

**COLLEGE OF MICRONESIA-FSM
EMPLOYEE PROGRESS REPORT
APPENDIX F**

Last Name	First Name	Office	Payroll Number
Position	Date Assigned to Present Position	Period of Report	Date of Report
Date Employed	Date Last Increase	Amount Last Increase	Present Salary
6 Months Report <input type="checkbox"/> 12 Months Report <input type="checkbox"/>	Contract Renewal <input type="checkbox"/> Other: _____	Days Absent Since Last Report	Supervisor President

The value of this PROGRESS REPORT lies solely with the person making the rating and depends upon his/her impartiality and sound judgment. Each characteristic or trait should be judged separately. Do not allow the evaluation of one trait influence you on another. The PROGRESS REPORT should express an evaluation of the staff member in comparison with others doing similar work. Make no entry except where statement is based on PERSONAL KNOWLEDGE.

QUALIFICATIONS

The staff member is to be rated as to the degree of success he/she has attained and an "X" placed in the appropriate numbered space. Enter the numerical value of each qualification in the last column. Note the numerical values in each qualification category. They are to better define degree of success within the category and define borderline situations.

- 1. QUANTITY OF WORK:** Consider the quantity of work turned out and the promptness with which he/she completes it.

Unsatisfactory	Questionable	Satisfactory	Excellent	Superior	Numerical Value
0	1 2	3 4 5	6 7 8	9 10	
Below minimum standards. Does small amount of work. Wastes time.	Up to minimum standards. Does just enough to get by. Has to be prodded occasionally.	Above minimum standards. Satisfactory amount of work. Works steadily.	Well above average. Very fast worker.	Outstanding. Exceptionally fast worker. Habitually drives himself/herself hard.	

- 2. QUALITY OF WORK:** Consider the neatness, accuracy, and general efficiency of his/her work. Does he/she constantly maintain high workmanship in this respect?

Unsatisfactory	Questionable	Satisfactory	Excellent	Superior	Numerical Value
0	1 2	3 4 5	6 7 8	9 10	
Below minimum standards. Complete checking required. Makes many errors.	Up to minimum standards. Not very accurate. Careless.	Above minimum standards. Satisfactory in accuracy of work.	Well above average. Good accurate worker. Seldom makes mistake.	Outstanding. Very accurate and complete work.	

- 3. KNOWLEDGE OF JOB:** Consider how much he/she knows about his/her present job and of other work closely related to it and work in other departments.

Unsatisfactory	Questionable	Satisfactory	Excellent	Superior	Numerical Value
0	1 2	3 4 5	6 7 8	9 10	
Has limited knowledge of his/her job.	Understands his/her own job.	Has good understanding of own and related jobs.	Thoroughly understands own and related jobs. Has general knowledge.	Expert in the department. Has working knowledge of other departments.	

			of work in other departments.	Can do many important jobs.	
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- 4. INITIATIVE:** Consider his/her ability to act on his/her own responsibility in the absence of instructions. Can he/she start needed work and go ahead or is he/she the type that has to be told what to do?

Unsatisfactory	Questionable	Satisfactory	Excellent	Superior	Numerical Value
0	1 2	3 4 5	6 7 8	9 10	
Always waits to be told what to do and still needs some help in getting started.	Relies on others, must be told what to do.	Will act voluntarily in matters involving deviation from routine.	Plans order of work well: Will act voluntarily in most matters.	Has good ideas that often lead to a better way of doing things. Alert at all times.	

- 5. APTITUDE AND ABILITY TO LEARN:** Consider how quickly he/she learns new work, retains what he/she has learned, and ease with which he/she follows instructions.

Unsatisfactory	Questionable	Satisfactory	Excellent	Superior	Numerical Value
0	1 2	3 4 5	6 7 8	9 10	
Very slow to learn. Poor memory.	Requires excessive instruction. Learns slowly.	Requires average instruction to do satisfactory work.	Learns fairly rapidly. Good memory.	Learns very rapidly. Excellent memory.	

- 6. ATTENTION TO DUTY:** Consider ability to work thoroughly and conscientiously. Does he/she subordinates own convenience, comfort, and desires to a complete, exact, and faithful performance of his duty?

Unsatisfactory	Questionable	Satisfactory	Excellent	Superior	Numerical Value
0	1 2	3 4 5	6 7 8	9 10	
Wastes time. Does not work seriously.	Only moderately industrious.	Shows ordinary interest and application.	Willing worker. Always does full day's work.	Exceptionally industrious and conscientious in work.	

- 7. DEPENDABILITY:** Consider the amount of supervision required. Can you depend on his/her word? Is he/she punctual? Is his/her attendance record without fault?

Unsatisfactory	Questionable	Satisfactory	Excellent	Superior	Numerical Value
0	1 2	3 4 5	6 7 8	9 10	
Needs constant supervision. Punctuality poor. Cannot be relied upon.	Requires close supervision. Punctuality and attendance fair. Not very dependable.	Average supervision required. Usually prompt and dependable.	Little supervision required. Good record of attendance and punctuality. Dependable.	No supervision required. Conscientious and dependable in all things.	

- 8. JUDGEMENT:** Consider the intelligence and thought he/she uses in arriving at decisions. Does he/she have the ability to act calmly and logically and rapidly under stress?

Unsatisfactory	Questionable	Satisfactory	Excellent	Superior	Numerical Value
0	1 2	3 4 5	6 7 8	9 10	
Poor sense of value. Likely to make poor decisions.	Jumps at conclusions. Makes decisions on matters which should be	Judgment dependable on matters of routine nature.	Uses good common sense. Most decisions acceptable.	Sound judgment. Decisions based on thorough analysis.	

	referred to supervisor.				
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9. COOPERATION: Consider his/her willingness to work with and help others. Is he/she willing to assume his/her full share of work and responsibility? Does he/she cooperate in manner as well as act?

Unsatisfactory	Questionable	Satisfactory	Excellent	Superior	Numerical Value
0	1 2	3 4 5	6 7 8	9 10	
Irritates others. Causes friction. Inclined to be quarrelsome.	Reluctant to cooperate with others. Individualist. Difficult to work with sometimes.	Cooperates in an agreeable manner. Tactful and obliging.	Always congenial and helpful. Other employees like to work with him/her.	Goes out of his/her way to cooperate with others. An unusual and strong force for office morale.	

10. PERSONALITY: Consider his/her appearance, tactfulness, self-confidence, integrity, loyalty, and the impression he/she makes on others.

Unsatisfactory	Questionable	Satisfactory	Excellent	Superior	Numerical Value
0	1 2	3 4 5	6 7 8	9 10	
Negative, lacking, antagonizes. Arouses resentment.	Doesn't make friends easily.	Average impression. Friendly. Accepted by co-workers.	Favorable impression. Well liked and respected.	Very pleasing. Inspires confidence and leads others.	

This question is for Academic Administrators such as: vice president for instructional affairs, vice president for enrollment management and student services, vice president for institutional effectiveness and quality assurance, dean of academic programs, deans of the state campuses, dean of assessment, director of career and technical education, director of learning resources center, and instructional coordinators.

11. IMPROVE TEACHING AND LEARNING: How well does the employee use the results of assessment of student learning outcomes to improve teaching and learning?

Unsatisfactory	Questionable	Satisfactory	Excellent	Superior	Numerical Value
0	1 2	3 4 5	6 7 8	9 10	
Does not use assessment of student learning to improve teaching and learning. No improvements made.	Rarely uses assessment of student learning for making decisions related to improving teaching and learning. Able to evidence attempts at improvement in teaching and learning, but does not have valid and reliable data related to improvements.	Sometimes uses assessment of student learning for making decisions related to improving teaching and learning. Able to evidence improvement in teaching and learning with some data.	Usually uses assessment of student learning as the basis for decisions related to improving teaching and learning. Able to evidence improvements in teaching and learning with data from at least one completed cycle of assessment.	Always uses assessment of student learning as the basis for decisions related to improving teaching and learning. Able to evidence improvements in teaching and learning with data from multiple completed cycles of assessment.	

List evidence for rating on this criterion:

SUMMARY OF AREAS FOR IMPROVEMENT AND IMPROVEMENT PLANS

	Yes	No
Has progress been made since last rating?		
Capable of future advancement?		
Satisfactory in present position?		
Do you advise transfer?		
Ready for promotion?		

Enter sum of numerical value here.
(Be sure to carry sum from pages 1-3)

Enter numerical rating using the following basis:
Numerical rating equals the total value divided by total number of entries for which a numerical rating was given.

If ready for promotion, to what position?	Enter adjectival rating based on numerical rating. Use the following code. 0.0 to 1.99 – Unsatisfactory 6.0-8.99 -- Excellent 2.0 to 2.99 – Questionable 9.0 to 19.0 – Superior 3.0 to 5.99 -- Satisfactory												
If rating unsatisfactory or questionable, state reason why.	If rating unsatisfactory or questionable, state what corrective measures will be taken.												
What is the employee's attitude toward his/her work and his/her conformance to COM-FSM policies and procedures?	Is employee well suited for type of work she/he is now doing? If not, what sort of work should she/he be doing?												
How successful is employee in handling COM-FSM students?	What is employee doing to improve herself/himself? What training or other courses or other study has been completed since the last progress report? <table border="0"> <thead> <tr> <th>Courses</th> <th>School</th> <th>Date</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table>	Courses	School	Date	Grade	_____	_____	_____	_____	_____	_____	_____	_____
Courses	School	Date	Grade										
_____	_____	_____	_____										
_____	_____	_____	_____										
<p style="text-align: center;">FROM</p> Job Title _____ Date of Last Increase _____ Amount of Last Increase \$ _____ Present Salary \$ _____	<p style="text-align: center;">TO</p> Job Title _____ Office _____ Percent of Increase _____ Proposed increase \$ _____ Proposed Salary \$ _____												

What was the employee's reaction when this report was discussed with him/her?	
If report was not discussed, why not?	Additional remarks not covered heretofore in report
Signature of Employee _____	Date _____

Signature of Immediate Supervisor	Date	Signature of Co-Supervisor (if applicable)	Date
Signature of Vice President	Date	Signature of Campus Dean/Director (if applicable)	Date

Notes:

HUMAN RESOURCES OFFICE (for HRO use only)

Received By: _____ Date: _____ Time: _____

Name and Initial

Salary Increment Increase Effective Date _____ Steps: _____ Amount:\$ _____

Contract Renewal Effective Date: _____ Steps _____ Amount:\$ _____

Human Resources Director: _____ Processing Date: _____

Signature