

Annual Performance Evaluation Overview

The Performance Evaluation Form is a tool used to measure individual performance. It provides a basis for supervisors to assess employees' performance and to create plans and opportunities for continuous improvement and development. All employees need feedback to understand the expectations of their job and to improve their own performance and personal satisfaction.

A successful performance review involves ideas, questions, and open two-way communication. The success of this process depends on mutual understanding of the opportunity it offers to improve job performance, recognize accomplishments, highlight areas requiring improvement, and establish goals and development plans for the coming year.

Instructions for the employee being evaluated:

1. Complete the Self-Evaluation Form. Submit it to your supervisor.
2. Draft goals for the next evaluation period.
3. Meet with your supervisor. With your supervisor, review your performance during this evaluation period. Discuss the goals that you drafted for the next evaluation period and finalize them with your supervisor. Review and, if necessary, propose updates to your job description.
4. Sign the Performance Evaluation Form.

Instructions for supervisors:

1. Complete the Performance Evaluation Form, taking into consideration the employee's self-evaluation. Meet with the employee to discuss their performance during this evaluation period.
2. Mutually establish goals for the next evaluation period. Note that FCI employees are expected to develop at least one goal focused on diversity, equity and/or inclusion. That goal is written as *"To advance FCI's efforts on racial equity and justice, I will devote the equivalent of one work day (i.e., 7 hours for full-time employees) over the next year to engaging in education and/or professional development focused on diversity, equity and/or inclusion."* With the employee, further refine this goal taking into consideration their role, interests, and growth areas.
3. Review and, if necessary, draft updates to their job description.
4. Sign the Performance Evaluation Form. The employee should also sign it.
5. Submit to the Director of Operations:
 - ☒ Performance Evaluation Form (signed by you and the employee)
 - ☒ Employee's goals for next year
 - ☒ Proposed updates to the employee's job description (if applicable)
6. Schedule a mid-year check-in to occur in September 2022.

Timeline:

By March 31, 2022 – Conduct the 2021-2022 performance evaluation and set next year's goals

By September 30, 2022 – Conduct a mid-year check-in

By March 31, 2023 – Conduct the 2022-2023 performance evaluation and set goals for the following year

Five Colleges Competencies

Competencies are observable and applied knowledge, skills, and behaviors; they are critical for achieving an organization's mission, vision, and values, and for individual success.

These competencies reflect FCI's values and apply to all FCI employees:

Service Excellence -

- Present a positive and helpful attitude to all internal and external contacts.
- Address needs and concerns in a timely and accurate manner.
- Deliver on service commitments, meet established deadlines, and maintain supportive relationships with colleagues (within Five Colleges, the five institutions, and in the community).

Communication and Interpersonal Skills -

- Express thoughts in a clear and concise manner both written and verbally.
- Listen and communicate in a way that respects and supports others.
- Understand the impact of your behavior and actions on individuals and groups.

Professional Conduct -

- Uphold Five Colleges policies and procedures.
- Be respectful and honest; use appropriate discretion when dealing with confidential information.
- Admit mistakes and take accountability for actions.
- Project a positive and professional image.

Problem Solving and Decision Making -

- Make sound decisions and solve problems involving varied levels of complexity and ambiguity.
- Understand the impact of your decisions on others with whom you work and those you serve.

Technical Skills -

- Use technology tools effectively to complete tasks.
- Stay current with technical upgrades to improve work processes and tasks.

Cultural Competency -

- Interact effectively with people of different cultures and socioeconomic backgrounds.
- Understand the impact of your behavior, words, and actions on individuals and groups.

Collaboration -

- Support and encourage collaboration and build relationships across the consortium.
- Creatively facilitate endeavors among the five associated institutions as appropriate to your role at Five Colleges through: building relationships, facilitating meetings and their outcomes, providing technical analysis, and offering resources for collaboration.

Equity & Justice -

- Foster a culture of belonging in which all feel safe, respected, and treated with dignity.
- Support and advance campus, community, and FCI efforts to achieve racial equity and justice.
- Hold yourself and others accountable, while working with humility, generosity, and compassion.

These additional competencies apply to supervisors:

Leading Self -

- Set a positive example, and be honest, trustworthy, courteous, and approachable.

Leading Others -

- Inspire commitment, encourage and support collaboration and teamwork, provide feedback and positive reinforcement to other employees.
- Offer developmental opportunities.
- Promote a bias-free work environment.

Leading Results -

- Help others achieve success, offer direction, drive organizational change, provide vision, and promote and ensure alignment with FCI mission, vision, and values.



Annual Performance Evaluation Form

Employee Name:

Employee Title:

Supervisor Name:

Period Covered: ☐ Standard: 4/1/2021-3/31/2022 OR ☐ Non-standard: -

I. Competencies

Review the Five Colleges Competencies which reflect FCI's values and articulate behaviors that FCI employees are expected to exhibit. Note any competencies in which the employee exhibits outstanding qualities. Also note any areas in which the employee needs development, either to improve skills or to develop new ones. It is not necessary or expected to provide comments on every competency.

II. Job Performance

Review the employee's job description. Comment on how the employee generally performed in relation to their job description and assess the employee's contributions for the year. Comment on strengths and areas for development.

Does the job description require an update? ☐ Yes ☐ No

III. Goals for the Current Evaluation Period

Review the employee's goals for the current evaluation period. Were the goals met? Did the goals change? Discuss the results in terms of impact-effectiveness, efficiency, timeliness, and successful prioritizing. Describe any additional goals that were established during this period.

IV. Other Accomplishments

Describe and provide feedback on any other notable and/or exemplary accomplishments the employee achieved during the review period. You may leave this section blank.

V. Summary

Provide overall comments below.

VI. Overall Performance Level

Taking into consideration competencies, responsibilities, goals, and accomplishments, indicate the employee's overall level of performance during this evaluation period. **Please select one box.**

- ☐ **Exceeds Expectations.** The employee shows mastery of the job. This level recognizes highly accomplished performance and significant contributions to the organization and to the Five Colleges community. The employee's overall job performance and results substantially exceed the objectives, requirements, and expectations for the position.
- ☐ **Meets Expectations.** The employee has a complete understanding of and demonstrated ability to fulfill all the expectations of the position. This level recognizes fully acceptable and consistent performance, and notable contributions to the organization. **This is the expected level of performance and recognizes competency.**
- ☐ **Does Not Meet Expectations.** The employee generally failed to fulfill performance expectations. This may be because tasks were not completed in a satisfactory manner or required extra direction by the supervisor. If selecting this level, the supervisor must first consult with the Director of Operations and prepare a detailed performance plan to identify areas in need of improvement.

Signatures and Approval

Supervisor

Supervisor Signature: _____ Date: _____

Employee

My supervisor and I have reviewed this evaluation and my current job description. My signature indicates that I participated in these discussions, but does not necessarily imply my agreement with my supervisor's feedback; any areas of disagreement are noted in my comments below. I acknowledge that this evaluation and any accompanying documents will become part of my employee file.

Employee Signature: _____ Date: _____

Additional Employee Comments (optional)

HR Review

Director of Operations Signature: _____ Date: _____

Annual Employee Goals

Employee Name:

Employee Title:

Supervisor Name:

Period Covered: ☐ Standard: 4/1/2022-3/31/2023 OR ☐ Non-standard: -

The employee and their supervisor should confer to develop 2-4 individual goals for the employee to accomplish during the evaluation period noted above. Create goals using SMART* (Specific, Measurable, Attainable/Achievable, Relevant, Trackable/Time-bound) criteria. Consider:

- Contributions toward organizational goals.
- Areas for professional growth (e.g., leadership, communication, technology, specialized skills).
- Activities that would support professional growth (e.g., training, conferences, LinkedIn Learning, workshops, certifications, participation on committees or special projects).
- Goals identified by the employee in the self-evaluation form.

One goal has already been identified for all FCI employees, but can be further refined at the supervisor's direction.

* Resources for setting SMART goals: [Writing S.M.A.R.T Goals](#) and [Goal-Setting Form template](#).

GOALS

1. To advance FCI's efforts on racial equity and justice, I will devote the equivalent of one work day (i.e., 7 hours for full-time employees) over the next year to engaging in education and/or professional development focused on diversity, equity and/or inclusion.