



Annual Performance Evaluation

Human Resources

At the beginning of the review period, the employee and supervisor should: set performance expectations by identifying goals/duties; agree upon the management support that will be provided to the employee to accomplish these goals; and complete the "Description" and "Support/Development Needed" in the "Complete at beginning of review period" portion in Section 1 (Goals and Duties). Review Section 2 (University Values).

During the review period, the employee should be working toward the successful accomplishment and demonstration of the stated goals, duties, and the University Values, while the supervisor should provide coaching and mentoring as needed to assist the employee in achieving optimal performance.

At the time of the written review, the following steps should be performed:

1. **Prepare the Written Review.** The supervisor completes the Performance Evaluation tool, Sections 1 and 2 following a review of the employee's self-assessment, written and agreed upon goals, personal observations and notes and information collected throughout the year. The Supervisor provides a written summary in the supporting comments section for each goal/duty and value being reviewed. Ratings are then assigned for each item in Section 1 (Goals and Duties) and Section 2 (Campus Values). An Overall Rating is assigned in Section 3 and a written summary of the supervisor's opinion of how well the employee performed overall during the review period.
2. **Conduct a Performance Evaluation Discussion.** The supervisor and employee should meet to: 1) review, discuss, and confirm each others understanding of the accomplishments and demonstrations of goals/duties and values listed on the Performance Evaluation Form; 2) recognize strengths and achievements; and 3) review status on areas needing improvement.
3. **Finalize the Written Review.** After the discussion, the supervisor and employee should each should sign and date the form. The employee may also wish to add comments in Section 4. The signed Performance Evaluation Form should be sent to the second-level supervisor for signature and then to Human Resources to be placed in the employee's personnel file.
4. **Develop Goals and Standards for the Next Review Period.** Begin with a new Performance Evaluation Form to establish performance expectations for the upcoming review period and list them in Section 1. The supervisor and the employee should each keep a copy of the form for reference during the review period.

Definition of Ratings: The following definitions should serve as guidelines for assigning evaluation ratings for each item in Sections 1 and 2 as well as the Overall Rating.

- **Exemplary (5):** Employee performed or demonstrated ENMU – *Redondo* values with exceptional skill and knowledge.
- **Commendable (4):** Employee clearly and consistently exceeded expectations in most areas of the job.
- **Satisfactory (3):** Employee's performance and demonstration of University Values consistently met expectations. Employee's work was fully effective, reliable, and of good quality.
- **Marginal (2):** Employee's performance is frequently below expectations, late or needs constant revision.
- **Unacceptable (1):** Employee's performance or demonstration of University Values was consistently below the requirements of this position. Immediate corrective action is necessary.



Annual Performance Evaluation

Human Resources

Employee name: _____ Job title: _____

Department: _____ Reviewing supervisor: _____

Review period: _____ Review date: _____ Indicate type of review: Annual Probationary

1. Goals and Duties

At the beginning of the review period, describe approximately three to five goals (e.g., specific projects, activities, or tasks) or duties that will be accomplished during this review period. Include competencies to be developed and identify the support and/or development needed to accomplish each goal/duty. At the time of the written review, describe how well and to what degree the employee accomplished each goal/duty, and assign a rating for each. **Definitions of ratings are found on page 1.**

Goal/Duty # 1 of _____ (Additional sheets may be attached.)

Complete at the beginning of review period:

Description of Goal: _____

Support/Development needed: _____

Complete at the time of the annual review: Evaluation rating: 5 4 3 2 1

Supporting Comments: _____

Goal/Duty # 2 of _____ (Additional sheets may be attached.)

Complete at the beginning of review period:

Description of Goal: _____

Support/Development needed: _____

Complete at the time of the annual review: Evaluation rating: 5 4 3 2 1

Supporting Comments: _____

Goal/Duty # 3 of _____ (Additional sheets may be attached.)

Complete at the beginning of review period:

Description of Goal: _____

Support/Development needed: _____

Complete at the time of the annual review: Evaluation rating: 5 4 3 2 1

Supporting Comments: _____

Goal/Duty # 4 of _____ (Additional sheets may be attached.)

Complete at the beginning of review period:

Description of Goal: _____

Support/Development needed: _____

Complete at the time of the annual review: Evaluation rating: 5 4 3 2 1

Supporting Comments: _____

Goal/Duty # 5 of _____ (Additional sheets may be attached.)

Complete at the beginning of review period:

Description of Goal: _____

Support/Development needed: _____

Complete at the time of the annual review: Evaluation rating: 5 4 3 2 1

Supporting Comments: _____

2. Campus Values

The Campus Values, as contained in ENMU-*Ruidoso*'s Strategic Plan, guide and support us in achieving our mission and college goals. All college employees are expected to demonstrate and all 6 of the behaviors that support ENMU-*Ruidoso*.

Ratings: 5 4 3 2 1

Criteria 2— Campus Values

Rank each value, ranging from 1-5 (low to high) and provide examples how the individual exemplifies the values.

1. Student-Centered Service. Engaging students in conversations to clarify their needs, requests and issues and arranging for them to meet the personnel who can assist. Modeling polite customer service interchange and responses to all students.

Describe how this value was demonstrated: _____

Rating: _____

2. Integrity. Understanding the importance of ethical behavior. Being relied upon to uphold policies and procedures, rules and laws governing the institution.

Describe how this value was demonstrated: _____

Rating: _____

3. Professionalism. Speaking in a professional manner. Making sure the appearance of the office or work space is appropriate for a college setting. Supporting advanced training on issues such as sexual harassment, communication patterns, conflict resolution, etc. Seeking professional development opportunities for improvement.

Describe how this value was demonstrated: _____

Rating: _____

4. Initiative. Proposing new ideas for improvement, refining processes, making the campus more student-friendly, identifying topics for professional development, volunteering for additional assignments, etc.

Describe how this value was demonstrated: _____

Rating: _____

5. Forwarding the Mission and Goals of the Institution. Helping or mentoring students in formal programs and informally; knowing and working towards University goals.

Describe how this value was demonstrated: _____

Rating: _____

6. Outreach. Getting involved in campus initiatives or programs from other areas of the college. Volunteering to help students, helping student transition to college, participating and attending student programs and events, having a can-do spirit.

Describe how this value was demonstrated: _____

Rating: _____

3. Overall Rating:

Use the information from Sections 1 and 2 to develop an Overall Rating. Select an Overall Evaluation Rating on the chart below and provide a narrative description that supports this rating. **Definitions of ratings are found on page 1.**

Overall evaluation rating: 5 4 3 2 1

Supervisor’s supporting comments: This is the most appropriate rating because _____

Employee Comments (optional)

Please write any comments you would like included with your performance review. Additional sheets may be attached.

I have had the opportunity to review this document and discuss its contents with my supervisor. My signature acknowledges that I have been informed of my performance ratings but does not necessarily indicate agreement.

Employee signature _____ **Date:** _____

Supervisor signature _____ **Date:** _____

Second-level signature _____ **Date:** _____

Attachments

- A. Current job description: A copy of the employee’s current job description.
- B. Additional supporting documents, if necessary.

4. ENMU-Ruidoso Mission

The overarching mission of ENMU-Ruidoso is to enhance the lives of our students and the communities we serve, now and into the future. Eastern New Mexico University-Ruidoso Branch Community College combines a traditional learning environment with 21st century instructional technology to provide an enhanced educational experience. ENMU-Ruidoso emphasizes liberal learning, freedom of inquiry, cultural diversity and whole student life. Scholarships, cultural enrichment, excellent teaching and enriched learning define the college community’s relationship and contributions.

The mission of ENMU-Ruidoso Branch Community College includes seven purposes:

- To offer general academic studies for students wishing to transfer to a University
- To offer career and technical education programs leading to gainful employment for students in their chosen field
- To offer a dual credit enrollment, Early College Program, for qualified high school students
- To offer workforce education and training services and provide institutional leadership in the economic development of the region
- To offer programs of instruction leading to associate degrees and Certificates of Completion
- To offer lifelong learning opportunities for all citizens through continuing education and community service programs
- To offer adult basic education for those wishing to achieve literacy skills, completion of a high school equivalency diploma and English proficiency

4. ENMU-Ruidoso Focus

- Prepare students for meaningful careers and advanced study
- Impart citizenship and leadership for the betterment of the community
- Support and expand the role of higher education and excellent teaching
- Empower citizens to respond to a rapidly changing world
- Contribute to the economic viability and well-being of our community