



## CONFIDENTIAL EMPLOYEE PERFORMANCE EVALUATION INSTRUCTIONS (*Probationary Employees Only*)

The goal of the evaluation process is to recognize achievement, to evaluate job progress, and to design training for the improvement, development of skills and strengths. More specifically, a performance evaluation is a review and discussion of an employee's performance of assigned duties and responsibilities which also serves as an opportunity for both the employee and the manager to clarify expectations and goals for performance. It is important that this process be constructive and that the employee and administrator emerge with a mutual understanding of the standards and expectations of performance. The evaluation also provides a way to help identify areas for performance enhancement and to help promote professional growth. An evaluation is based on results obtained by the employee in his/her job, not on the employee's personality characteristics.

A performance evaluation should not be used as discipline or in a punitive way. Behavioral concerns should be addressed through corrective disciplinary action.

The performance evaluation also addresses the employee's strengths, what training the employee has had, and areas for growth and improvement.

The review provides the employee, the manager, and Human Resources a critical, formal feedback mechanism on a regular basis. These discussions, however, should not be restricted solely to a formal evaluation. An evaluation should reflect the ongoing dialogue between a manager and an employee that occurs on a regular basis. Open lines of communication throughout the year help to make effective working relationships.

Both the supervisor and the employee are responsible for initiating and maintaining the climate, work environment and human relationships that encourage open communication and personal and professional growth. Such communication will enable them to carry out their responsibilities in an efficient and successful manner.

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### INSTRUCTIONS

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#### Evaluation Process:

- The administrator will complete the evaluation and give it to the employee for review, comment, and signature.
- The employee has a right to attach written comments within ten days of receiving the evaluation.
- These comments will be forwarded to Human Resources, attached to the evaluation and placed in the employee personnel file.
- The employee will return the evaluation to the administrator who will sign and return it to Human Resources.
- The administrator or the employee may contact Human Resources at any time during the process for guidance and direction.

At the manager's option, an employee can be asked to do a self-evaluation on the same tool. By doing so it can give the manager a better perspective of how the employee views his or her own performance, and can give the manager a better base upon which to complete the evaluation. Often times an employee is more critical of his or her own work performance and may rate the performance lower than the manager views his or her work. Of course the contrary is also true, whereby an employee views his or her work performance as superior in all areas. As discussed above, it is doubtful that such an evaluation is accurate. If the manager chooses this option, it must be asked of every employee that the manager supervises. It cannot be a selective process for certain employees and not others.

#### Instructions to the Administrator:

The primary responsibility of the evaluator is to determine the overall effectiveness of an employee's performance in accordance with District standards. Each employee should receive a thoughtful and accurate evaluation.

As you evaluate the employee's performance in his or her present assignment, base your review on the entire evaluation period and job description for the employee's classification. Consider each category and mark the box that most closely represents the employee's performance throughout the evaluation period. The evaluation process is a primary tool for assessing performance of an employee. It is important that the administrator make constructive comments aimed at supporting and encouraging growth.

It is important to be as objective as possible. While it is difficult not to be subjective, it is recognized that there is always a certain element of human subjectivity in evaluating an individual's work performance. Accordingly, it would be unusual for an employee to be outstanding in all aspects of his or her job, just as it would be unusual for an employee to be unsatisfactory in all aspects of his or her job.

- Prepare for this process by reviewing the current job description. (Job Descriptions are available on the HR website <http://wvm.edu>)
- Complete the evaluation and schedule a conference at a time that will promote a meaningful dialogue between administrator and employee. Commit to the scheduled day and time.
- Schedule a room that is private and free from interruptions.
- Evaluate performance and not the person.
- Acknowledge and praise performance that contributes to the effectiveness of the division/program/department.
- Provide ongoing suggestions and assistance to help employee to perform more effectively.
- Identify those conditions, which act as limitations or constraints to the performance of assigned duties.
- Provide comments in each category, which reflect on the employee's performance.

#### Instructions to the Employee:

- Prepare for this process by reviewing your own performance during the previous year.
- Review your current job description with your administrator to determine the accuracy of this document as it relates to current duties. (Job Descriptions are available on the HR website <http://wvm.edu>)
- Discuss accomplishments and goals met during the evaluation period.
- Identify those conditions, which act as limitations or constraints to the performance of assigned duties.
- Identify any training that would help you attain the desired performance standards to provide an opportunity for growth and development.
- Communicate questions and concerns related to the job as soon as identified.
- Take advantage of the opportunity to provide feedback in the Employee Comment Section.
- Contact Human Resources or your union representative if you believe that the performance evaluation process has not been followed correctly.

The performance evaluation becomes meaningful as the supervisor and the employee develop a mutual understanding of the purposes of the evaluation, the responsibility each party plays in the process, and how it is to be accomplished. The success of the process depends on the manager's willingness to complete a constructive and objective appraisal and on the employee's willingness to respond to constructive suggestions and to work with the supervisor to reach future goal.



West Valley - Mission  
Community College District  
Human Resources

## CONFIDENTIAL EMPLOYEE PERFORMANCE EVALUTAION (Probationary Employees Only)

The probationary period provides the employee and the District an opportunity to assess whether the employee and the position are a good match. During this period, the employee should receive training, coaching, mentoring and feedback from his/her supervisor(s) frequently. The written evaluation must take into consideration the employee's length of time in his/her position and his/her progression in the specific areas of evaluation.

Employee Name: \_\_\_\_\_ G# \_\_\_\_\_

Reporting Period: From: \_\_\_\_\_ To: \_\_\_\_\_

4<sup>th</sup> Month Probationary       8<sup>th</sup> Month Probationary       Other

Position Classification: \_\_\_\_\_

Department: \_\_\_\_\_

Supervisor: \_\_\_\_\_ G# \_\_\_\_\_

### Performance Standards

(E) Exceeds Expectations	(M) Meets District Expectations	(N) Needs to Improve	(U) Unacceptable
Consistently exceeds expectations.	Displays and maintains an effective and consistent level of performance that fulfills requirements.	Performance did not consistently meet expectations. Performance Improvement Plan needed.	Consistently fails to meet expectations. Significant improvement needed with additional support/direction from supervisor.

### Performance Areas

#### 1. Quantity of Work

- |  |   |
|--|---|
| 1a. Progression of workload as appropriate to time in position | <input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> N <input type="checkbox"/> U |
| 1b. Completes assignments on schedule/meets deadlines          | <input type="checkbox"/> E <input type="checkbox"/> M <input type="checkbox"/> N <input type="checkbox"/> U |

The evaluator will specifically describe each "Unacceptable" rating and establish a goal for improvement and list administrative support provided the unit member. The unit member is responsible for satisfactory performance. Merely completing improvement activities may not demonstrate targeted behavior.

1a.

1b.

## 2. Quality of Work

- |     |   |                            |                            |                            |                            |
|-----|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 2a. | Pays attention to detail; is accurate           | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 2b. | Prepares a neat and thorough work product       | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 2c. | Completes all assigned aspects of a project     | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 2d. | Organizes/prioritizes work effectively          | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 2e. | Uses correct and appropriate written expression | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 2f. | Uses correct and appropriate verbal expression  | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |

The evaluator will specifically describe each "Unacceptable" rating and establish a goal for improvement and list administrative support provided the unit member. The unit member is responsible for satisfactory performance. Merely completing improvement activities may not demonstrate target behavior.

- 2a.
- 2b.
- 2c.
- 2d.
- 2e.
- 2f.

## 3. Dependability

- |     |   |                            |                            |                            |                            |
|-----|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 3a. | Observes work hours   | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 3b. | Returns from breaks/lunch on time                             | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 3c. | Attends work regularly  | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 3d. | Notifies supervisor in a timely manner of lateness or absence | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |

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- 3a.
- 3b.
- 3c.
- 3d.

#### 4. Work Habits & Communication

4a.	After direct instruction, works independently with minimal supervision	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
4b.	Complies with rules/regulations	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
4c.	Learns from mistakes	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
4d.	Complies with work instructions	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
4e.	Takes responsibility for actions	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
4f.	Works efficiently and concentrates efforts on assigned tasks	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
4g.	Keeps office space organized and neat	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
4h.	Communicates with co-workers in respectful and cooperative manner	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
4i.	Communicates with supervisors; appropriately suggests better procedures/methods	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
4j.	Keeps supervisor informed of status of assigned work	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
4k.	Sets priorities; anticipates work cycles and plans accordingly	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
4l.	Maintains confidentiality	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U

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- 4a.
- 4b.
- 4c.
- 4d.
- 4e.
- 4f.
- 4g.
- 4h.
- 4i.
- 4j.
- 4k.
- 4l.

#### 5. Attitude/Cooperation

5a.	Accepts assignments with courtesy and respect	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
5b.	Welcomes constructive suggestions for improvement with courtesy and respect	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
5c.	Shows interest and enthusiasm	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
5d.	Demonstrates pride in doing work well	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
5e.	Shows willingness to work collaboratively with others	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U

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- 5a.
- 5b.
- 5c.
- 5d.
- 5e.

## 6. Job Knowledge & Skills

- |     |  |                            |                            |                            |                            |
|-----|--|----------------------------|----------------------------|----------------------------|----------------------------|
| 6a. | Demonstrates knowledge of processes and/or procedures    | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 6b. | Demonstrates willingness to improve skills, as necessary | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 6c. | Demonstrates an understanding of position's duties       | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 6d. | Follows established safety practices                     | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |

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- 6a.
- 6b.
- 6c.
- 6d.

## 7. Adaptability

- |     |   |                            |                            |                            |                            |
|-----|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 7a. | Open to new ideas and processes                     | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 7b. | Performs well in different and diverse situations   | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 7c. | Adapts well when unexpected/urgent situations arise | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |

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- 7a.
- 7b.
- 7c.

## 8. Interpersonal Relationships & Customer Service

- |     |  |                            |                            |                            |                            |
|-----|--|----------------------------|----------------------------|----------------------------|----------------------------|
| 8a. | Demonstrates customer responsiveness and courtesy  | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 8b. | Demonstrates respect and discretion when dealing with customers  | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 8c. | Demonstrates collaborative and cooperative spirit when interacting with co-workers                                       | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |
| 8d. | Foster an environment that promotes equity, inclusion, and equal opportunity for students and employees of the district. | <input type="checkbox"/> E | <input type="checkbox"/> M | <input type="checkbox"/> N | <input type="checkbox"/> U |

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- 8a.
- 8b.
- 8c.
- 8c.

**9. Leadership (for Supervisors ONLY)**

9a. Plans and assigns work	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
9b. Gives clear instructions	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
9c. Makes decisions	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
9d. Bases decisions on appropriate facts	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
9e. Bases decisions on appropriate district rules and regulations	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
9f. Delegates responsibility	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
9g. Exercises fairness and impartiality	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
9h. Trains and develops personnel	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
9i. Maintains morale	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
9j. Plans effectively with supervisors	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U

The evaluator will specifically describe each "Unacceptable" rating and establish a goal for improvement and list administrative support provided the unit member. The unit member is responsible for satisfactory performance. Merely completing improvement activities may not demonstrate target behavior.

- 9a.
- 9b.
- 9c.
- 9d.
- 9e.
- 9f.
- 9g.
- 9h.
- 9i.
- 9j.

**Overall Performance Rating**

	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
1. Quantity of Work	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
2. Quality of Work	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
3. Dependability	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
4. Work Habits & Communication	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
5. Attitude/Cooperation	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
6. Job Knowledge & Skills	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
7. Adaptability	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
8. Interpersonal Relationships & Customer Service	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U
9. Leadership (for Supervisors ONLY)	<input type="checkbox"/> E	<input type="checkbox"/> M	<input type="checkbox"/> N	<input type="checkbox"/> U

Comments (attach a separate sheet, if necessary):

**Goals Identified for Next Evaluation Period:**

1.

5.

2.

6.

3.

7.

4.

8.

**Optional: Employee's Comments** (attach a separate sheet, if necessary):

**Employee:**

I acknowledge having seen and discussed this report with my supervisor. My signature does not necessarily signify agreement. I understand that I may submit a written response to be attached to this evaluation and placed in my personnel file.\*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Supervisor:**

This report is based on my direct observation and/or knowledge. It represents my best judgment of this employee's performance.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Evaluator's Supervisor:**

This is confirmation that the above supervisor has completed the evaluation for this employee.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\*Written response must be submitted to the supervisor within ten (10) working days. The original copy will be attached to the Performance Evaluation Report and forwarded to Human Resources.