

COMMUNITY COLLEGE OF RHODE ISLAND

PERFORMANCE REVIEW FORM

Employee Name:
Pay Grade/Job Title:
Position #:
Department:

Rating Key:
3 = Consistently Achieves Standards
2 = Usually Achieves Standards
1 = Does Not Usually Achieve Standards
N/A = Not Applicable

- Probationary Review
- Annual Review
- Follow-up Review

Please remember that a rating of 3=Consistently Achieves Standards means the employee is fully competent in the factor being rated. Please comment on all factors rated 1 or 2.

Reviewer's Name: _____

Reviewer's Title: _____

<p>ATTENDANCE / PUNCTUALITY</p> <p>Consider whether the employee arrives and departs at scheduled times, is punctual for meetings/appointments, observes prescribed break/meal periods, and has an acceptable overall attendance record.</p>	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>Supporting Comments:</i></p>
<p>JOB KNOWLEDGE</p> <p>Consider whether the employee fully understands his/her duties and responsibilities; works effectively without supervision and accepts responsibility, effectively utilizes job-related information and job-related equipment; is proficient in technical skills required for the position; follows College policies and procedures in carrying out duties; keeps abreast of new developments in the field.</p>	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>Supporting Comments:</i></p>
<p>QUANTITY / QUALITY OF WORK</p> <p>Consider the speed/volume of work produced without compromising accuracy, thoroughness, neatness, appearance of finished product, attention to detail, or reliability. Consider whether the employee can be depended on to carry out assignments independently and fulfill position requirements in a timely manner.</p>	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>Supporting Comments:</i></p>
<p>COMMUNICATIONS</p> <p>Consider the employee's ability to clearly communicate directions, thoughts, and ideas (oral and written expression); consider ability to listen and provide productive feedback; consider use of tact and diplomacy in dealing with constituencies required for the job (i.e. peers, supervisors, subordinates, students, faculty, the public).</p>	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>Supporting Comments:</i></p>
<p>COLLABORATION / TEAMWORK</p> <p>Consider whether the employee values and supports differences in others, contributes to an inclusive work environment and exhibits a positive, supportive, and cooperative rapport with others to achieve desired results. Consider respect and courtesy shown to others, how attitude affects the work area, willingness to accept supervision. Consider whether the employee handles disagreements or conflict respectfully, shows compassion and empathy, and contributes to an environment of trust. Consider whether the employee acknowledges the support and contributions of others, involving them as appropriate, and fosters a sense of collegial partnership.</p>	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>Supporting Comments:</i></p>

<p>COMMITMENT TO STUDENT SUCCESS</p> <p>Each employee’s work should facilitate and/or support the learning environment (this may include a range of efforts from advising & counseling to maintaining the cleanliness and safety of facilities, etc.). Consider whether the employee performs his/her duties in a manner that supports and sustains student success.</p>	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>Supporting Comments:</i></p>
<p>INNOVATION / RESOURCEFULNESS</p> <p>Consider whether the employee understands the importance of a positive work environment by demonstrating initiative, anticipating needs, initiating action, learning and applying new technologies, and contributing new ideas and methods. Consider whether the employee shows foresight and imagination to see possibilities, opportunities and trends; identifies opportunities in challenges; and looks for advancement in processes, services, technologies and ideas.</p>	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>Supporting Comments:</i></p>
<p>ADAPTABILITY / MANAGING CHANGE</p> <p>Consider the employee's ability to successfully adapt to changing priorities, new ideas/methods, new technology; to use criticism constructively; to respond appropriately in stressful situations, to modify one’s preferred way of doing things when it benefits the whole, focusing on long-term vision rather than short-term gains; to act upon performance feedback.</p>	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>Supporting Comments:</i></p>
<p>PLANNING / ORGANIZING / RESOURCE MANAGEMENT</p> <p>Consider the employee's ability to set daily priorities effectively as well as meaningful / measurable short and long-term goals; ability to identify resources necessary to complete tasks; systematically assemble and arrange work to ensure completion of duties in a timely fashion. Operate effectively with allocated resources (staff and equipment) within allocated budgets</p>	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>Supporting Comments:</i></p>
<p>PROBLEM RECOGNITION & RESPONSE</p> <p>Consider the employee's ability to: anticipate and prevent problems; identify existing problems effectively; maintain objectivity and display good judgment in handling problematic situations by analyzing all relevant factors and evaluating alternatives; accept responsibility and take initiative to develop sound, practical solutions and carry out those solutions in a positive and timely manner.</p>	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>Supporting Comments:</i></p>
<p>MANAGING AND DEVELOPING PEOPLE</p> <p>Consider the employee's ability to schedule, communicate, motivate, prioritize, delegate, coach, supervise, develop, evaluate, and document to obtain desired results from subordinates. Consider whether the employee involves team members in team initiatives and decision making as appropriate; seeks and accepts diverse input and perspectives; communicates important information and decisions in a timely manner; recognizes and develops talent; provides helpful and timely feedback; delegates and provides good exposure for team members; makes work challenging, meaningful, and engaging for the team; is supportive of opportunities for team members’ professional growth and development.</p>	<input type="checkbox"/> N/A <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>Supporting Comments:</i></p>

OVERALL RATING: *Review the ratings assigned on the previous pages. Check the category that most clearly describes the employee's overall performance.*

- 3 = Consistently Achieves Standards
- 2 = Usually Achieves Standards
- 1 = Consistently Does Not Usually Achieve Standards

FOLLOW-UP PLAN FOR 1 OR 2 RATING IN ANY FACTOR: *This Follow-Up Plan is part of a continuous improvement plan. What can the employee do to improve or enhance his/her performance on the job? What can the supervisor do to support the employee's performance improvement?*

ACCOMPLISHMENTS: *What job skills or duties are being performed exceptionally well? What improvements have been observed in job performance since last year? What goals have been met? What projects have been completed? What new skills have been learned and applied? What new knowledge has been acquired and applied?*

GOAL SETTING: *List goals to be accomplished, skills to be learned, knowledge to be acquired, objectives to be met and/or projects to be completed during the next review cycle.*

TRAINING AND DEVELOPMENT: *CCRI recognizes that the skills and knowledge of its employees are critical to the success of the College. What training and development opportunities should the college provide that would benefit the employee and the institution?*

SUPERVISOR'S SIGNATURE:

I (we) have discussed this performance evaluation and have reviewed the expectations for the upcoming year with the employee.

An interim follow-up review is: _____not necessary / _____ necessary and scheduled for _____.

Signature(s) of Reviewer(s)

Date

EMPLOYEE'S COMMENTS: If the employee wishes to do so, any comments concerning the Performance Review may be indicated here.

I have no comments.

I have read this review and have discussed it with my supervisor. My signature does not necessarily signify that I agree or disagree with this review. I understand that I should keep a copy of this Performance Review Form for my files.

Signature of Employee

Date

***This form, in and of itself, is not to be used to impose discipline.
This Performance Review Form must be forwarded to the Human Resources Department
to be included in the employee's official personnel file.***