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| **COMMUNITY COLLEGE OF RHODE ISLAND**  **PERFORMANCE REVIEW FORM** |

**Employee Name:**

**Pay Grade/Job Title:**

**Position #:**

**Department:**

**Probationary Review**

**Annual Review**

**Follow-up Review**

**Reviewer's Name:**

**Reviewer's Title:**

**Rating Key:**

**3 = Consistently Achieves Standards**

**2 = Usually Achieves Standards**

**1 = Does Not Usually Achieve Standards**

**N/A = Not Applicable**

***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 1or 2.***

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| **ATTENDANCE / PUNCTUALITY** |  | ***Supporting Comments:*** | |
| 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. | 3  2  1 |  | |
| **COMMUNICATIONS** |  | ***Supporting Comments:*** | |
| 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). | 3  2  1 |  | |
| **COOPERATION / TEAMWORK** |  | ***Supporting Comments:*** | |
| Consider whether the employee exhibits a positive, supportive, and cooperative rapport with supervisors, peers, subordinates, faculty, students and/or the public to achieve desired results. Consider respect and courtesy shown to others, how attitude affects the work area, willingness to accept supervision. | 3  2  1 |  | |
| **CONTRIBUTION TO STUDENT SUCCESS** |  | ***Supporting Comments:*** | |
| Each employee’s work should facilitate and/or support the learning environment (this includes such efforts as 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. | 3  2  1 |  | |
| **INITIATIVE / RESOURCEFULNESS** |  | ***Supporting Comments:*** | |
| Consider whether the employee demonstrates initiative, works effectively without constant supervision, accepts responsibility, anticipates needs, initiates action, learns and applies new technologies, contributes new ideas and methods, seeks additional tasks as time permits. | 3  2  1 |  | |
| **ADAPTABILITY / MANAGING CHANGE** |  | ***Supporting Comments:*** | |
| 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. | 3  2  1 |  | |
| **JOB KNOWLEDGE** |  | ***Supporting Comments:*** | |
| Consider whether the employee fully understands his/her duties and responsibilities; 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 field. | 3  2  1 |  | |
| **QUANTITY / QUALITY OF WORK** |  | ***Supporting Comments:*** | |
| 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. | 3  2  1 |  | |
| **PLANNING / ORGANIZING / RESOURCE MANAGEMENT** |  | ***Supporting Comments:*** | |
| 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 | 3  2  1 |  | |
| **PROBLEM RECOGNITION & RESPONSE** |  | ***Supporting Comments:*** | |
| 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. | 3  2  1 |  | |
| **MANAGING PEOPLE** |  | ***Supporting Comments:*** | |
| Consider the employee's ability to schedule, communicate, motivate, prioritize, delegate, coach supervise, develop, evaluate, and document to obtain desired results from subordinates. | N/A  3  2  1 |  | |
| **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?*** | | |
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| **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?*** | | |
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| **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.*** | | |
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| **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?** | | |
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| **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* | | |

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| **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.***