

Probationary: First Second Final
Permanent: Annual Special Conditional Bi-Annual

(Last Name) _____ (First Name) _____ (Middle Initial) _____ To _____
(Inclusive Dates)

(Title) _____ (Employee ID Number) _____ (Date Probation Ended) _____

(College) _____ (Work Area) _____ (Supervisor) _____

This performance evaluation is made to assist employees in their efforts to do a good job. Conclusions based upon this employee's work performance during the period covered by this report are summarized below. This report will be instrumental in determining the permanent status of an employee. The copy the employee receives is an exact duplicate of the copies filed. PLEASE READ THE INSTRUCTIONS ON THE BACK BEFORE COMPLETING.

QUALIFICATIONS FACTORS																									
(Check (x) only those factors which apply to the employee's position.)																									
<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:30%;"></td> <td style="width:10%; text-align: center;">Commendable</td> <td style="width:10%; text-align: center;">Competent</td> <td style="width:10%; text-align: center;">Needs to Improve</td> <td style="width:10%; text-align: center;">Unacceptable</td> <td style="width:10%;"></td> </tr> <tr> <td></td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td></td> </tr> </table> <p>1. QUALITY OF WORK Consider:</p> <p>a. Job knowledge a. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>b. Accuracy b. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>c. Neatness c. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>d. Thoroughness d. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>2. QUANTITY OF WORK <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Consider volume of output and extent to which work schedules are met</p> <p>3. WORK HABITS AND ATTITUDES <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Consider:</p> <p>a. Dependability a. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>b. Punctuality b. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>c. Attendance c. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>d. Planning and organizing d. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>e. Compliance with instructions, rules and regulations e. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>f. Ability to work without immediate supervision f. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>4. PERSONAL QUALITIES <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Consider:</p> <p>a. Judgment a. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>b. Initiative b. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>c. Adaptability to unforeseen and new situations c. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>d. Appearance d. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>e. Effectiveness under pressure e. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>		Commendable	Competent	Needs to Improve	Unacceptable			_____	_____	_____	_____		<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:30%;"></td> <td style="width:10%; text-align: center;">Commendable</td> <td style="width:10%; text-align: center;">Competent</td> <td style="width:10%; text-align: center;">Needs to Improve</td> <td style="width:10%; text-align: center;">Unacceptable</td> <td style="width:10%;"></td> </tr> <tr> <td></td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td></td> </tr> </table> <p>5. RELATIONSHIPS WITH OTHERS Consider:</p> <p>a. Employees a. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>b. Students b. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>c. Public c. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>6. LEADERSHIP ABILITY (if applicable) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Consider:</p> <p>a. Leadership a. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>b. Fairness and impartiality b. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>c. Decision making c. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>d. Training and instructing d. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>e. Planning and assigning e. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>f. Ability to achieve unit workloads f. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>7. ADDITIONAL FACTORS Please identify additional factors not specified above</p> <p>a. _____ a. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>b. _____ b. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>		Commendable	Competent	Needs to Improve	Unacceptable			_____	_____	_____	_____	
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	_____	_____	_____	_____																					
8. OVERALL WORK PERFORMANCE <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Must be consistent with the factor rating, but there is no prescribed formula for compiling the OVERALL WORK PERFORMANCE rating.)																									

- Please note:**
- 1) If "Needs to Improve" or "Unacceptable" is checked, please attach documentation.
 - 2) If overall rating is "Needs to Improve" or one factor is "Unacceptable," it shall require documentation of performance assessments as well as meeting with the employee to develop a plan for improvement.
 - 3) If "Commendable" is checked, please comment on why you have given this rating.
 - 4) The employee may have at least 48 hours to review this Report of Job Performance prior to signing.

I recommend that this employee be granted permanent status. (To be checked only on final report.)

SIGNED (Rater): _____ Title: _____ Date: _____

SIGNED (Reviewing Officer): _____ Date: _____

I have seen this report and agree with the conclusion of the rater. I would like to discuss this report with the administrative officer.

In signing this report, I do not necessarily agree with the conclusion of the rater. Employee refused to sign. Rater: _____

SIGNED (Employee): _____ Date: _____

I concur with ratings given by the rater. I do not concur with the ratings given by the rater. New report to be prepared.

Administrative Officer discussed report with employee on _____ SIGNED (Administrative Officer) _____
(Must be different from Reviewing Officer) (Date)

Report of Job Performance Instructions and Information

- A. The overall goal of evaluating the job performance of employees is the improvement of services in support of the educational program of the District. The purpose of the employee evaluation is to reflect the unit member's proficiency in the job; promote self-improvement; identify areas in which the individual is performing satisfactorily, as well as the area where improvement is desirable; and to identify goals and objectives for the ensuing year.**
- B. To indicate the rating on any factor, a (x) mark is placed in the appropriate rating column. Please note the definitions of the appropriate rating listed below.**
- C. If "Needs to Improve" or "Unacceptable" is checked, please attach documentation.**
- D. If overall rating is "Needs to Improve" or one factor is "Unacceptable," it shall require documentation of performance assessments as well as meeting with the employee to develop a plan for improvement.**
- E. If "Commendable" is checked, please comment on why you have given this rating.**
- F. The employee may have at least forty-eight (48) hours to review this Report of Job Performance prior to signing.**
- G. If the employee refuses to sign, the rater must indicate this on the Report of Job Performance form.**

Definition of Ratings

Commendable	The employee's work consistently and significantly exceeds the standard for this position.
Competent	The employee's work is definitely and consistently satisfactory.
Needs to Improve	The performance of the job is somewhat inadequate to reach the standard required of a competent permanent employee by the end of the probationary period; greater effort or training is needed.
Unacceptable	The performance on the job is very inadequate; special training, reassignment, or separation may be advisable.