

To: Dr. Hector Gonzales, President, Southwest Texas Junior College

From: Merit Pay Committee, Southwest Texas Junior College

Date: 4-22-21

Subject: Proposed Merit Compensation System

Encl: (1) Staff Performance Evaluation Instrument  
(2) Faculty Performance Evaluation Instrument

### **Overview**

The Merit Pay Committee has worked to develop a compensation system that incentivizes excellence in job performance, is mutually beneficial to the employee and the institution, and is applicable to all levels of institution personnel. Within the scope of development, it has been necessary to identify the critical performance factors that are emblematic of institutional goals and to determine the appropriate point in which an employee's efforts have demonstrated a superior work ethic that directly impacts student and institutional success. Modifications or additions to the current compensation system must be cost-effective to institutional labor budgets, increase the outcome quality of the institutional mission, establish longevity in the workforce, and be attractive to new and progressive talent. In consideration of the employee, change must establish equity and valuation as well as instill motivation, inspiration, and workplace investment. Lastly, the development of a system that will allow participatory effort on the part of the employee in the achievement of merit incentives has the potential to cultivate innovative methods that contribute to student and institutional success.

The development of a Merit Compensation System demands that consideration be made for all factors that will lead to an employee receiving a Merit Compensation award. Reasonably, personnel evaluations, criteria for merit awards, as well as merit award levels are the forefront of this discussion and proposal. This memorandum serves as discussion of the considerations and recommendations for a Merit Compensation System for employees at Southwest Texas Junior College that denotes a process that includes employee onboarding, mid-term counseling, personnel evaluations, eligibility for Merit Compensation award, and the proposed merit tier system.

### **Qualification, Consideration, and Recommendation**

It is the opinion of this committee that the institution and its supervisors have a responsibility and obligation to its employees to ensure that each receive guidance and leadership that will assist them in being successful in their position and result in eligibility for Merit Compensation incentives. Further, engagement of an employee has the potential to promote investment in the institution that ultimately adds value to the institution and its mission.

### **Evaluative Process**

The process of evaluating an employee begins at hire. Once the employee begins work they become accountable to the work and position expectations of the institution. It is not efficacious

to bring on new employees and send them directly to their tasking without conveying solid expectations for performance. It must be understood that the evaluative process relies on well-defined and documented expectations having been conveyed to the new employee and the employee understanding that expected performance is a dynamic and never-ending path.

### **Onboarding**

The “onboarding” process is of prime importance in the future success of the employee and must include the general expectations of the institution and the more specific expectations of the assigned department or office. The incorporation of an “Onboarding Manual” that includes generalizations and specifics for an employee’s position will allow for the most productive start on the job. The employee manual should be provided immediately after hire, during initial the interview with Human Resources; the new employee’s supervisor should review the manual with the employee, and both parties should confirm that the manual has been provided and reviewed. At a minimum, the manual shall include:

1. Institutional expectations that are general and applicable to all employee regardless of department or office. The content should convey the generalized job description, contractual expectations, compensation, and institutional policy concerning conduct and personnel.
2. Supervisor expectations that are uniquely specific to the employee’s position. The content should convey any expectation that is concerned with the employee’s particular roll, duties, other duties assigned, performance expectations, and identification of factors from the unique evaluation instrument form which the employee will be evaluated.

### **Evaluation, Evaluator, Senior Evaluator**

An objective employee evaluative system is a key component in establishing an effective and efficient workforce. Fair and balanced evaluation will go a long way in overcoming employee apathy and promotes investment in the institution at all levels. The inherent issues with employee evaluations is that they may not be a tailored fit for a particular position, lend the appearance of subjectivity rather than objectivity, lean toward finding the negatives of performance before the positives, or may strengthen perceived bias rather than creating cohesiveness and trust within the chain of command. Much work has been accomplished in the transformation of the evaluative instruments to preclude the aforementioned issues. The proposed evaluative instruments are included.

Appropriate standardization of personnel evaluations by group throughout the institution is a fundamental component of a system that objectively pursues Merit Compensation as a means of award. Ensuring that all personnel are fairly graded against the same group criteria, regardless of location or rater, is essential for promoting an equitable and fair system of evaluation that will lead to merit incentives. Along with the proposed evaluative instruments, this committee recommends a two-tiered evaluation process that includes the addition of mid-term counseling for all personnel, meant to engage and provide up-to-date perceptions of performance by supervisors, thus providing the employee with the opportunity to improve her/his performance and become eligible for merit incentives. An area for consideration is the faculty cycle for

evaluation that is mandated to occur the first, second, third, fifth, and every fifth year. Although faculty may not be effectively evaluated annually, annual counseling may be used to establish eligibility and the basis for merit incentives.

In the spirit of transparency and unit cohesiveness, it is also the recommendation of this committee that counseling and evaluation include a two-step validation. The first step will be the "Evaluator" who will complete mid-term counseling and the annual evaluation. Evaluators are supervisors that have first-hand knowledge of the employee, have observed an employee's performance, and have been granted the authority and responsibility to direct the employee in their job functions. All completed counseling or evaluations must then be submitted to the designated "Senior Evaluator" for transparent oversight. The Senior Evaluator will ensure that the employee has been fairly assessed and that any grading criteria that is adverse or beyond proficient is justified.

### **Mid-term Counseling, Purpose, Accomplishment, Expectation**

The goal in mid-term counseling is to assist the employee in their efforts to be successful in their positions and to aid and reinforce the institution's mission. Mid-term counseling should not be considered punitive or disciplinary in its nature, nor should it be considered an evaluation. Mid-term counseling is an opportunity for the rater to offer practical and constructive feedback to employees regarding their performance in their job functions, noted deficiencies, means for correction, improvements since last evaluation or counseling, positive attributes of performance, and above all, supervisor expectations.

The expectation in mid-term counseling is that it serves as a platform to praise and to accomplish early intervention for sub-standard performance. Mid-term counseling may also expose shortcomings in institutional expectations as well. Counseling will assist the institution in identifying personnel that are working in positions that do not necessarily meet job descriptions, or who may be engaged in job functions that are well beyond the principal position for which they were hired. This is an important factor for consideration because there are many employees who may be working the functions of several positions at one time without increases in compensation. This has occurred due to growth and the progressive nature of the institution. To simply address the increase in duties as "and other duties assigned" creates a major flaw in any system that proposes Merit Compensation. Employees should be counseled and evaluated on the functions of their primary position, and those duties that carry them beyond the boundaries of position and pay schedule should be duly noted and their performance in the extended functions evaluated as well. Separating the principal job functions from the additional job functions will ensure that misguided expectations will not be placed upon an employee.

### **Periodicity of Mid-term Counseling and Evaluation**

Student engagement and success are paramount to the success and longevity of the institution. This, in and of itself, demands that expectations be placed upon the staff and faculty in regard to their efforts in provoking student success. The argument to be made concerning institutional expectations in regard to student success is that staff and faculty success must be an equal, if not greater, concern in institutional effectiveness goals. Mid-term counseling is a performance strategy to provide instruction, reasonable expectation, and practical constructive feedback that will assist the employee in achieving the expected level of proficiency in their respective

positions and contribute to their personal and professional growth. Mid-term counseling also serves as a performance enhancing tool to assist employees with adjustments to their performance that may affect the annual performance evaluation or impact institutional success.

Mid-term counseling will be accomplished no earlier than six months after the employee's last evaluation and no later than eight months. It must be said that mid-term counseling is not an alternative to supervision or the normal oversight of an employee's job functions and performance, it serves as a directed opportunity for the employee and the rater to discuss performance and possible needs for improvement, and it should also include occasion for the employee to express their needs in regard to performance and success. Mid-term counseling will be accomplished using the same criteria and form required for annual evaluation and the form marked appropriately as MID-TERM COUNSELING. It is entirely reasonable that the mid-term counseling be a forum for corrective planning if, in fact, it is merited. Counseling is an engagement tool designed to enhance employee performance.

### **Merit Compensation Awards**

Merit Compensation is a one-time per annum pay incentive awarded to an eligible employee based on superior work performance beyond the basic requirements of an individual employee's job description or performance contributions that add significant value to the institution. The goal and ambition of SWTJC in the consideration of Merit Compensation or other similar incentive is to influence and reward top performance that would otherwise go unnoticed or give the indication of under-appreciation of the efforts by an employee to wholeheartedly participate in student and institutional success. Three major components must be considered when considering an award for Merit Compensation:

1. Employee Eligibility
2. Compensatory Zones
3. Recommendation and Award Processes

It is the opinion of this committee that the foundational elements and triggers for the consideration of an employee for Merit Compensation should be absolutely and directly tethered to the SWTJC Mission, Strategic Plan, Divisional and Departmental Unit Action Planning, and Student Engagement and Success beyond the classroom. In the process leading to Merit Compensation, an employee's positional job performance must be considered before her/his efforts at engaging in activities that would be considered above and beyond her/his scope of responsibilities.

Award amounts should commensurate with an employee's efforts and contributions. A fair and equitable Merit Compensation system must include an avenue for employees to be considered for award based on the scope of their performance and efforts to contribute to the success of the institution. In order to provide a scope of opportunity for all employees to be considered for Merit Compensation, this committee recommends a forward progressing model that places markers in respect to the extent of the impact of the employee's performance and contribution to the overall success to the institution, thusly expanding the opportunity for Merit Compensation in a more equitable manner.

First and foremost, the recommended model recognizes those employees whose performance exceeds the highest expectations in their position. It is expected that the employee perform at a

level of “Meets Expectations” in their Job Functions first in order to be considered for any Merit Compensation for their efforts in extended functions. It must be said, that it is likely that those employees that perform at top levels may be more willing to invest in student or institutional success beyond the functions of their position. The vision for the proposed forward progressing model is to create three markers for merit: **Job Performance**, **Localized Success**, and **Institutional Success**. Furthermore, achieving any level of Merit Compensation, does not guarantee Merit Compensation. The award or level of Merit Compensation is contingent on several triggers met. This may include institutional/department success and/or strategic plan outcomes. The outcome for those deemed eligible for Merit Compensation, will occur at the end of the academic year.

1. **Job Performance** is qualified and determined by way of an employee’s rating on their annual performance evaluation. An employee may be eligible to receive Merit Compensation as determined on the primary basis of performance. It is especially important to consider those employees whose job description and functions may not allow them to participate or contribute beyond their assigned duties.
2. **Localized Contribution** is considered to be those efforts that contribute to the success of a grouping that is subordinate to the institution. Substantial contributions made to divisional or departmental unit action planning, campus culture, student engagement, and success should serve as markers for eligibility and receipt of Merit Compensation. Understandably, a rigid and inclusive list of functions and contributions is not possible.
3. **Institutional Success** is considered as those contributions by an employee that are beyond their assigned duties that contribute to an increase in success to the overall institution.

The following diagram illustrates an example of the model:

Employee	Job Performance	Localized Contribution	Institutional Success	Level of Merit Pay
Employee 1	Exceeds Expectations	Meets Expectations	Meets Expectations	1
Employee 2	Meets Expectations	Exceeds Expectations	Meets Expectations	1
Employee 3	Exceeds Expectations	Exceeds Expectations	Meets Expectations	2
Employee 4	Meets Expectations	Meets Expectations	Meets Expectations	0
Employee 5	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	3
Employee 6	Needs Improvement	Exceeds Expectations	Exceeds Expectations	0

Employee 2 scenario:

Employee 2 would be eligible for a Level 1 Merit Compensation because at a minimum they received “Meets Expectations” on their daily **Job Performance**, received “Exceeds Expectations” under **Localized Contribution** and received “Meets Expectations” under **Institutional Success**. At end, Employee 2 would be eligible for consideration of a Level

1 Merit Compensation for receiving “Exceeds Expectations” under **Localized Contribution**.

Employee 6 scenario:

Employee 6 would not be eligible for any Merit Compensation. Although Employee 6 received “Exceeds Expectations” under **Localized Contribution** and **Institutional Success**, they did not, at a minimum, receive “Meets Expectations” under **Job Performance**.

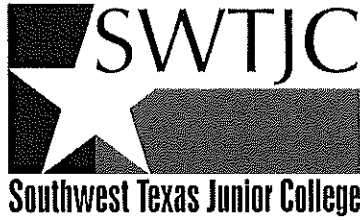
**Merit Compensation Submission Process**

Upon completion of an employee’s evaluation, the evaluation instrument with Merit Compensation recommendations will be forwarded to the designated Vice President. Vice President’s will either accept or deny Merit Compensation recommendations and submit to the President for final approval. In the event an employee requests to appeal their evaluation, the President may appoint a Merit Compensation Appeals Committee to review the evaluation under appeal.

**Budgetary Considerations**

The greatest obstacle to overcome concerning Merit Compensation is of a fiscal nature. Although it is not in the scope of tasking for this committee to recommend the price point for award, it is however, a distinct factor to consider. Standard and published levels of monetary award are likely to become problematic as they are fashioned to fit into an upcoming budget. It must also be considered that there may be budgetary years in which funding will preclude the ability of the institution to offer a monetary award. This is not to say that an award that is not monetary cannot be a sufficient and deserved award for an employee’s efforts and performance that may, in fact, serve the purpose of enhancing and awarding top performance and enhancement of the institution equally.

It is understood that it is not the assigned task of this committee to establish the affordability of merit incentives or to establish levels of compensation afforded for award. The task of the committee is to design and make recommendations concerning a feasible compensatory system for the institution to award merit incentives for superior performance that enhances institutional effectiveness and student success initiatives. Further, it is not the burden of the committee or within its scope to specify, advise, or make recommendations concerning compensatory increases for Southwest Texas Junior College personnel. However, it is the obligation of this committee to provide a caveat; merit incentives are not a suitable or appropriate alternative to annual pay increases based on step, longevity, or annual cost of living increases.



Sample

## FACULTY EVALUATION

EMPLOYEE INFORMATION			
Employee Name:		Department:	
Position Title:		SWTJC ID:	
Performance Evaluation Period:		Type of Review:	
To:	From:	Mid Year:	Year End:

**PERFORMANCE EVALUATION – To be completed by President, Vice President, Associate Vice President, or Director/Supervisor**

**INSTRUCTIONS**

For each competency, mark the rating (1, 2, or 3), that best describes the employee’s performance. Select N/A if the competency is not applicable. In the NARRATIVE ASSESSMENT sections, provide specific examples and illustrations. Explanations are required when selecting a rating of “1 – Needs Improvement.

RATING SCALE	DEFINITION
<b>1 = Needs Improvement</b>	Objectives and standards are not met. Needs significant improvement. Excessive attention by Division Chair is required and does not grasp situation when explained. Corrective action is required.
<b>2 = Meets Expectations</b>	Objectives and standards are met. Meets performance expectations and standards. Errors are minimal and seldom repeated. Requires minimal supervision and follow-up. Almost always completes work or projects on schedule.
<b>3 = Exceeds Expectations</b>	Frequently exceeds job requirements. Makes contributions well beyond job demands. Seizes initiative in development and implementation of challenging instructional and other work goals. Instructional and other job responsibilities are done thoroughly and on time. Thinks beyond details of the job, working toward the overall goals of the course and college goals.

CORE COMPETENCIES	NARRATIVE ASSESSMENT		RATING
<b>I. FOLLOWS COLLEGE POLICIES</b>			
Completes institutional records and reports accurately and according to schedule; specific to division.			
Performs such assignments as may be assigned by appropriate supervisor(s) according to job description/responsibilities.			
Attends faculty and departmental meetings at which he/she is expected to be present.			
Is available at posted office hours and complies with attendance policy page <a href="http://swtjc.edu/documents/hr/swtjcfacultyhandbook2018.pdf#page=45">http://swtjc.edu/documents/hr/swtjcfacultyhandbook2018.pdf#page=45</a>			
Follows proper procedures.			
		<b>Total Points</b>	<b>Mean Rating</b>
<b>II. INSTRUCTIONAL DUTIES/RESPONSIBILITIES</b>			
Expresses ideas clearly and accurately, both verbal and written.			
Written letters and documentation are professionally written and free of errors.			
Students are provided with a current course syllabus, a written grading policy, and a written class attendance policy; compliant with SWTJC policy. (EFA (Legal) and Attendance Procedure and Attendance Policy (DevEd)			
Conducts class as scheduled and in accordance with established class times.			
Maintains accurate student records (i.e., gradebook, attendance records, etc.)			
Overall maintenance of the LMS.			
		<b>Total Points</b>	<b>Mean Rating</b>
<b>III. INSTRUCTIONAL EFFECTIVENESS</b>			
Plans and delivers instruction that relates to subject matter.			
Creates a positive learning environment where students are actively engaged.			



Demonstrates effective questioning techniques that encourage students to respond critically.			
Remains current with technology as it relates to his/her teaching responsibilities.			
Grades work and provides feedback on assignments in a timely manner.			
		<b>Total Points</b>	<b>Mean Rating</b>
<b>IV. RESOURCEFULNESS</b>			
Proposes instructional, departmental and/or program improvements in areas including UAP goals, budget, and curriculum.			
Incorporates new teaching methods and/or technology.			
Other (discipline or department specific items).			
		<b>Total Points</b>	<b>Mean Rating</b>
<b>V. STUDENT RAPPORT/SERVICE</b>			
Develops professional relationships with students and encourages open communication between faculty and Students.			
Participates in advising students (Division Specific).			
Other (discipline or department specific items)			
		<b>Total Points</b>	<b>Mean Rating</b>
<b>VI. PEER RAPORT/ADMINISTRATIVE SUPPORT</b>			
Develops positive professional relationships with faculty and staff.			
Maintains adequate communication with appropriate supervisor(s).			
Demonstrates teamwork and willingness to support program/department and college initiatives.			
Accepts supervision, constructive criticism, and attempts to correct any deficiency.			
Adapts to different circumstances.			

Cooperates and contributes to institution with initiative.				
Other (discipline or department specific items).				
		<b>Total Points</b>		<b>Mean Rating</b>
<b>VII. PROFESSIONALISM</b>				
Displays professional appearance and hygiene in clothing, uniform, and grooming.				
Conduct/behavior and language inside/outside of the institution is appropriate according to SWTJC standards. DH(LOCAL)				
Demonstrates continued professional growth and completes PD documentation in Digital Measures on or before the due date(s).				
Practices tactfulness, shows compassion and demonstrates respect for others, as well as supportive and reassuring.				
		<b>Total Points</b>		<b>Mean Rating</b>
<b>VIII. STUDENT EVALUATIONS</b>				
Overall Student Instructional Survey rating of 4.00 or higher.				
Comments reflect positive impact of professor.				
Other (discipline or department specific items).				
		<b>Total Points</b>		<b>Mean Rating</b>
<b>IX. OTHER</b>				
Localized Contribution				
		<b>Total Points</b>		<b>Mean Rating</b>
<b>X. OTHER</b>				
Institutional Success				
		<b>Total Points</b>		<b>Mean Rating</b>

The overall performance rating for the evaluation period is:

2.51 - 3.00 = Exceeds Expectations

1.90 - 2.50 = Meets Expectations

1.89 and below = Needs Improvement

**ADD the mean ratings and divide for the final rating.**

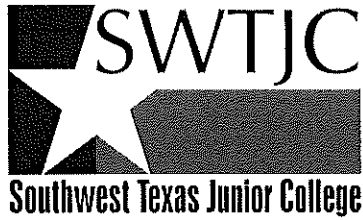
	OVERALL RATING (SCORE)
NEEDS IMPROVEMENT	
MEETS EXPECTATIONS	
EXCEEDS EXPECTATIONS	

**\*\*\*Overall rating met, does not guarantee merit pay. The award or level of merit pay is contingent on several triggers met. This may include institutional/department success and/or strategic plan outcomes. The outcome for those deemed eligible for merit pay, will occur at the end of the academic year.**

**COMMENT ON FACULTY MEMBER'S STRENGTHS**

**COMMENT ON AREAS FOR GROWTH OR CHANGE**

SIGNATURES	DATE
_____	_____
<b>Faculty Signature</b>	<b>Date</b>
_____	_____
<b>Division Chair Signature</b>	<b>Date</b>



Sample

**STAFF PERFORMANCE EVALUATION  
FINANCIAL AID ADVISOR**

<b>EMPLOYEE INFORMATION</b>			
Employee Name:		Department:	
Position Title:		SWTJC ID:	
Performance Evaluation Period:		Type of Review:	
To:	From:	Mid Year:	Year End:

**PERFORMANCE EVALUATION – To be completed by President, Vice President, Associate Vice President, or Director/Supervisor**

**INSTRUCTIONS**

For each competency, mark the rating (1, 2, or 3), that best describes the employee’s performance. Select N/A if the competency is not applicable. In the NARRATIVE ASSESSMENT sections, provide specific examples and illustrations. Explanations are required when selecting a rating of “1 - Does Not Meet Expectations”.

<b>RATING SCALE</b>	<b>DEFINITION</b>
<b>1 = Needs Improvement</b>	Objectives and standards are not met. Needs significant improvement. Excessive attention by supervisor is required and does not grasp situation when explained. Corrective action is required.
<b>2 = Meets Expectations</b>	Objectives and standards are met. Meets performance expectations and standards. Errors are minimal and seldom repeated. Prioritizes problems and projects well. Requires minimal supervision and follow-up. Almost always completes work or projects on schedule.
<b>3 = Exceeds Expectations</b>	Frequently exceeds job requirements. Makes contributions well beyond job demands. Seizes initiative in development and implementation of challenging work goals. Each project or job is done thoroughly and on time. Thinks beyond details of the job, working toward the overall goals of the component.

CORE COMPETENCIES	NARRATIVE ASSESSMENT		RATING
<b>I. JOB KNOWLEDGE</b>			
<ul style="list-style-type: none"> <li>Reviews financial aid applications and completes for packaging.</li> </ul>			
<ul style="list-style-type: none"> <li>Verifies and processes financial aid packets accordingly.</li> </ul>			
<ul style="list-style-type: none"> <li>Assists with back up reports and completes specific reports as needed.</li> </ul>			
<ul style="list-style-type: none"> <li>Maintains a caseload of a minimum of 100.</li> </ul>			
<ul style="list-style-type: none"> <li>Effective in directing loans-counsel all students, review process of entrance of exits, assist with reducing default prevention.</li> </ul>			
<ul style="list-style-type: none"> <li>Provides effective customer service.</li> </ul>			
		<b>Total Points</b>	<b>Mean Rating</b>
<b>II. DEPENDABILITY REVIEW</b>			
<ul style="list-style-type: none"> <li>Displays exceptional performance and attitude.</li> </ul>			
<ul style="list-style-type: none"> <li>Does everything possible to attend work and not abuse breaks; including personal calls.</li> </ul>			
<ul style="list-style-type: none"> <li>Willing to contribute to the success and development of the institution.</li> </ul>			
		<b>Total Points</b>	<b>Mean Rating</b>
<b>III. PROFESSIONAL BEHAVIOR</b>			
<ul style="list-style-type: none"> <li>Displays self-confidence via effective work with associates, subordinates, supervisors, and others.</li> </ul>			
<ul style="list-style-type: none"> <li>Accepts supervision and suggestions for improvement.</li> </ul>			
<ul style="list-style-type: none"> <li>Cooperates with other departments of the college.</li> </ul>			
<ul style="list-style-type: none"> <li>Demonstrates team work qualities and supports other members.</li> </ul>			

<ul style="list-style-type: none"> <li>Begins work promptly on arrival and displays time management by completing assigned tasks on time.</li> </ul>			
<ul style="list-style-type: none"> <li>Employee advocate; does not allow personal bias or feelings to interfere with other colleagues.</li> </ul>			
		<b>Total Points</b>	<b>Mean Rating</b>
<b>IV. PERSONAL QUALITIES REVIEW</b>			
<ul style="list-style-type: none"> <li>Displays professional appearance and hygiene in clothing, uniform, and grooming.</li> </ul>			
<ul style="list-style-type: none"> <li>Demonstrates mature judgment, good attitude, and self-confidence.</li> </ul>			
<ul style="list-style-type: none"> <li>Practices tactfulness, shows compassion and demonstrates respect for others, as well as supportive and reassuring.</li> </ul>			
<ul style="list-style-type: none"> <li>Is flexible when conditions warrant.</li> </ul>			
<ul style="list-style-type: none"> <li>Health and stamina for effective job performances.</li> </ul>			
		<b>Total Points</b>	<b>Mean Rating</b>
<b>V. OTHER</b>			
Localized Contribution			
		<b>Total Points</b>	<b>Mean Rating</b>
<b>VI. OTHER</b>			
Institutional Success			
		<b>Total Points</b>	<b>Mean Rating</b>

The overall performance rating for the evaluation period is:

2.51 - 3.00 = Exceeds Expectations

1.90 - 2.50 = Meets Expectations

1.89 and below = Needs Improvement

**ADD the mean ratings and divide for the final rating.**

	OVERALL RATING (SCORE)
NEEDS IMPROVEMENT	
MEETS EXPECTATIONS	
EXCEEDS EXPECTATIONS	

**\*\*\*Overall rating met, does not guarantee merit pay. The award or level of merit pay is contingent on several triggers met. This may include institutional/department success and/or strategic plan outcomes. The outcome for those deemed eligible for merit pay, will occur at the end of the academic year.**

**COMMENT ON EMPLOYEE'S STRENGTHS**

**COMMENT ON AREAS FOR GROWTH OR CHANGE**

**GOALS & COMMENTS**

**PRIOR YEAR GOAL(S)**

<b>GOALS FOR UPCOMING YEAR</b>			
<b>GOAL</b>	<b>EXPECTED OUTCOME</b>	<b>TIMETABLE</b>	<b>COMMENTS</b>
<b>SIGNATURES</b>		<b>DATE</b>	
_____ <b>Employee Signature</b>		_____ <b>Date</b>	
_____ <b>Supervisor Signature</b>		_____ <b>Date</b>	