

Classified Performance Planning and Evaluation Form



Employee Name:	Employee S#:	Position Number:
Employee Job Title:	Evaluation Period From: _____ To: _____	
College Name: Red Rocks Community College	Department	
Supervisor Name:	Item checked denotes completion of associated step: <input type="checkbox"/> Plan <input type="checkbox"/> Mid-year Review <input type="checkbox"/> Annual Review <input type="checkbox"/> Other (Please Specify) _____	
Supervisor S#:		

The performance planning and evaluation system for Red Rocks Community College classified employees is a communication tool for the employee and supervisor. It is designed to promote better understanding between supervisors and employees about job responsibilities and performance expectations. It is also designed to reward excellence in job performance and directly link job performance to pay.

EVALUATION PROCESS

Planning Phase

At the beginning of the evaluation period, the supervisor and employee meet to discuss and/or establish the core work competencies, major job responsibilities, and goals and the importance of each to the overall evaluation. For new employees, the Performance Plan must be completed within 30 days from the date of hire. All employees shall be evaluated using the five core work competencies as listed herein: Communication, Interpersonal Skills, Customer Service, Accountability, Job Knowledge; additional factors may be added. Supervisors shall list up to 5 major job duties and shall also list up to 3 individual, department and/or College goals on which the employee shall be evaluated. Lastly, the supervisor shall complete the Supervisor Planning Comments section, obtain proper signatures, and provide a copy for the employee. If the employee disagrees with the Performance Plan, he/she shall explain the disagreement in the Employee Comments section. The employee may, if the issue meets the designated criteria, dispute their performance plan (see the Executive Director, Human Resources for the Dispute Resolution Process).

Progress Review Phase

At midyear, or as often as deemed necessary, the supervisor and employee shall meet to discuss the employee's performance and to decide if the performance plan needs to be revised. The supervisor shall provide feedback to the employee on the accomplishment of established job responsibilities and goals. The supervisor shall document the completion of the mid-year review, obtain proper signatures, and provide a copy for the employee.

Year-End Evaluation

At the end of the evaluation period, or as often as deemed necessary, the supervisor and employee meet to discuss overall performance ratings. The supervisor and next level supervisor shall sign the performance evaluation form prior to reviewing with the employee. The supervisor shall also complete the Supervisor Overall Justification for the Rating section, obtain proper signatures, and provide a copy for the employee. If any of the core work competencies, job duties, or goals are rated Needs Improvement or Exceeds Expectations the supervisor shall explain the reason for the rating in the comments section for that individual factor. Employee's given an overall Needs Improvement rating will receive a Performance Improvement Plan or Corrective Action. If the employee disagrees with the year-end evaluation rating, he/she shall explain the disagreement in the Employee Comments section. The employee may, if the issue meets the designated criteria, dispute their evaluation (see the Director, Human Resources for the Dispute Resolution Process).

Supervisors shall evaluate each core work competency, job duty, and goal using the following rating levels:

Needs Improvement:

This rating level 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.

Meets Expectations:

This rating level encompasses a range of expected performance. It includes employees who are successfully developing in 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:

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 supervision, higher-level management and others can readily recognize such a level of performance.

Directions: During the Planning Phase, review the **CORE WORK COMPETENCIES** with the employee you supervise. At year-end evaluation, rate each of the factors by placing a check mark (✓) next to the rating levels 1 to 3. Then, average the factor ratings to determine an overall rating for the associated competency. If one competency is more critical to the job assignment, please indicate so in the Supervisor Planning Comments section and adjust the weight of the competency as necessary. Weights are determined in a collaborative conversation between the supervisor and employee. You may make comments in the spaces provided for each competency. Comments are required for Needs Improvement or Exceeds Expectations ratings.

Factor: Communication – Effectively communicates by actively listening and sharing relevant information with co-workers, supervisor(s) and customers/clients so as to anticipate problems and ensure the effectiveness of the work unit and College. Weight: This section shall be 5% of overall performance rating	1	2	3
1. Expresses ideas accurately, clearly, and effectively both orally and in writing			
2. Provides and exchanges information while keeping others informed.			
3. Maintains confidentiality and exercises good judgment about what to say and when to say it			
4. Listens effectively to others' ideas, problems, and suggestions.			
5. Demonstrates effective public greeting skills.			
6. Demonstrates effective phone skills.			
7. Seeks feedback on written and oral communication.			
8. Adapts communication methods to different audiences.			
9. Involves others in problem solving.			
10. Responds in a prompt and friendly manner to requests and inquiries.			
11. Meets routinely with supervisor and key customers to exchange information and clarify expectations. Asks appropriate questions to clarify information/needs.			
Supervisors Comments (Required for overall rating of Needs Improvement, Exceeds Expectations):			

<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations
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Factor: Interpersonal Relations -- Interacts effectively with others to establish and maintain smooth working relations. Weight: This section shall be 5% of overall performance rating	1	2	3
1. Well regarded by colleagues. Contributes to a positive work environment through interactions with others.			
2. Treats others with respect. Polite, courteous, empathetic			
3. Pleasant, friendly, affable, cheerful.			
4. Respects other persons' time and priorities.			
5. Seen by peers as dependable.			
6. Does not initiate conflict and actually takes measures to ensure that conflict does not occur.			
7. Demonstrates tact and diplomacy when resolving conflict; addresses concerns directly with individual(s) involved. Handles conflict constructively and diplomatically. Learns from conflict and makes appropriate changes			
8. Demonstrates flexibility by adapting to changes in priorities and the work environment.			
9. Demonstrates respect for differences in opinions. Can interact easily with a diverse workforce			
10. Behaves in ways designed to keep problems impersonal whenever possible. Approach to conflict resolution creates enhanced teamwork without hard feelings			
11. Is cooperative and responsive. Accepts criticism and is open to new ideas			
Supervisors Comments (Required for overall rating of Needs Improvement. Exceeds Expectations):			

<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations
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Factor: Customer Service -- Works effectively with internal/external customers to satisfy service/product expectations. Weight: This section shall be 5% of overall performance rating	1	2	3
1. Responds promptly to requests for information and/or assistance. Follows up and meets customer expectations in a timely manner.			
2. Is approachable and responsive to customers and others.			
3. Keeps appointments, call-return commitments, etc. Responds to telephone and e-mail messages in a timely fashion			
4. Treats customer with respect and courtesy. Demonstrates a professional attitude in handling customer complaints.			
5. Provides consistent quality service to all customers. Is available to the customer and provides accurate, consistent, and honest information.			
6. Listens to the customer and provides feedback that will benefit the customer in the future. Anticipates future needs/problems of customers and acts to meet these needs or solve problems.			
Supervisors Comments (Required for overall rating of Needs Improvement, Exceeds Expectations):			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations	

Factor: Accountability -- Employee's work behaviors demonstrate responsible personal and professional conduct, which contribute to the overall goals and objectives of the work unit. Weight: This section shall be 5% of overall performance rating	1	2	3
1. Provides consistent, timely, high quality work.			
2. Adheres to established work schedule. Arrives at work and meetings on time			
3. Meets assigned deadlines without additional prompting by supervisors or others. Completes work by established time lines and routinely uses time efficiently.			
4. Follows established call-in procedures for the work unit and submits leave request form in a timely fashion.			
5. Actions and speech reflect a commitment to the agency. Never disparages the agency or its employees in public. Maintains confidential information			
6. When on leave, arrangements are made for current work/responsibilities to continue.			
7. Responds to change with a genuine desire to do what it takes to get the job done. Accepts 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 work unit.			
8. Conveys a positive and professional image of the agency to others. Behaves in a businesslike manner. Demonstrates concern for the larger community served by the agency			
9. Avoids gossip and rumors.			
10. Seeks on-the-job training opportunities to obtain mastery over tasks, expand personal knowledge and add value to the work group. Demonstrates professional job-specific skills necessary to provide the appropriate quality of work			
11. Performs standard duties throughout the year and, in addition, takes on projects that have a significant impact on the work unit. Assists coworkers in response to fluctuations in workloads			
12. Creates a positive work environment and influences the behavior of other employees by being supportive and optimistic in the approach to daily activities within the work environment.			
Supervisors Comments (Required for overall rating of Needs Improvement, Exceeds Expectations):			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations	

Factor: Job Knowledge -- Skilled in job-specific knowledge which is necessary to provide the appropriate quantity and quality of work in a timely and efficient manner. Weight: This section shall be 5% of overall performance rating	1	2	3
1. Possesses appropriate expertise to perform job at a professional level.			
2. Takes opportunities to increase knowledge of relevant job skills.			
Supervisors Comments (Required for overall rating of Needs Improvement, Exceeds Expectations):			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations	

Directions: The next area to be evaluated is **PERFORMANCE OF JOB DUTIES**. During the planning phase, list up to 5 major job duties for which the employee is responsible. At year-end evaluation, rate each job duty by placing a check mark (✓) next to the rating levels of Needs Improvement, Meets Expectations, Exceeds Expectations. In rating each job duty, consider the following: to what extent does employee demonstrate occupational/professional competence, maintain/update job knowledge, work cooperatively with others, meet schedules and deadlines, meet a level of quality and quantity for the assignment, take responsibility for decisions made, resolve day-to-day problems? You may further define the above definition. If you wish to indicate more than 5 job duties, please attach a separate page. Comments are required for Needs Improvement or Exceeds Expectations ratings.

Major Job Duty #1: Weight = _____% of overall performance rating		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations

Major Job Duty #2: Weight = _____% of overall performance rating		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations

Major Job Duty #3: Weight = _____% of overall performance rating		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations

Major Job Duty #4: Weight = _____% of overall performance rating		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations

Major Job Duty #5: Weight = _____% of overall performance rating		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations

Directions: The next area to be evaluated is the achievement of **GOALS**. During the planning phase, list up to 3 major goals for which the employee is responsible. At year-end evaluation, rate each goal by placing a check mark (✓) next to the rating levels of Needs Improvement, Meets Expectations, Exceeds Expectations. In rating each goal, consider the following: to what extent does the employee meet individual, department, and/or College goals? If you wish to indicate more than 3 goals, please attach a separate page. Comments are required for Needs Improvement or Exceeds Expectations ratings.

Goal #1: Weight = _____% of overall performance rating		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations

Goal #2: Weight = _____% of overall performance rating		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations

Goal #3: Weight = _____% of overall performance rating		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations

RRCC Employee Performance Evaluation - Factors/Goal Summary

NOTE: This is an Excel Spreadsheet, double click on any cell within this sheet to activate Excel.

Click outside the spreadsheet to deactivate.

Core Competency	% Weight of Evaluation (enter as a decimal point i.e. 5% = .05)		Rating *		Total
Communication	0.05	X		=	0.00
Interpersonal Relations	0.05	X		=	0.00
Customer Service	0.05	X		=	0.00
Accountability	0.05	X		=	0.00
Job Knowledge	0.05	X		=	0.00
Core Competency Weight TOTAL	0.25			=	0.00

(Note: It is recommended that Core Competencies not exceed 25%)

Major Job Duties	% Weight of Evaluation (enter as a decimal point i.e. 5% = .05)		Rating *		Total
#1	0.05	X		=	0.00
#2	0.05	X		=	0.00
#3	0.05	X		=	0.00
#4	0.05	X		=	0.00
#5	0.05	X		=	0.00
#6		X		=	0.00
Major Job Duties Competency Weight TOTAL	0.25			=	0.00

Goals	% Weight of Evaluation (enter as a decimal point i.e. 5% = .05)		Rating *		Total
#1	0.15	X		=	0.00
#2	0.15	X		=	0.00
#3	0.05	X		=	0.00
Goals - Competency Weight TOTAL	0.35			=	0.00
Weight Value TOTAL	0.85			Point TOTAL	0.00

- * Rating Value = **3** Exceeds Expectations
- = **2** Meets Expectations
- = **1** Needs Improvement

The overall performance rating for the evaluation period is: 0.00

- 2.51 - 3.00 = Exceeds Expectations
- 1.90 - 2.50 = Meets Expectations
- 1.89 and below = Needs Improvement

Planning Phase

I agree disagree with these performance goals and standards. (circle one)

I have reviewed and agree with my current position description: Yes No (circle one)

(If no, please provide written explanation)

Employee Signature

Date

Progress Review Comments (Required) :

Employee Signature

Date

Supervisor Signature

Date

Overall Evaluation per Performance Evaluation Factors/Goal Summary Section (above) – Please check (✓) one box.

Needs Improvement

Meets Expectations

Exceeds Expectations

Supervisory Overall Evaluation Justification for the Rating (Mandatory). Please include employee strengths and areas for improvement:

Employee Signature Date

Supervisor Signature Date

Second Level Supervisory Signature Date

Human Resources Signature Date

Comments from Employee (Optional):

Colorado Community College System

Classified Performance Management Dispute Resolution Process

The purpose of the performance management dispute resolution process is to create an open, impartial, and non-confrontational opportunity that allows the parties involved to have issues heard. The process is designed to encourage dialogue and communication to resolve issues regarding performance management. Employees are provided the opportunity to have concerns resolved in a timely manner that preserves the working relationship.

The performance management dispute resolution process is not a grievance or appeal. No party has an absolute right to legal representation. The parties are expected to speak for themselves about matters related to performance management and evaluation. However, any party may have an advisor present to assist in explaining processes or to help identify the issues and prepare documents. Retaliation against any person in the dispute resolution process is prohibited.

It is expected that prior to filing a formal dispute every effort is made by the employee and rater to resolve the issues at the lowest level possible. Informal dispute resolution is strongly encouraged before an employee initiates a formal dispute. It is assumed when a formal dispute has been submitted that the employee and their supervisor have discussed and attempted to resolve any disagreements through the informal dispute process outlined below.

Informal Dispute Process:

- Within 10 days of the event, the employee notifies the supervisor of their concern.
- The supervisor meets with the employee to discuss the concerns and attempts to resolve the issue.
 - The second level reviewer may be included in this discussion.
- Within 7 days of this meeting, the supervisor will issue a written response outlining their decision. This response will be provided to the employee and the Human Resources office.

The formal performance management dispute resolution process includes 2 stages. The first, the internal stage, occurs within the college/system office. Resolution on issues concerning the individuals overall performance evaluation, including lack of a plan, occur at the internal stage and are final. Employees have no further recourse for resolution of disputes related to these matters. The external stage is administered by the State Personnel Director and review at this stage is limited to the issues raised by the employee, that were not resolved at the internal stage, which involve the application of the college's/system's performance management program. The colleges and the system office will attempt to solve all performance management disputes at the internal stage.

Guiding Principles of the Formal Performance Management Dispute Resolution Process:

A. Issues that are disputable:

- The individual final overall performance evaluation, including lack of a plan during the planning cycle and/or lack of a final overall evaluation
- The application of a college's performance management program to the individual employee's final overall evaluation

B. Issues that are NOT disputable*:

- Performance evaluations and merit pay of other employees
- The content of the college's performance management program
- Matters related to the funds appropriated for merit pay, including full payment

*For concerns regarding matters listed above that are not disputable, supervisors are encouraged to make a sincere effort in responding to and addressing concerns raised by their employees.

- C. Allegations of discrimination or retaliation for disclosure of information (whistle blowing) must be filed with the State Personnel Board, pursuant to Personnel Board Rule 8-20 or 8-25.
- D. Performance evaluations that result in a corrective action are grievable and are addressed through the Employee Grievance Process.
- E. The scope of authority of those individuals making final decisions throughout the performance management dispute resolution process is limited to reviewing the facts surrounding the current action, within the limits of the college's/system'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/system's performance management program.
- F. Only issues originally presented in writing shall be considered throughout the dispute resolution process.
- G. This Dispute Resolution process will be provided to classified employees as well as available on the [CCCS Human Resources and Payroll Forms](#) page.
- H. If an employee with a pending dispute separates from the state personnel system, the dispute will be dismissed.

Stage 1: Internal Stage – College or System Office

- Within 5 working days of the employee's receipt of the supervisor's decision, an employee can submit a Classified Performance Management Dispute Resolution Form to Human Resources.
- Human Resources will evaluate the dispute to identify if the issues are disputable, as outlined above.
- If the matter is disputable, Human Resources will forward the dispute form to the employee's Appointing Authority.
- Each Appointing Authority will establish guidelines for prompt review of disputes.
- The Appointing Authority is limited to considering only those disputable items presented in writing.
- Within 30 days of the date the formal dispute was submitted, a copy of the final written notice will be provided to the employee and the Human Resources office. By mutual agreement of the involved parties, the timeline can be extended.
- For issues disputable at the External Stage, the employee shall be given written notice, including deadlines, address for filing and requirements to include a copy of the original written dispute and the college's/system's final decision.

Stage 2: External Stage – State Personnel Director

- Within 5 working days of the employee's receipt of the college's/system's final decision, an employee may file a written request for review by the State Personnel Director. Only original issues involving the application the college's/system's performance management program that were not resolved at the Internal Stage will be considered.
- Requests can be mailed or hand delivered to:
 - State Personnel Director
 - 1525 Sherman, 4th Floor
 - Denver, CO 80203
- The request for external review can be made using the Colorado State Personnel System Consolidated Appeal/Dispute Form found on the Colorado Division of Human Resources website. Requests must include a copy of the original written dispute and the final written decision from the Internal Stage.
- The employee must send a copy of the request for external review to their Human Resources office.
- The State Personnel Director's written decision must be issued within 30 days and is final and binding.

**Colorado Community College System
Classified Performance Management Dispute Resolution Form**

Employee Name: _____ SNumber: _____

Job Title: _____ **Department:** _____

Person who completed performance plan or final overall evaluation: _____

I wish to dispute:

My performance plan or lack of a plan. I believe the error or problem is:

My final performance evaluation or lack of an evaluation. I believe the error or problem is:

The application of the college's/system's performance management program to my performance plan or performance evaluation. **I believe the error or problem is:**

To resolve this issue, I have taken the following action:

I request the following resolution:

Employee Signature

Date

For additional information or assistance please contact Human Resources. This form must be submitted within 5 days of receipt of written response of the informal dispute process. Include copies of your performance plan and/or performance evaluation and any written decisions associated with the informal dispute process.

For Human Resource Use Only

Date Request Submitted to Human Resource Office: _____

Received By: _____