

Employee: \_\_\_\_\_ Title: \_\_\_\_\_

Rating period covered by this evaluation: from \_\_\_\_\_ through \_\_\_\_\_

Evaluator Name: \_\_\_\_\_ Title: \_\_\_\_\_

**Probationary Goals and Objectives**

Did the employee accomplish all of the goals and objectives established for the probationary period? Must submit summary below.

Yes  No

**FUTURE GOALS**

Setting goals and objectives is the first and most critical step in the organization's planning process. SMART is an acronym used to describe the process of setting goals. The acronym stands for the words "specific," "measurable," "achievable," "relevant" and "time-bound," which are essential traits of setting objectives. The SMART method provides a way to measure your progress and be accountable for your success. Setting SMART goals allow you to realistically evaluate what you are trying to achieve by assessing what actions to take to reach your goal. To learn more about SMART goals, please refer to the SMART Goals Section located in the MSC Performance Evaluation Process & Procedure Guide on the MyCOM portal.

Managers: Please review employee's goals for the next academic year and confirm or edit as needed. Please set 5-7 specific goals for the next academic year.

**RATING SCALE**

<b>5</b>	<b>Excellent</b>	Performance is outstanding and noteworthy in all areas of responsibility. Planned objectives were achieved well above established standards and accomplishments were achieved in unexpected areas. Support evidence must be included in, or attached to, the evaluation forms.
<b>4</b>	<b>Exceeds Performance Standards and Expectations</b>	Consistently exceeds established standards in most areas of responsibility. All requirements were met and objectives were achieved above established standards.
<b>3</b>	<b>Meets Performance Standards and Expectations</b>	Performance standards and expectations were met and planned objectives were accomplished within established standards. There were no critical areas where accomplishments were less than planned.
<b>2</b>	<b>Improvement Needed</b>	Performance during the rating period has demonstrated skills that need improvement and supervisory counsel in order to achieve the performance standards and expectations for this factor. No all planned objectives were accomplished within the established standards and some responsibilities were not completely met.
<b>1</b>	<b>Unsatisfactory</b>	Performance in this factor has remained below expected standards and expectations despite supervisory counsel and coaching during the rating year. Responsibilities were not met and important objectives have not been accomplished. May be subject to disciplinary action.
<b>NR</b>	<b>Not Rated</b>	Performance in this factor is not rated because it does not apply to this position and/or has not been observed by evaluator.

Rate the employee performance in each of the performance factors below. Provide comments that describe your reasons for selecting each rating. All ratings must be substantiated by supporting observation and examples.

<b>PERFORMANCE FACTOR</b>	<b>RATING AND SUPPORTING OBSERVATION &amp; EXAMPLES</b>
<b>1. Leadership</b>	
<p><b>SUPERVISION</b> Addresses problems directly with subordinates, resulting in better communication and understanding. Analyzes all available facts and makes sound decisions before acting. Maintains accurate and up-to-date records on employee performance and conduct issues. Positive and negative behaviors are documented. Discusses relevant board policies, procedures, and collective bargaining agreement with employees and clarifies expectations. Monitors employee attendance records on an ongoing basis.</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>	

<p><b>DECISION MAKING</b> Demonstrates ability to weigh alternatives, consider variables, analyze information, and make a definitive judgment free from contradiction and vagueness.</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>	
<p><b>PROBLEM SOLVING</b> Demonstrates ability to see alternatives, analyze options, consider a problem from a variety of viewpoints and formulate different solutions to a situation.</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>	
<p><b>INNOVATION &amp; INITIATIVE</b> Demonstrates ability to promote and implement new ideas; presents creative solutions to problems and initiates implementation; encourages risk taking; communicates a range of innovation by empowering employees to work independently to achieve goals; is resourceful.</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>	
<p><b>COMMITMENT &amp; CONTRIBUTION TO GOALS</b> Demonstrates ability to fulfill the mission of the college in the course of completing assignments; reflects a District-wide perspective in decision making; recognizes and maintains policies and procedures that support the college mission.</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>	
<p><b>EQUITY</b> Demonstrates the ability to consider the views, cultural differences and experiences of others when dealing with any situation; practices equity-mindedness with a demonstrated awareness of and willingness to address equity issues among institutional leaders, staff and students. Facilitates a framework of understanding and respect; incorporates cultural and ethnic diversity issues and regulations into training and all operational areas as applicable; assures compliance.</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>	

<p><b>HEALTH &amp; SAFETY</b> Ensure employees have safe materials, tools, equipment, machinery, etc; comply with company safety rules and regulations, report injuries immediately, report hazards, recommend suggestions, involvement in safety education, training and activities.</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>	
<p><b>2. Interpersonal Skills</b></p>	<p><b>RATING AND SUPPORTING OBSERVATIONS &amp; EXAMPLES</b></p>
<p><b>CODE OF ETHICS</b> Demonstrates ability to work with others to instill confidence; demonstrates integrity; follows the code of ethics; follows through on commitments; is consistent in relationships with faculty and staff.</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>	
<p><b>COLLABORATION &amp; TEAMWORK</b> Demonstrates ability to work together with others to achieve goals; cooperates willingly; works in non-adversarial mode with diverse groups of people and ideas; facilitates participation in decision-making processes; plans and manages in the context of shared governance. Respectful of colleagues when working with others and makes valuable contributions to help the group achieve its goals.</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>	
<p><b>COMMUNICATION</b> Demonstrates ability to convey thoughts and information clearly, both verbally and in writing; uses active listening skills to insure complete understanding.</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>	
<p><b>STEWARDSHIP</b> Demonstrates ability to guide and motivate others toward goal achievement; develops effective teams; provides vision; facilitates development; balances authority and service; is accountable for actions and decisions; guides and directs the development of department/program; inspires others through unity of purpose; respects others' responsibilities and commitments.</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>	

<p><b>KNOWLEDGE OF JOB</b> Demonstrates familiarity with duties and requirements of the position as well as methods, practices and equipment to do the job, mitigates risks and utilizes safe practices, considers knowledge gained through experiences, education and specialist training. Maintains current knowledge about changes in policy and procedure, keeps abreast of new developments and major issues in field.</p> <p><input type="checkbox"/> 1   <input type="checkbox"/> 2   <input type="checkbox"/> 3   <input type="checkbox"/> 4   <input type="checkbox"/> 5</p>	
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PROFESSIONAL DEVELOPMENT RECOMMENDATIONS:	TIMELINE OR DUE DATE

**OVERALL RATING**

- Recommend Permanent Status
- Do Not Recommend Permanent Status

**SIGNATURES**

I have read this evaluation of my performance and have discussed it with the evaluator. I understand that: 1) I have the right to submit my own written comments, rebuttals or other pertinent information; and, 2) that my materials will be placed, along with this evaluation, in my personnel file as part of my permanent record.

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent/President: \_\_\_\_\_ Date: \_\_\_\_\_

**DISTRIBUTION:** Copy to employee; original to Superintendent/President for review/action; original to then be forwarded to Human Resources for placement in employee personnel file.