

# Polk State College Procedure

Subject	Reference	Date	Number
Career Employee Performance Evaluation System	Board Rule 3.01	8/12/10	6008

## I. Purpose

To outline the process for performance evaluations of Polk State College Career employees.

## II. Objectives

The objectives of the evaluation system are:

1. To improve employee performance.
2. To build a better understanding between the employee and the immediate supervisor.
3. To clarify mutual goals of the employee, the employee's immediate supervisor, and the college.
4. To recognize the employee's potential for promotion.
5. To provide an accurate record of employee's job performance.
6. To inform the employee of strong and weak points in performance of duties, as well as training needs and improvements expected.
7. To provide a basis for initiating disciplinary actions, including termination when appropriate.

## III. Procedure

### A. Evaluation Calendar.

Evaluations are scheduled as follows:

1. Two (2) months and six (6) months after initial appointment, appointment to a new position, or appointment to a new department/division.
2. April 1<sup>st</sup> of each year of continuing service.
3. Within 60 days of an evaluation where any factor was marked probationary.
4. At any time the immediate supervisor determines that it is necessary because the overall performance has dropped below satisfactory.
5. When special circumstances warrant.
6. On resignation, termination, or layoff.

Evaluation information will be provided to each new employee as part of New Hire Orientation. The packet will consist of a copy of PSC Procedure 6008 with the appropriate evaluation form and a copy of the current job description. New employees are directed to the PSC Website for the procedures for evaluations.

Evaluations are to be filed in the Human Resources Office not later than ten (10) working days

after the closing date of the evaluation period. Forms are available in the Human Resources Office.

B. **Responsibility for Evaluations:** The immediate supervisor of all career personnel is responsible for the initiation of the evaluation and discussion of the results with the employee.

C. **Evaluation Rating Scale.**

The rating scale consists of five (5) levels of rating values: Superior, Excellent, Satisfactory, Unsatisfactory and Probationary. These levels are defined as follows:

1. **Superior.** The employee is considered totally competent in all respects. A superior employee performs considerably above the performance standards of the position to which assigned. A person so rated has attained the highest expectations of all phases of the position and has maintained the highest of standards consistently. This rating should be used sparingly.
2. **Excellent.** The employee's performance is highly above average and meets all job requirements with overall excellence. This individual regularly performs at a high level but does not totally excel in all areas as a Superior rating would be described.
3. **Satisfactory.** The employee's performance is completely acceptable and meets all job requirements satisfactorily. It is expected that a majority of employees will fall in this category.
4. **Unsatisfactory.** The employee's performance is marginal. The employee has not fully met the minimum performance requirements, but may show a potential for improvement. This rating indicates a need for a discussion between the employee and the immediate supervisor to discuss the employee's difficulties. A discussion may reveal a need for additional training, greater effort, or greater understanding between the evaluating supervisor and the subordinate. This rating must be accompanied by written comments and suggestions for improvement of the subordinate's work performance and the listing of these recommendations in the supervisor's comments section.
5. **Probationary.** The employee's performance is not acceptable, and has not met the minimum requirements of this position. This rating clearly points out that performance is such that the employee is a liability to the college rather than an asset. It also indicates a consistent weakness and deficiency in meeting job requirements and may show a failure to respond to training or corrective suggestions. This rating must be accompanied by written comments containing specific examples which demonstrate the unsatisfactory nature of the performance. A follow-up evaluation must be completed within 60 days.

D. **Rating Factors.** There are nine 9 rating factors defined as follows:

1. **Quantity of Work.** The employee should be rated only on the volume of work that is subject to the employee's control. The quantity of work is measured by comparing the work performed to the expected standards.
2. **Quality of Work.** This factor is concerned with accuracy, completeness, neatness, and effectiveness of work performed. The standard is that quality of work which is desirable in the particular job and acceptable to the immediate supervisor and the administrator at the next level. The quality of work is measured by comparing the work performed to the established standards.
3. **Knowledge of the Job.** This factor is concerned with the employee's overall knowledge of the subject matter and techniques necessary for full job performance. The care of property and material used by the employee in daily work, the observance of rules, recommended procedures and safety regulations should be considered in rating this factor.

Proper care and use of equipment should be expected of all employees regardless of its value. An employee's ability to observe rules, follow instructions, use effective supervisory techniques, carry out duties in accordance with approved procedures, and conform to safety regulations is vital in rating the performance of work habits. In the overall evaluation of this factor, does the employee organize, arrange, and conduct the work in an efficient manner compared to a standard which is required by the college and the immediate supervisor?

4. **Initiative.** This factor is concerned with resourcefulness, self-reliance, willingness to accept and ability to carry out responsibility, and the adaptability of the employee to work assignments. It is possible for an employee who is not too experienced or too highly skilled to display initiative. An employee who attempts to solve problems, suggests improvements, and requests additional assignments tends to display the factor of initiative. Engaging in training courses and encouraging others toward productive use of time also indicates initiative.
5. **Punctuality.** This factor is concerned with attendance and represents the how often the employee is late.
6. **Attendance.** This factor is concerned with the employee's attendance, time devoted to actual work. The evaluator should consider presence on the job when required and number of absences.
7. **Dependability.** This factor is concerned with the employee's attention to work in the absence of direct and indirect supervision. An employee who does not shift the burden of difficult assignments, and who is reliable at all times, tends to display dependability. The ability to meet deadlines is another indication of this trait.
8. **Judgment.** This factor deals with the employee's ability to arrive at appropriate work-related decisions. The immediate supervisor should consider the employee's

ability to think and act calmly, logically, and rapidly even under stress.

9. **Cooperation.** This factor is concerned with an employee's ability to get along with associates and the degree of effectiveness in dealing with the general public and supervisors.

#### E. **Evaluation Procedure**

1. If appropriate, the immediate supervisor should solicit advisory evaluations from other supervisors who have been in a position to substantially utilize the evaluated person's performance. If advisory evaluations are considered they must be signed, appended to the regular evaluation, and clearly marked "Advisory Evaluation."
2. Review the Supervisor's Guide for Performance Evaluation document. Consider the employee's performance and check the appropriate box for each appropriate rating factor.
3. After recording, reviewing, and noting the employee's overall performance history, the evaluating supervisor will submit the form to the next level supervisor for review. That administrator may review the evaluation, but cannot change the original evaluation. *Differences of opinion between the immediate supervisor evaluating the employee and the next level administrator should be worked out before the final rating is discussed with the employee.*
4. The evaluating supervisor must discuss the evaluation with the employee. After the consultation, the employee will sign the evaluation form indicating that the evaluation has been discussed with the supervisor. The employee may object to the evaluation and attach a separate memorandum stating reasons for disagreement. The employee's signature does not indicate that the employee agrees with the evaluation rating, but only that the employee acknowledges participation in the evaluation review.
5. A copy of the completed evaluation form will be given to each employee by the immediate supervisor after the evaluation is completed. The original copy of the evaluation form and any attachments will be forwarded to the Human Resources Office for filing.



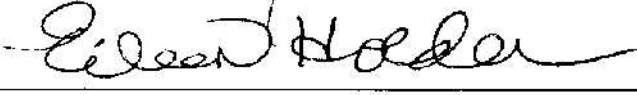
One copy should be retained by the supervisor.

Great care must be exercised in the handling of completed evaluation forms in view of the confidential nature.

Attachments: 1) Career Employee Performance Evaluation Form  
2) Supervisors' Guide to Performance Evaluations

History:           Adopted 6.3 8230.3, September 7, 1973  
                      Renumbered: 6008, November 3, 1980  
                      Revised: 7/29/81; 4/29/88; August 12, 2010

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