



Student Employee Performance Evaluation

Student Name _____ Department _____
Student ID Number _____ Student Job Title _____
Supervisor's Name _____ Date _____

Supervisor's Guidelines for Completion

The student employee should be offered the opportunity to complete the self-evaluation portion of this form prior to the supervisor completing her or his assessment.

Mid-Year REVIEW (Informal)

Please conduct a mid-year review with your student employee to assist in their progress during the work term. Using this form as a guideline, the mid-point discussion is an opportunity for the supervisor and student to discuss topics such as:

- Progress towards overall expectations and goals
- Student's work performance so far
- Training or mentoring resources required for remainder of the work term

END OF YEAR EVALUATION (Required)

The end-of-term performance evaluation allows the supervisor and student employee to fulfill the evaluation process. Please fill out this form near the end of the student employee's work term and have an in-person conversation with the student employee.

Guidance on the Rating Scale

These scales measure the behaviors and abilities that all student employees are expected to progressively attain and refine as they advance through work with the Division.

Developing Performance (1-2)

(1- Unsatisfactory, 2- Marginal)

Student employees performing within this range require further development and support to meet the performance expectations with respect to output, quality standards, delivery of goals and/or assignments.

Satisfactory Performance (3)

(3- Satisfactory)

Student employees performing within this range are meeting and, in some instances, exceeding the performance expectations in respect to output, quality standards, and delivery of goals and/or assignments.

Exemplary Performance (4-5)

(4- Very Good, 5- Outstanding)

Student employees performing within this range are consistently exceeding the performance expectations and they should be demonstrating the ability to take on broader responsibilities that would normally be reserved for a staff member working in a regular/permanent role.

Performance Evaluation, Elements and Scale

1. Customer Service. Ability to efficiently and effectively meet customer needs. Appropriately employs resources and provides accurate information. Exhibits pride as a representative of the university. Exhibits care to internal and external customers.

Student	1	2	3	4	5	Not observed
	<i>Developing Performance</i> Needs consistent guidance on university/department information. Does not interact effectively with others. Exhibits low responsiveness and needs to be prompted to assist.		<i>Meeting Expectations</i> Provides accurate information while being respectful and attentive, Interactions with others are appropriate and efficient. Demonstrates satisfactory responsiveness when resolving inquiries.	<i>Exemplary Performance</i> Proactively seeks opportunities to serve others. Consistently reflects a personal interest in representing the university. Consistently models service excellence to co-workers and others. Strives to improve operations and interactions.		
Supervisor	1	2	3	4	5	Not observed

2.Communication. Ability to productively share information and express ideas verbally (written and spoken) and non-verbally, including body language, attitude, and tone. Promotes a welcoming office environment.

Student	1	2	3	4	5	Not observed
	<i>Developing Performance</i> Needs consistent guidance when speaking to individuals and/or replying in writing. Does not share information as needed. Exhibits low responsiveness and displays unsatisfactory body language, tone, and attitude.		<i>Meeting Expectations</i> Provides accurate information. Shares appropriate and helpful ideas. Minimizes conflict and misunderstandings. Is responsive and communicates with others effectively.	<i>Exemplary Performance</i> Demonstrates superior verbal and non-verbal communication skills. Exhibits confidence, credibility, and persuasiveness when communicating.		
Supervisor	1	2	3	4	5	Not observed

3. Professionalism. The degree to which the student employee fulfills and carries her/himself professionally in the workplace. The student employee responds to direction and constructive criticism in order to provide the best service possible.

Student	1	2	3	4	5	Not observed
	<i>Developing Performance</i> Needs guidance in taking ownership of duties assigned. Needs to understand how to conduct oneself in a working environment. Needs to develop the ability to take both direction and constructive criticism.		<i>Meeting Expectations</i> Is able to take ownership of tasks assigned and feels proud of accomplishments. Conducts oneself appropriately in a work environment. Reacts well to direction and constructive criticism and corrects behavior accordingly.	<i>Exemplary Performance</i> Takes pride in the work accomplished and tasks assigned. Creates a welcoming environment for customers and co-workers. Adjust behavior as a result of modeling full-time staff or senior co-worker. Rarely makes the same mistake twice.		
Supervisor	1	2	3	4	5	Not observed

4.Ability to Work in a Team Setting. The degree to which the student employee works well with others, independent of her or his role in within the team. Awareness and sensitive to the needs of the team.

Student	1	2	3	4	5	Not observed
	<i>Developing Performance</i> Has difficulty leading or following in a team setting. Needs direction to become aware of team needs. Needs to develop sensitivity to other team members.		<i>Meeting Expectations</i> Understands and values teamwork and working in a team setting. Is able to take direction from team leader. Takes into consideration other opinions in problem solving.	<i>Exemplary Performance</i> Has mastered both leadership and assistant roles within different teams. Helps others understand their own strengths. Is sensitive to other team members and leverages this ability to the advantage of the group.		
Supervisor	1	2	3	4	5	Not observed

5.Quality and Efficiency of Work. The degree to which the student employee demonstrates ability to learn new tasks. Work is of high quality, accurate and complete. Meets deadlines.

Student	1	2	3	4	5	Not observed
	<i>Developing Performance</i> Work does not meet expectations, contains errors, does not meet set deadlines and is slow to learn new tasks.		<i>Meeting Expectations</i> Meets most deadlines. Work meets expectations and is accurate. Learns new tasks quickly.	<i>Exemplary Performance</i> Work exceeds expectations. Student is a quick learner and can handle more complex assignments. Completes work on time and seeks additional tasks. Work is excellent with few, if any, errors.		
Supervisor	1	2	3	4	5	Not observed

6.Critical Thinking. Demonstrates the ability to analyze problems/procedures, take risks, and evaluate alternatives in decision making. Develops and proposes innovative solutions and displays flexibility.

Student	1	2	3	4	5	Not observed
	<i>Developing Performance</i> Does not demonstrate ability to make basic decisions. Does not change behavior or approach based on errors in previous performance. Has difficulty adjusting to change.		<i>Meeting Expectations</i> Makes good decisions requiring little guidance. Is occasionally told to adjust behavior/approach based on errors in previous performance. Adjusts to change with minimal guidance.	<i>Exemplary Performance</i> Makes solid decisions without guidance. Initiates change in behavior/approach independently. Effectively adjusts to change with no guidance.		
Supervisor	1	2	3	4	5	Not observed

7.Ethical Behavior & Accountability. The extent to which the student employee’s behavior demonstrates integrity and ethics in work and relationships. The extent to which student employee accepts responsibility for one’s performance.

Student	1	2	3	4	5	Not observed
	<i>Developing Performance</i> Needs guidance in making appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests. Shows little or no responsibility for actions.		<i>Meeting Expectations</i> Is able to make the appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests. Accepts responsibility for actions. Does not make excuses and corrects behavior accordingly.	<i>Exemplary Performance</i> Proactively identifies potential conflicts of interest or questionable conduct and acts to avoid or mitigate these issues. Does not repeat past mistakes. Shares lessons learned with co-workers for the benefit of the department.		
Supervisor	1	2	3	4	5	Not observed

8.Department-Specific Attribute.

Student	1	2	3	4	5	Not observed
	<i>Developing Performance</i>		<i>Meeting Expectations</i>	<i>Exemplary Performance</i>		
Supervisor	1	2	3	4	5	Not observed

Goal Setting. In this section identify goals for the upcoming term. The student employee and supervisor should develop these goals together. Goal should be reasonable, develop mentally focused, and measurable.

Overall Performance Rating	
<p>Outstanding Performance (5)</p> <ul style="list-style-type: none"> • The student employee has significantly exceeded all behavioral and developmental performance expectations in respect to output, quality standards, delivery of goals and assignments. • This rating is reserved for only those few student employees who have distinguished themselves by their unique contribution or exceptional performance. 	
<p>Very Good Performance (4)</p> <ul style="list-style-type: none"> • The student employee has met all and exceeded some performance expectations in respect to output, quality standards, delivery of goals and assignments. 	
<p>Satisfactory Performance (3)</p> <ul style="list-style-type: none"> • The student employee has not fully met the performance expectations in respect to output, quality standards, delivery of goals and assignments. 	
<p>Marginal Performance (2)</p> <ul style="list-style-type: none"> • Overall performance requires improvement and/or certain key aspects of performance require improvement while other aspects may be satisfactory. 	
<p>Unsatisfactory Performance (1)</p> <ul style="list-style-type: none"> • The student employee did not meet performance requirements. 	

Supervisor's Comments- Please comment on the student employee's overall job performance:

Student Employee's Comments- Please comment on your overall performance including your ability to achieve learning objectives and your future employment expectations:

Supervisor's Recommendations- Please provide your recommendations for the student employee's personal and/or professional development (optional):

*** Did you review the completed evaluation form with the student employee? (Ensure the student employee has a copy)**

Yes No

Student signature: _____

Date: _____

Supervisor signature: _____

Date: _____

Director signature: _____

Date: _____