently. These employees are meeting all the expectations, standards, requirements, and objectives on their performance plan and, on occasion, exceed them. This is the employee who reliably performs the job assigned and may even have a documented impact beyond the regular assignments and performance objectives that directly supports the mission of the organization.

### **Exceeds Expectations (Level 3)**

This rating represents consistently exceptional and documented performance or consistently superior achievement beyond the regular assignment. Employees make exceptional contribution(s) that have a significant and positive impact on the performance of the unit or the organization and may materially advance the mission of the organization. The employee provides a model for excellence and helps others to do their jobs better. Peers, immediate supervisors, higher-level management and others can readily recognize such a level of performance

## **DISPUTE RESOLUTION**

The State Personnel Director has jurisdiction for disputes related to performance evaluations not leading to corrective or disciplinary action. CCD will utilize the Community Colleges of Colorado common Pay for Performance Dispute Resolution Process (Appendix E). The dispute resolution process is designed to be open and impartial, while encouraging dialogue and communication to solve problems. Retaliation against any person in the dispute resolution process is prohibited. The process has an internal stage within CCD and an external stage at the Department of Personnel level. The Dispute Resolution process is annually distributed to classified employees at the beginning of each program year.

The internal stage has both informal and formal levels for resolving pay for performance disputes. Employees are encouraged to informally resolve disputes at the lowest level. If an informal meeting between the employee and the supervisor fails to resolve an employee's concerns, then the employee submits a completed Dispute Resolution Form (Appendix F) to CCD Human Resources. If the issue is disputable (as indicated on the Dispute Resolution Process handout), an informal mediation is held to assist the employee, supervisor and second-level supervisor in resolving the dispute.

A designated panel may review disputes that are not informally resolved. The panel is comprised of two (2) Classified Staff and one (1) exempt employee. A panel is created as needed by requesting the CCD Classified Advisory Committee and the CCD Pro/Tech Admin Council to provide volunteers to sit on a panel. The panel makes a recommendation to the Vice President of Administration, or classified appointing authority for a final decision. The State Personnel Director may review matters relating to the application of the College's program or full payment of annual performance awards.

## **FUNDING AND DISTRIBUTION**

Classified employees' annual performance awards are annually budgeted through a "funding pool" established each year by CCD's President's Executive Staff. Prior to the payment of annual performance awards, the Executive Director of DPA shall specify and publish the percentage ranges for performance levels based on the available statewide performance pay funding. The total funding pool dollars are determined by the overall percentage that CCD classified base salaries can increase for the next year, after salary survey increases are applied. An employee's annual performance award is dependent upon the total amount of money allocated to CCD to Classified salary increases for the upcoming year, the distribution of overall performance ratings of all classified employees and the employee's overall performance rating. Sources of funding, methods of funding, and lengths of state service shall not be criteria for distribution of annual performance awards.

Employees who receive an Unsatisfactory/Needs Improvement (Level 1) overall evaluation rating are not eligible for an annual performance award. Application of this requirement reflects CCD's mission and enables CCD to meet its performance goals and operational needs as well as establish consistency in the distribution of annual performance awards for all employees – helping to ensure the consistent treatment of similarly situated employees.

Annual performance awards are base building below the salary range maximum. Employees, who are below the salary range maximum in their classification and achieve an overall Meets Expectations (Level 2) or Exceeds Expectations (Level 3) rating, may receive a base building annual performance award up to the range maximum. Annual performance awards must be base building except that at Level 3, any portion of the award amount that exceeds grade maximum shall be paid as a one-time lump sum in the July payroll. If base pay is at grade maximum or in saved pay above the maximum, the employee is ineligible for an annual performance award.

Annual performance awards are effective July 1st of each year and are based on the final overall rating. Annual performance awards are a percentage of the employee's base salary as of July 1st. An employee must be employed on July 1<sup>st</sup> to receive payment of an annual performance award. The employee's current department as of July 1<sup>st</sup> is responsible for payment of the award.

Employees hired within the previous year are eligible for an annual performance award; however the award is prorated 1/12 for each month of service completed since the date of hire. Employees hired after the end of the performance evaluation period (March 31st) are not eligible for an annual performance award. Employees who transfer to CCD from another state agency or institution prior to July 1st are eligible for an annual performance award based on their overall evaluation rating assigned by their current supervisor.

An employee granted an annual performance award shall not be denied the award because of a corrective or disciplinary action issued for an incident after the close of the previous performance cycle.

The College will annually consider the options for using non-salary and monetary incentives to supplement salary-based annual performance awards.

## **PROGRAM REVIEW**

CCD's Performance Management and Pay Program will be reviewed on an annual basis. Each year a committee of Classified employees will consider difficulties encountered with the pay program and recommend revisions to CCD's President's Executive Staff. CCD's President's Executive Staff will consider the recommended revisions as well as review the overall evaluation ratings distribution and performance pay allocations. Any program revisions will be finalized prior to the beginning of the next program year.

All reporting information required by the State Personnel Director will be provided within the required deadlines.

## DEFINITIONS

Base Building Adjustment	Amount of pay that is added to an employee's regular ongoing salary.
Base Salaries	Sum of the classified salaries, excluding vacant positions and departing employees' salary.
Salary Pool Increase	Percentage that the classified base salaries are funded to increase in one year, as determined by CCD.
Job Classification	Terms used to designate a group of positions that perform similar functions.
Funding Pool	Amount of dollars that are allocated by CCD to classified salary increases. This amount is determined by multiplying the sum of base salaries by the salary pool increase percentage.
Non-Base Building Adjustment	Amount of pay that is not added to an employee's regular ongoing salary and must be re-earned.
Pay Range	The range between minimum and maximum rates for a specific classification.
Minimum	Lowest base pay amount allowed for a classification in the range.
Maximum	Highest base pay amount allowed for a classification in the range.

## FORMS AND RESOURCES

**Performance Planning and Evaluation Form** – Appendix A

**Behavior Examples** – Appendix B

**CCD Touchstones** – Appendix C

**Significant Events Record** – Appendix D

**Pay for Performance Dispute Resolution Process** – Appendix E

**Pay for Performance Dispute Resolution Form** – Appendix F

**Frequently Asked Questions** – Appendix G

# Appendix A

## CCD Performance Planning and Evaluation Form

### 2007-2008 Timeline

**April 1, 2007 – March 31, 2008:** 2007-2008 Performance Evaluation Cycle

**May 15, 2007:** Performance Plans for the 2007-2008 cycle completed.

**December 15, 2007:** Mid-year Progress Review completed.

**March 31, 2008:** Final performance evaluation completed.

**May 1, 2008:** All required approvals/signatures are obtained and the completed evaluation form forwarded to Human Resources.

### Summary of Instructions

Please refer to the full Community College of Denver Classified Performance Management and Pay Program policy document on the CCD web site, [add website \(intranet\) address here as live link](#), under Human Resources, for official policy, procedure and dispute resolution.

#### **A. Tracking**

1. Fill out the Employee Information section of the Performance Management Program Signature and Tracking Sheet (see next page). Note important deadlines for the upcoming evaluation cycle.

#### **B. Performance Planning by May 15<sup>th</sup>.**

1. Supervisor reviews the PDQ for accuracy, and contacts Human Resources for relevant procedures in the event that the PDQ requires revision.
2. The State has identified six uniform core competencies, upon which employees are evaluated. In addition, supervisors and employees must establish at least three job-specific performance goals. If the position supervises classified staff, a supervisory factor is included in the plan. At least one job-specific performance goal must be related to an AQIP touchstone. (Ideally all performance goals should relate to the touchstones.) Refer to Appendices B, C & G of the full CCD Classified Performance Management and Pay Program Policy for supporting information and examples. Using the PLANNING box on the top half of each page (See Step 1 on each page), document the measurement method/concrete behavior(s) expected of the employee for the performance cycle.
3. Complete the Performance Planning Meeting section of the Performance Management Program Signature and Tracking Sheet.

#### **C. Coaching and Progress Review by December 15<sup>th</sup>.**

1. At least once during the evaluation period the supervisor and employee meet to discuss and document progress. Goals and expectations may be revised as appropriate. This meeting should occur at least once, mid-way through the evaluation period (December 15<sup>th</sup> of each year).
2. Complete the Coaching and Progress Review Meetings section of the Performance Management Program Signature and Tracking Sheet.

#### **D. Final Performance Evaluation by March 31<sup>st</sup>.**

1. The supervisor completes the Step 2: EVALUATION section, on the bottom half of each page.
2. The second level supervisor reviews and signs the Final Performance Evaluation section of the Performance Management Program Signature and Tracking Sheet before the supervisor reviews it with the employee.
3. The employee and supervisor meet and discuss the evaluation, and complete the Final Performance Evaluation section of the Performance Management Program Signature and Tracking Sheet.
4. An overall rating of Unsatisfactory/Needs Improvement (Level 1) requires the employee and supervisor to develop a performance improvement plan. Refer to the full policy for guidelines.
5. The final evaluation with first and second level supervisor signatures is forwarded to the respective Vice President for final review (if the second level supervisor is the VP, he/she should sign the evaluation in both places). The VP signs the Performance Management Program Signature and Tracking Sheet, and is responsible for submitting the completed evaluation to Human Resources.

#### **E. Vice Presidents forward the completed evaluation with all signatures to Human Resources by May 1<sup>st</sup>.**

**Community College of Denver  
 Performance Management Program Signature and Tracking Sheet  
 Evaluation Year April 1, 20\_\_ - March 31, 20\_\_**

**Employee Information**

Employee Name:	
Job Title:	
Work Unit/Dept:	
Supervisor's Name:	
2 <sup>nd</sup> Level Supv. Name:	

**Performance Planning Meeting (deadline is May 15<sup>th</sup>)**

The PDQ (Job Description) for this position was reviewed and is current and accurate.	
Supervisor Signature:	Date:
This position supervises classified staff: <input type="checkbox"/> Yes <input type="checkbox"/> No	A supervisory factor is included in the plan: <input type="checkbox"/> Yes <input type="checkbox"/> No
Supervisor Signature:	Date:
Employee Signature:	Date:
I agree with this plan (check one): <input type="checkbox"/> Yes <input type="checkbox"/> No. If no, refer to Dispute Resolution Policy.	

**Coaching and Progress Review Meetings (one mandatory mid-year review due Dec 15<sup>th</sup>)**

<i>At least one coaching or progress review (mid-year) meeting is required for each evaluation period; more are recommended. Indicate the date held and include acknowledgements.</i>		
Date:	Supervisor Signature:	Employee Signature:
Date:	Supervisor Signature:	Employee Signature:

**Final Performance Evaluation (due to Human Resources by May 1<sup>st</sup>)**

Place an "X" in the column that most appropriately describes the employee's performance for the current evaluation cycle.	Exceeds Expectations (Level 3)	Meets Expectations (Level 2)	Unsatisfactory/ Needs Improv. (Level 1)
Overall Rating for Evaluation Period (Check One):	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Unsatisfactory/ Needs Improvement <input type="checkbox"/>
1. Communication			
2. Interpersonal Relations			
3. Customer Service			
4. Accountability			
5. Job Knowledge			
6. Mgmt/supervision (managers & supervisors)			
7. Job Specific Goal:			
8. Job Specific Goal:			
9. Job Specific Goal:			
Supervisor Signature	Date:		
Second Level Supervisor's Signature	Date:		
Employee Signature:	I agree with this evaluation (check one):		
Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No. If no, refer to Dispute Resolution Policy.		
VP Signature:	Date:		
HR Signature:	Date:		

## **PERFORMANCE RATING DEFINITIONS** *(revised July 1, 2006)*

### **Unsatisfactory/Needs Improvement (Level 1)**

This rating encompasses those employees whose performance does not consistently and independently meet expectations set forth in the performance plan as well as those employees whose performance is clearly unsatisfactory and consistently fails to meet requirements and expectations.

Marginal performance requires substantial monitoring and close supervision to ensure progression toward a level of performance that meets expectations. Although these employees are not currently meeting expectations, they may be progressing satisfactorily toward a level 2 rating and need coaching/direction in order to satisfy the core expectations of the position.

An overall rating of Unsatisfactory/Needs Improvement (Level 1) requires the employee and supervisor to develop a performance improvement plan. The performance improvement plan shall stipulate a time frame for evaluation follow-up. If performance is still unsatisfactory at the time of follow-up the employee is subject to a corrective action and subsequently a disciplinary action if performance continues to be unsatisfactory.

### **Meets Expectations (Level 2)**

This rating level encompasses a range of expected performance. It includes employees who are successfully developing on the job, employees who exhibit competency in work behaviors, skills, and assignments, and accomplished performers who consistently exhibit the desired competencies effectively and independently. These employees are meeting all the expectations, standards, requirements, and objectives on their performance plan and, on occasion, exceed them. This is the employee who reliably performs the job assigned and may even have a documented impact beyond the regular assignments and performance objectives that directly supports the mission of the organization.

### **Exceeds Expectations (Level 3)**

This rating represents consistently exceptional and documented performance or consistently superior achievement beyond the regular assignment. Employees make exceptional contribution(s) that have a significant and positive impact on the performance of the unit or the organization and may materially advance the mission of the organization. The employee provides a model for excellence and helps others to do their jobs better. Peers, immediate supervisors, higher-level management and others can readily recognize such a level of performance

## **FORMS AND RESOURCES**

Please refer to the full Community College of Denver Classified Performance Management and Pay Program policy document on the CCD web site, [add website \(intranet\) address here as live link](#), under Human Resources for the following forms and resources:

Behavior Examples – Appendix B  
CCD Touchstones – Appendix C  
Significant Events Record – Appendix D  
Pay for Performance Dispute Resolution Process – Appendix E  
Pay for Performance Dispute Resolution Form – Appendix F  
Frequently Asked Questions – Appendix G

---

## Community College of Denver

**State the Mission of the Work Unit** (*This work unit or department exists to ....as described on the PDQ.*):

**State the Role of This Position** (*Briefly summarize the purpose of this position from the PDQ or similar information from the job description.*):

The position's role in the accomplishment of the mission and objectives of the work unit and the campus is to:

### Vision

Community College of Denver will be a community cornerstone that inspires the transformation of lives through learning.

### Mission

Community College of Denver is the gateway to academic and career competitiveness that meets the evolving economic, educational and cultural needs of diverse communities.

<b>CCD Values</b> <ul style="list-style-type: none"><li>• Accountability</li><li>• Diversity</li><li>• Excellence</li><li>• Innovation</li><li>• Integrity</li><li>• Learning</li><li>• Teamwork!</li></ul>	<b>CCD AQIP Touchstones</b> <ol style="list-style-type: none"><li>1. Helping students learn</li><li>2. Accomplishing other distinctive objectives</li><li>3. Understanding students and other stakeholders</li><li>4. Valuing people</li><li>5. Leading and communicating</li><li>6. Supporting institutional operations</li><li>7. Measuring effectiveness</li><li>8. Planning continuous improvement</li><li>9. Building collaborative relationships</li></ol> <p><i>(At least one job-specific performance goal must be related to an AQIP touchstone. Ideally all performance goals should relate to the touchstones.)</i></p>
---	--

Step 1: PLANNING

**Core Competency #1 – COMMUNICATION**  
**Individual Performance Objective(s)**

Definition: Effectively communicates by actively listening and sharing relevant information with co-workers, supervisor(s), students, and colleagues so as to anticipate problems and ensure the effectiveness of CCD.

**Measurement Method(s)/Concrete Behavior(s)** (*employee and supervisor define behavioral expectations for each level below*):

**Exceeds Expectations:**

**Meets Expectations:**

Step 2: EVALUATION

**Core Competency #1 – COMMUNICATION**

**Results Achieved** (*note accomplishments of employee during evaluation period*):

**Rating on this Competency (check one):**

- Exceeds Expectations       Meets Expectations       Unsatisfactory/Needs Improvement

**Comments and Justification** (required only for a rating of Exceeds Expectations or Unsatisfactory/Needs Improvement on competency or goal).

Step 1: PLANNING

**Core Competency #2 – INTERPERSONAL RELATIONS**  
**Individual Performance Objective(s)**

Definition: Interacts effectively with others to establish and maintain smooth working relations.

**Measurement Method(s)/Concrete Behavior(s)** (*employee and supervisor define behavioral expectations for each level below*):

**Exceeds Expectations:**

**Meets Expectations:**

Step 2: EVALUATION

**Core Competency #2 – INTERPERSONAL RELATIONS**

**Results Achieved** (*note accomplishments of employee during evaluation period*):

**Rating on this Competency (check one):**

- Exceeds Expectations       Meets Expectations       Unsatisfactory/Needs Improvement

**Comments and Justification** (required only for a rating of Exceeds Expectations or Unsatisfactory/Needs Improvement on competency or goal).

Step 1: PLANNING

**Core Competency #3 – CUSTOMER SERVICE**  
**Individual Performance Objective(s)**

Definition: Works effectively with internal/external colleagues and students to satisfy expectations.

**Measurement Method(s)/Concrete Behavior(s)** (*employee and supervisor define behavioral expectations for each level below*):

**Exceeds Expectations:**

**Meets Expectations:**

Step 2: EVALUATION

**Core Competency #3 – CUSTOMER SERVICE**

**Results Achieved** (*note accomplishments of employee during evaluation period*):

**Rating on this Competency (check one):**

Exceeds Expectations       Meets Expectations       Unsatisfactory/Needs Improvement

**Comments and Justification** (required only for a rating of Exceeds Expectations or Unsatisfactory/Needs Improvement on competency or goal).

Step 1: PLANNING

**Core Competency #4 – ACCOUNTABILITY**  
**Individual Performance Objective(s)**

Definition: Employee's work behaviors demonstrate responsible personal and professional conduct, which contribute to the overall goals and objectives of CCD.

**Measurement Method(s)/Concrete Behavior(s)** (*employee and supervisor define behavioral expectations for each level below*):

**Exceeds Expectations:**

**Meets Expectations:**

Step 2: EVALUATION

**Core Competency #4 – ACCOUNTABILITY**

**Results Achieved** (*note accomplishments of employee during evaluation period*):

**Rating on this Competency (check one):**

- Exceeds Expectations       Meets Expectations       Unsatisfactory/Needs Improvement

**Comments and Justification** (required only for a rating of Exceeds Expectations or Unsatisfactory/Needs Improvement on competency or goal).

Step 1: PLANNING

**Core Competency #5 – JOB KNOWLEDGE**  
**Individual Performance Objective(s)**

Definition: The employee is skilled in job-specific knowledge, which is necessary to provide the appropriate quantity and quality of work in a timely and efficient manner.

**Measurement Method(s)/Concrete Behavior(s)** (*employee and supervisor define behavioral expectations for each level below*):

**Exceeds Expectations:**

**Meets Expectations:**

Step 2: EVALUATION

**Core Competency #5 – JOB KNOWLEDGE**

**Results Achieved** (*note accomplishments of employee during evaluation period*):

**Rating on this Competency (check one):**

- Exceeds Expectations       Meets Expectations       Unsatisfactory/Needs Improvement

**Comments and Justification** (required only for a rating of Exceeds Expectations or Unsatisfactory/Needs Improvement on competency or goal).

Step 1: PLANNING

**Core Competency #6 – MANAGEMENT/SUPERVISION**

*(applies to managers and supervisors only)*

**Individual Performance Objective(s)**

Definition: Effectively trains and evaluates subordinates. Conducts appropriate coaching and feedback sessions as well as effectively documents annual performance evaluation.

**Measurement Method(s)/Concrete Behavior(s)** *(employee and supervisor define behavioral expectations for each level below):*

**Exceeds Expectations:**

**Meets Expectations:**

Step 2: EVALUATION

**Core Competency #6 – MANAGEMENT/SUPERVISION**

*(applies to managers and supervisors only)*

**Results Achieved** *(note accomplishments of employee during evaluation period):*

**Rating on this Competency (check one):**

- Exceeds Expectations       Meets Expectations       Unsatisfactory/Needs Improvement

**Comments and Justification** *(required only for a rating of Exceeds Expectations or Unsatisfactory/Needs Improvement on competency or goal).*

Step 1: PLANNING

<b>Job-Specific Goal #7 – _____</b> <b>Individual Performance Objective(s)</b>
Definition:
<b>Measurement Method(s)/Concrete Behavior(s)</b> ( <i>employee and supervisor define behavioral expectations for each level below</i> ):
<b>Exceeds Expectations:</b>
<b>Meets Expectations:</b>

Step 2: EVALUATION

<b>Job-Specific Goal #7 – _____</b>
<b>Results Achieved</b> ( <i>note accomplishments of employee during evaluation period</i> ):
<b>Rating on this Competency (check one):</b>
<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Unsatisfactory/Needs Improvement
<b>Comments and Justification</b> (required only for a rating of Exceeds Expectations or Unsatisfactory/Needs Improvement on competency or goal).

Step 1: PLANNING

<b>Job-Specific Goal #8 – _____</b> <b>Individual Performance Objective(s)</b>
Definition:
<b>Measurement Method(s)/Concrete Behavior(s)</b> ( <i>employee and supervisor define behavioral expectations for each level below</i> ):
<b>Exceeds Expectations:</b>
<b>Meets Expectations:</b>

Step 2: EVALUATION

<b>Job-Specific Goal #8 – _____</b>
<b>Results Achieved</b> ( <i>note accomplishments of employee during evaluation period</i> ):
<b>Rating on this Competency (check one):</b>
<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Unsatisfactory/Needs Improvement
<b>Comments and Justification</b> (required only for a rating of Exceeds Expectations or Unsatisfactory/Needs Improvement on competency or goal).

Step 1: PLANNING

<b>Job-Specific Goal #9 – _____</b> <b>Individual Performance Objective(s)</b>
Definition:
<b>Measurement Method(s)/Concrete Behavior(s)</b> ( <i>employee and supervisor define behavioral expectations for each level below</i> ):
<b>Exceeds Expectations:</b>
<b>Meets Expectations:</b>

Step 2: EVALUATION

<b>Job-Specific Goal #9 – _____</b>
<b>Results Achieved</b> ( <i>note accomplishments of employee during evaluation period</i> ):
<b>Rating on this Competency (check one):</b>
<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Unsatisfactory/Needs Improvement
<b>Comments and Justification</b> (required only for a rating of Exceeds Expectations or Unsatisfactory/Needs Improvement on competency or goal).

**COACHING/PROGRESS REVIEW NOTES:**

Date:
Issues Discussed:

Date:
Issues Discussed:
Date:
Issues Discussed:

## Appendix B

### Colorado Community College System Behavior Examples

Mastery of the core competencies will vary depending upon the background and duties of an employee. For example, a maintenance worker's performance would not necessarily be measured in the same way as a receptionist's. Additionally, senior level positions would be held to higher standards than entry-level positions. The following are examples of behaviors a supervisor might use in measuring these competencies.

#### Communication

- Sought and considered ideas from others on issues that affected them.
- Communicated orally in a well-organized, courteous, and effective manner.
- Communicated to provide or exchange information while keeping others informed.
- Maintained sensitivity to the feelings and efforts of others.
- Listens effectively to others ideas, work related problems, suggestions.
- Demonstrates effective public greeting skills.
- Demonstrates effective phone skills.
- Seeks feedback on the effectiveness of written and oral communication.
- Adapts communication methods to respond to different audiences.
- Provides accurate, timely information (oral/written).
- Actively listens to others.
- Involves others in problem solving.
- Provides clear instructions and expectations.
- Works in an open manner, shares information with others to get the job done.
- Expresses ideas clearly and effectively orally and in writing.
- Listens carefully and sincerely considers the ideas of others.
- Maintains confidentiality, and exercises good judgment about what to say and when to say it.
- Responds in a prompt and friendly manner to requests and inquiries.
- Keeps others informed.
- Meets routinely with supervisor and key customers to exchange information and clarify expectations.
- Asks appropriate questions to clarify information/needs.
- Provides accurate, timely information (oral/written).

#### Interpersonal Relations

- Well regarded by colleagues, can interact easily with a diverse workforce.
- Treats others with respect.
- Pleasant, friendly, affable, cheerful.
- Polite, courteous, empathetic.
- Demonstrates appreciation; thanks others for their assistance.
- Is courteous and acknowledges the contributions of others.
- Is respectful of the feelings of others.
- Respects other persons' time and priorities.
- Treats others fairly and without prejudice or bias.
- Seen by peers as someone whom they can depend on.
- Does not initiate conflict and actually takes measures to ensure that conflict does not occur.
- Demonstrates tact and diplomacy when resolving conflicts, addressing concerns directly with the individual(s) involved.
- Takes initiative to address concerns with other staff in a timely manner promoting understanding and cooperation.
- Approach to conflict resolution is exceptional, creating enhanced teamwork, without hard feelings.
- Contributes to a positive work environment through their interactions with others.
- Demonstrates flexibility by adapting to changes in priorities and the work environment.
- Demonstrates positive personal regard when confronting problems with others.
- Demonstrates respect for responsible dissent.
- Behaves in ways designed to keep problems impersonal whenever possible.

- Maintains positive work relationships.
- Treats others with courtesy and respect.
- Is cooperative and responsive.
- Builds trust and works with integrity.
- Treats others with respect, courtesy, tact, and friendliness and actively attempts to be helpful towards others.
- Accepts criticism, is open to new ideas, and handles conflict constructively and diplomatically.
- Consistently able to obtain the cooperation of others.
- Works through conflict for positive solutions/results.
- Promotes cooperation and teamwork.
- Learns from conflict and makes appropriate changes.
- Takes initiative to improve working relationships and foster feelings of mutual respect with coworkers and customers.
- Makes a special effort to boost employee morale and create a positive work environment.

### **Customer Service**

- Keeps appointments, call-return commitments, etc.
- Is approachable and responsive to customers and others.
- Shows appropriate patience with complaining customers and employees.
- Treats the customer with respect and courtesy
- Provides consistent, quality service to all customers.
- Is available to the customer and provides accurate, consistent, and honest information.
- Listens to the customer and provides feedback that will benefit the customer in the future.
- Understands who the customer is.
- Strives to satisfy customer needs.
- Offers appropriate and innovative solutions to customer problems.
- Demonstrates courtesy and a professional attitude in handling customer complaints.
- Responds promptly to requests for information and/or assistance.
- Meets customer expectations in a timely manner/Delivers what has been promised.
- Follows up with customer in a timely manner.
- Responds to telephone and e-mail messages within four hours.
- Anticipates future needs/problems of customers and takes action to meet these needs or solve problems.
- Makes an extra effort to keep customers accurately informed.
- Understands the customer from their point of view. Has a thorough knowledge of the customer's world and is able to anticipate customer's requests.

### **Accountability**

- Provides consistent, timely, high quality work.
- Adheres to established work schedule.
- Arrives at work and meetings on time.
- Meets assigned deadlines without additional prompting by supervisor or others.
- Follows established call-in procedures for their department and submits leave request form within four hours of returning to the work place.
- Submits time sheets on time and correctly completed.
- Actions and speech reflect a commitment to the agency.
- Always finishes assignments on time, meets deadlines.
- Administrative paperwork is accurate and submitted on time.
- When on leave, arrangements are made for "current" work/responsibility to continue.
- Responds to change with a genuine desire to do what it takes to get the job done, regardless of the need to make adjustments.
- Employee accepts the change and is instrumental in seeing that the change is perceived positively by others and is carried out in a way that improves the overall operation of the department.
- Knows how to keep confidential information confidential.
- Never disparages the agency or its employees in public.
- Completes projects ahead of time without compromising the quality of work.
- Conveys a positive and professional image of the agency to others.
- Adapts well to new situations, unusual demands, emergencies, or critical incidents.
- Behaves in a businesslike manner.
- Avoids gossip and negative rumors.

- Seeks new and/or additional on-the-job training opportunities to obtain mastery over tasks, expand personal knowledge and add value to the work group.
- Demonstrates initiative consistent with job expectations to improve performance.
- Employee performs their standard duties throughout the year and in addition takes on several large projects and some smaller ones that have a significant impact on the department.
- Completes work by established time lines and routinely uses time efficiently.
- Employee completes work well in advance of deadlines so that the supervisor has plenty of time to review documents and make revisions, rather than receiving documents just before the deadline with little time for adequate proof reading and revisions.
- Demonstrates professional job-specific skills necessary to provide the appropriate quality of work.
- Not only demonstrates specific job skills, but also takes the initiative to learn higher level skills that enhance ability to contribute to the organization.
- Creates a positive work environment and influences the behavior of other employees by their supportive and optimistic approach to daily activities within the work environment.
- Assists coworkers in response to fluctuations in workloads.
- Does not need to be asked to assist others in times of need. Employee jumps in and volunteers to assist others, even in areas where one may not expect them to routinely volunteer. Besides volunteering for the obvious needs, the employee senses other less obvious needs within the organization and provides additional assistance creating improved morale and work production.
- Serves citizens of the state.
- Demonstrates concern for the larger community served by the organization.

**Job Knowledge**

- Possesses appropriate expertise to perform job at a professional level.
- Takes opportunities to increase knowledge of relevant job skills.

# Appendix C

## CCDTouchstones Academic Quality Improvement Program (AQIP)



### **Touchstone 1: Helping Students Learn**

Focuses on the teaching-learning process within instruction, yet also addresses how the entire institution contributes to helping students learn and overall student development.

Examines Processes and Systems related to:

- Learning objectives
- Mission-driven student learning and development
- Intellectual climate
- Academic programs and courses
- Student preparation
- Key issues such as technology and diversity
- Program and course delivery
- Faculty and staff roles
- Teaching and learning effectiveness
- Course sequencing and scheduling
- Learning and co-curricular support
- Student assessment
- Measures
- Analysis of results
- Improvement efforts

### **Touchstone 2: Accomplishing Other Distinctive Objectives**

Addressees the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission.

Examines Processes and Systems related to:

- Identification of other distinctive objectives
- Alignment of other distinctive objectives
- Faculty and staff roles
- Assessment and review of objectives
- Measures
- Analysis of results
- Improvement efforts

### **Touchstone 3: Understanding Students' and Other Stakeholders' Needs**

Examines how your institution works actively to understand student and other stakeholder needs.

Examines Processes and Systems related to:

- Student and stakeholder identification
- Student and stakeholder requirements
- Analysis of student and stakeholder needs
- Relationship building with students and stakeholders
- Complaint collection, analysis, and resolution
- Determining satisfaction of students and stakeholders
- Measure
- Analysis of results
- Improvement efforts

### **Touchstone 4: Valuing People**

Explores your institution's commitment to the development of your faculty, staff and administrators.

Examines Processes and Systems related to:

- Work and job environment
- Workforce needs
- Training initiatives
- Job competencies, hiring, and retention practices
- Work processes and activities
- Training and development
- Personnel evaluation
- Recognition, reward, compensation, and benefits
- Motivation factors
- Satisfaction, health and safety, and well-being
- Measures
- Analysis of results
- Improvement efforts

### **Touchstone 5: Leading and Communicating**

Addresses how your institution's leadership and communication structures and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment.

Examines Processes and Systems related to:

- Leading activities
- Communicating activities
- Alignment of leadership system practices
- Institutional values and expectations
- Direction setting
- Future opportunity seeking
- Decision making
- Use of data
- Leadership development and sharing
- Succession planning
- Measures

- Analysis of data
- Improvement efforts

### **Touchstone 6: Supporting Institutional Operations**

Addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive.

Examines Processes and Systems related to:

- Student support
- Administrative support
- Identification of needs
- Contribution to student learning and accomplishing other distinctive objectives
- Day-to-day operations
- Use of data
- Measures
- Analysis of results
- Improvement efforts

### **Touchstone 7: Measuring Effectiveness**

Examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement.

Examines Processes and Systems related to:

- Collection, storage, management and use of information and data-at the institutional and departmental/unit level
- Institutional measures of effectiveness
- Information and data alignment with institutional needs and directions
- Comparative information and data
- Analysis of information and data
- Effectiveness of information system and processes
- Measures
- Analysis of results
- Improvement efforts

### **Touchstone 8: Planning Continuous Improvement**

Examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision.

Examines Processes and Systems related to:

- Institutional vision
- Planning
- Strategies and action plans
- Coordination and alignment of strategies and action plans
- Measures and performance projections
- Resource needs
- Faculty, staff, and administrator capabilities
- Measures
- Analysis of performance projections and results
- Improvement efforts

### **Touchstone 9: Building Collaborative Relationships**

Examines your institution's relationships-current and potential- to analyze how they contribute to the institution's accomplishing its mission.

Examines Processes and Systems related to:

- Identification of key internal and external collaborative relationships
- Alignment of key collaborative relationships
- Relationship of creation, prioritization, building
- Needs identification
- Internal relationships
- Measures
- Analysis of results
- Improvement efforts

## Appendix D

### Colorado Community College System Significant Events Record

Employee Name	Period: From	To
Significant Event	Date	Type of Event

Impact of Event:

Comments:

Significant Event	Date	Type of Event

Impact of Event:

Comments:

## Appendix E

### Colorado Community College System Pay for Performance Dispute Resolution Process

## **GUIDELINES**

1. Employees are provided the opportunity to have disputes regarding pay for performance resolved in a timely manner through an objective and impartial review process designed to preserve the working relationship.
2. The process is expedient and should conclude within 30 business days. However, by mutual agreement of the involved parties, the timeline can be extended.
3. Issues that are disputable include:
  - The individual performance plan, including lack of a plan during the planning cycle (must be disputed within three (3) business days of the conclusion of the planning meeting);
  - The individual final overall performance evaluation, including lack of a final overall evaluation;
  - The application of a college's performance pay program to the individual employee's plan and/or final overall evaluation; and,
  - Full payment of the annual performance award.
4. Issues that are NOT disputable:
  - The amount of an annual performance award, unless the issue involves the application of the college's performance pay program;
  - Performance evaluations and annual performance awards of other employees;
  - The content of the college's performance pay program; and,
  - Matters related to the funds appropriated.
5. Only issues originally presented in writing shall be considered throughout the review process.
6. The dispute resolution process is not a grievance or appeal. No party has an absolute right to legal representation, but may have an advisor present. The parties are expected to represent and speak for themselves.
7. Retaliation against any person in the dispute resolution process is prohibited.
8. This Dispute Resolution process will be annually distributed to classified employees at the beginning of each plan year. This distribution includes the name and position of the college's appointing authority.

### **Informal – Discussion**

- Every effort shall be made by the parties to resolve the issue at the lowest possible level in a timely manner. Informal resolution before initiating the dispute resolution process is strongly encouraged.
- The employee is required to discuss the dispute with the supervisor within three (3) business days of a disputable action.
- If, following the initial meeting with the supervisor, the employee believes the dispute has not been resolved; the employee must contact the Human Resource Office to obtain a Dispute Resolution form. The employee must complete the form stating the reason for the dispute and submit it to the Human Resource Office within five (5) business days of the meeting with the supervisor. Human Resources determine if the issue is disputable. (See #3 and #4 above) If the issue is not disputable, Human Resources notifies the employee within three (3) business days of receipt of the written dispute resolution form.
- If the issue is disputable, Human Resources provides a copy of the Dispute Resolution Form to both the immediate supervisor and the second-level supervisor.
- Within five (5) business days of the receipt of the Dispute Resolution Form, Human Resources, or other resource available to the College/System (State Mediation Services, Internal or Other Qualified Personnel), facilitates a mediation meeting with the Employee, Supervisor and Second-Level Supervisor. The mediator attempts to assist the parties in reaching a mutually satisfactory resolution to the issues in dispute.
- If a resolution is not reached, the employee has the option to request a review through the formal process.

### **Formal - Panel Review**

- The employee must submit, in writing, a request for the panel review within five (5) business days of the final conclusion of the informal process.
- The Human Resource Office convenes a panel within five (5) business days of the receipt of a request for a panel review. A panel of three (3) peers, to include two (2) Classified employees and one (1) Exempt employee, reviews the documentation and forwards a written recommendation to the Appointing Authority within five (5) business days of the conclusion of the panel review.

- Each College/System has a method for choosing and convening the peer panel.
- The scope of authority of those individuals making final decisions throughout the pay for performance dispute resolution process is limited to reviewing the facts surrounding the current action, within the limits of the College's performance management program. These individuals shall not substitute their judgment for that of the rater(s). Further, these individuals shall not render a decision that would alter the college's performance pay program.
- The Appointing Authority or his/her designee shall consider the recommendation of the panel and render a final, written decision within five (5) business days.
- The Appointing Authority or his/her designee has the authority to instruct a rater(s) to:
  - Follow the College's performance pay program;
  - Correct an error;
  - Reconsider an individual performance evaluation or plan, or;
  - Suggest other appropriate processes.

**External Review**

- After the conclusion of the internal review process, employees will be given written notice that they may submit a written request for review to:
 

State Personnel Director  
 Attention: Appeals Processing  
 1313 Sherman, Room 122  
 Denver, CO 80203

This only applies to those disputes concerning application of the college's program as it relates to the individual employee's performance plan or final evaluation or full payment of an annual performance award.

- The request for review must be made within five (5) working days of the employee's receipt of the college's final decision and must include a copy of the original written dispute and the college's final decision. A copy of the request for external review must be presented to the person who makes the college's final decision.
- The State Personnel Director may select a qualified neutral third party to review the matter.
- The State Personnel Director shall issue a written decision that is final and binding within 30 days.
- For an issue being reviewed at the external stage, these individuals shall not substitute their judgment for that of the rater, reviewer or the College's dispute resolution decision maker at the internal dispute stage.
- In reaching a final decision, these individuals have the authority to instruct a rater (s) to:
  - Follow the College's performance pay program;
  - Correct an error; and/or
  - Reconsider an individual performance evaluation or plan.
- These individuals may also suggest other appropriate processes such as mediation.

# Appendix F

## Colorado Community College System Pay for Performance Dispute Resolution Form

This form must be completed and returned to the Human Resource Office within five (5) days of the initial meeting with the Supervisor concerning the issue in dispute.

Name: \_\_\_\_\_ SSN: \_\_\_\_\_  
Department: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
Work Address: \_\_\_\_\_  
E-mail: \_\_\_\_\_ FAX: \_\_\_\_\_

**REASON FOR REQUEST:** (Please check the issue which is in dispute)

- \_\_\_\_ **Individual Performance Plan or Lack Thereof**  
Attach a copy of the performance plan (if available) and a brief statement of the facts.
- \_\_\_\_ **Individual Performance Evaluation**  
Attach a copy of the performance plan, the rating, and a brief statement of the issues and supporting facts.
- \_\_\_\_ **Non-compliance with the College's Program**  
Attach a copy of the performance plan and/or rating and a brief statement of the program, policy or process that was misapplied. Include any supporting facts.
- \_\_\_\_ **Non-Payment of an Annual Performance Award**  
Attach a copy of the notice of an annual performance award, record of payments and a brief statement of explanation and supporting facts.

**What is your desired outcome?**

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

# Appendix G

## Frequently Asked Questions (FAQ's)

## Process

1. How do I get performance pay and when?

**Answer:** Annual performance awards are effective July 1st of each year and are based on the employee's final overall performance rating. All annual performance awards are determined by the amount of money allocated by the State to CCD for Classified salary increases in addition to individual performance ratings. Please refer to the Funding and Distribution section of the CCD Classified Performance Management and Pay Program for a more detailed explanation.

2. What if I was hired or transferred during the performance evaluation period?

**Answer:** Employees hired within the previous year are eligible for an annual performance award; however the award is prorated 1/12 for each month of service completed since the date of hire. Employees hired after the end of the performance evaluation period (March 31st) are not eligible for an annual performance award. Employees who transfer to CCD from another state agency or institution prior to the end of the performance evaluation period are eligible for an annual performance award based on their overall evaluation rating assigned by their current supervisor. Employees who transfer after the performance evaluation period has ended will receive a performance award based on the rating they received from their previous supervisor.

3. What happens to an employee's evaluation if an employee or supervisor moves to a new position or leaves a position before the formal evaluation period is over?

**Answer:** If an employee moves to another appointing authority/department or changes positions, an interim overall evaluation shall be completed and delivered to the new appointing authority or department manager within 30 days.

4. What is the difference between core competencies and job specific goals?

**Answer:** Core competencies are measurable patterns of skills, knowledge, abilities, behaviors and characteristics that an individual needs to perform his or her work functions successfully. The five core competencies for Classified Employees are determined by the state: Communication, Interpersonal Relations, Customer Service, Accountability, and Job Knowledge. For Classified Employees that supervise other Classified Employees, a sixth core competency of Management/Supervision must be included in the performance evaluation process.

Job Specific Goals are measurable patterns of skills, knowledge, abilities, behaviors and characteristics that relate to a specific position or classification within a department/work unit (i.e., Administrative Assistant in Learning, General Professional in EOC, etc.). Whereas the five core competencies are set by the State and apply to all Classified Employees, the Job Specific Goals are determined through dialogue with the Classified Employee and his or her supervisor. The Job Specific Goals should directly relate to major job duties as described in the Position Description Questionnaire (PDQ).

5. Does an employee have to be evaluated on all core competencies each year, or can you target a few as with job specific goals?

**Answer:** Yes, State law requires that all Classified Employees be evaluated on all 5 core competencies (6 if you are a manager or supervisor). CCD Policy requires that Classified Employees be evaluated on a minimum of 3 Job Specific Goals (more may be included in planning and evaluation process if agreed upon by employee and supervisor).

6. Will training be available for the timeline, process, and consistency?

**Answer:** Yes, CCD is conducting initial training sessions for the revised rating scheme, the revised Planning and Evaluation Form/Process and the revised timelines. Consistent with a performance improvement process model, additional training also is being planned.

7. Does planning for new goals occur with the end of the year goals or separately?

**Answer:** Although planning and evaluation are two separate processes, a supervisor and employee may elect to conduct the performance evaluation and the goal setting for the next year in the same meeting.

8. What are the formal steps if an employee “needs improvement”?

**Answer:** An overall rating of “needs improvement” requires the employee and supervisor to develop a Performance Improvement Plan that outlines goals and timetables for improved performance as well as consequences for failure to improve performance. Human Resources is typically involved in this process and the Performance Improvement Plan becomes a part of the employee’s personnel file.

9. Can the evaluation forms and processes for the different pay groups (i.e., Classified, Technical/Professional, Administrative and Faculty) be aligned?

**Answer:** Although possible, several factors make this difficult. Those factors include timing issues for receiving input that influences the evaluation process (e.g., faculty rely on student evaluations for performance feedback which is often not available until late April or the first of May). Alignment of processes may be something that CCD considers in the future.

10. What additional training will be available regarding the performance management process?

**Answer:** The cross-functional group that revised the Classified Performance Management and Pay Program has recommended that additional training be offered to supervisors regarding how to conduct effective performance evaluations. The Teaching and Learning Center will be involved in offering such training as resources allow. Please submit your recommendations for future training as appropriate.

11. What can go into an employee’s file and how does the employee know?

**Answer:** Any information related to employee performance is appropriate for placement in the employee’s formal personnel file as long as the employee is aware of the documentation. For Performance Planning and Evaluation, the final year end evaluation form with the appropriate signatures is placed in the employee’s personnel file. Mid-year documentation is not typically forwarded to HR for inclusion in the personnel file.

12. What goes into my supervisor’s file regarding my performance?

**Answer:** Supervisors should be keeping documentation regarding individual performance in their files. The Significant Events Record (Appendix D) is a tool for helping supervisors track individual performance events, both positive and not so positive, throughout the year. Supervisors can then reflect on a total body of work as supported by their documentation for evaluating an individual’s performance.

13. Who has the right to a performance evaluation? (e.g., work study, student employees, benefit-eligible employees...)

**Answer:** All employees have the right to expect feedback on their performance. CCD requires that all Classified, Technical/Professional, Administrative and full-time Faculty participate in formal performance planning and evaluation processes and that annual performance evaluation documentation is maintained in the employee’s personnel file.

## **Forms**

1. What must be submitted to HR vs. what is kept by the supervisor/employee?

**Answer:** The completed Performance Planning and Evaluation Form with all signatures/acknowledgements must be submitted to HR for review and inclusion in the employee's formal personnel file.

2. What is the timeline?

**Answer:** Performance Planning occurs by May 15<sup>th</sup> of each year. A mandatory mid-year performance progress review occurs by December 15<sup>th</sup> of each year. Final year end performance evaluations are due to Human Resources by May 1<sup>st</sup> of each year.

3. Whose responsibility is it to submit to HR?

**Answer:** The employee's Vice President is responsible for reviewing the Performance Planning and Evaluation Form after completion at year end and following the meeting between the employee and supervisors. Vice Presidents then submit completed forms to Human Resources by May 1<sup>st</sup> of each year.