MACALESTER

Student Employee Performance Evaluation Guide

Why should student employees receive evaluations?

Performance evaluations for student employees are an integral part to a student's individual and professional development at Macalester College. Although performance evaluations are not mandatory, they serve as an important tool that assists student employees in further developing their skills by highlighting their strengths and constructively identifying areas of improvement. The Student Employee Performance Evaluation assists to foster an ongoing, supportive climate of dialogue between employees and supervisors that builds stronger relationships.

The performance review process serves as the foundation that allows supervisors and employees to discuss student employees' contributions toward the achievement of departmental and College goals and objectives, clarify job expectations, ask for feedback, make suggestions, and recognize a student for their contribution to the college. The time spent in discussion with the student employee about their performance signals to your employee that you are personally invested in their development and helps your student reflect, recognize and articulate their personal and professional learning.

Steps to Complete a Performance Evaluation

It is suggested departments evaluate and/or engage with their student employees' at the beginning of the academic year, mid-way through and again at the end of the year by participating in conversation around the Performance Development Discussion Points or completing the Performance Evaluation. It is to the discretion of the department to decide how they would like to engage in conversation and evaluate their student employees.

To most effectively complete a student employee discussion and/or evaluation follow these steps:

1. Establish a schedule for student employee discussions/evaluations.
2. Review the student employee's job description, including specific position responsibilities and requirements.
3. If completing evaluation, use the template on page 4.
   a. Sit down with the student employee to review the complete evaluation form, constructively highlighting strengths and areas of improvement.
   b. Retain a copy of the evaluation and give a copy of the evaluation to the student.
4. If engaging in a discussion, use the discussion questions template on page7, adding questions that would be meaningful to your student; discuss future performance goals and objective.
   a. Sit down with the student employee and have an open dialogue, focusing on their personal and professional learning.
   b. Retain a copy of the discussion and give a copy of the discussion question to the student.
5. The supervisor and student should sign their name at the end of the form in agreement of topics discussed and future goals.
6. If appropriate, follow up with the student 2-4 weeks post evaluation. (See section below – After the Evaluation)
7. The end of the year Development Discussion Points or Performance Evaluation should be submitted to the Student Employment office.

After the Evaluation

Follow up is an important part of the overall evaluation process. To prepare for the follow up conversation, reflect on how you evaluated your student employee earlier:

Is your student an outstanding employee who meets or exceeds your expectations?

1. Discuss professional development opportunities.
2. Find out what motivates your student employee and how you can retain them.
3. Work with your student employee to see if they can be part of any projects or office initiatives.
4. Give your student employee more responsibilities that will boost their resume.
5. Review progress that is being made towards goals that were established during the evaluation and provide feedback.
6. Show appreciation for good performance. Employees like to be recognized for hard work. Saying thank you goes a long way in motivating an employee. Be specific in which accomplishment you are complementing and why it was so important to your department.

Is your student's work unsatisfactory and needing some improvement?

1. Be clear on expectations and what will happen if they are not met. If you do not meet X standards, Y will happen.
2. Discuss how progress will be tracked.
3. Keep in mind specific performance goals that were set during the evaluation and follow up in 2-4 weeks to see if progress is being made.
4. If progress is not being made, offer suggestions on how to improve.
5. Give feedback and ask if additional resources are needed.
6. Once performance has improved, and is consistent, then discuss future goals and additional responsibilities.

General Tips on Providing Effective Evaluations

- During an evaluation meeting, supervisors should cite examples of where the student has done well and areas where improvement is needed. If criticism is made, it should be done so in a constructive and supportive manner.
- An evaluation should be on the whole performance period, rather than the student employee's most recent performance. Focusing on the overall working period will allow a supervisor to more effectively evaluate an employee's long-term track.
- Do not avoid a previous evaluation if available. Previous evaluations are a great place to start the discussion, as previous evaluation gauge an employee's improvements or drawbacks.
- A student employee evaluation should not be the first time students receive feedback from their supervisors. Dialogue should occur on a regular basis.
- Avoid focusing directly on an employee's personality. Instead, always emphasize behaviors or actions that represent the employee's personality. (For example, instead of commenting on the reliability of an employee, comment on what makes them reliable, such as their excellent attendance record, or ability to consistently complete all tasks within the assigned timeframe.)
- If a student shares anything that is beyond your scope as a supervisor, connect the student with another campus resource. This list includes a variety of campus departments and services that may be of assistance: Campus Resources for Students.

Evaluation Template

The following page includes the Performance Evaluation Form and Student Employee Discussion Points. Because each position has a different job description, responsibilities, and goals, feel free to edit the template to best fit your department and or/individual student employee positions.

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Student Employee Performance Evaluation Form

The evaluation process is an important part of the student's development. Please use this form as a basis for discussion and feedback with your student employee. Turn this page in with the accompanying pages that were used.

Name of Student: Date of Review:

Supervisor Name: Department:

Student Job Title: Review Period: Introductory   ☐

Review Period: From: _____   To: _____   Semi-Annual   ☐

Type of Review: Discussion   Evaluation   Annual   ☐

Supervisor's Performance Feedback Guiding Points

1. List what you consider to be the student's primary job duties or assignments at this time:

2. Describe contributions, achievements or improvements made by the student during the past review period:

3. Describe any specific changes, improvements, or goals desired of the student's performance in the next evaluation period:

Rating Scale

All Core Competencies may not apply to each student, therefore, if a category cannot be rated objectively, please select "Not Applicable".

Rating Scale	
Exceeds Expectations (EE)	Clearly and consistently goes above what is required
Meets Expectations (ME)	Consistently meets the requirements of the job in all aspects
Needs Improvement (NI)	Sometimes acceptable, but not consistent

Core Competencies/ Performance Standards		Exceeds Expectations (EE)	Meets Expectations (ME)	Needs Improvement (NI)	Not Applicable (N/A)
Knowledge of Job Responsibilities: Performs work by following specified procedures and directions.		☐	☐	☐	☐
Dependability: Reliable and prompt. Efficiently completes tasks accurately and thoroughly.		☐	☐	☐	☐
Attendance: Arrives to scheduled shifts on time. Communicates with Supervisor appropriately on attendance matters.			☐	☐	
Initiative: Ability to act on own, responsibility to accomplish needed work; resourceful.		☐	☐	☐	☐
Critical Thinking/ Problem Solving: Exercises sound reasoning to analyze issues, makes decisions and overcomes problems. Able to obtain, interpret and use knowledge, facts and data. Critical thinking leads to creative and resourceful solutions to complex and difficult problems.		☐	☐	☐	☐
Communication: Expresses thoughts and ideas clearly and effectively in written, oral and non-verbal communication. Communication should be accessible when working with a diverse population.		☐	☐	☐	☐
Professionalism/Work Ethic: Demonstrates personal accountability and effective work habits, e.g., punctuality, productivity, workload management. Ability to learn from mistakes and accept critical feedback. Demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind.		☐	☐	☐	☐
Teamwork: Builds collaborative relationships with colleagues and customers. Able to work in a team structure and manage conflict. Teamwork should be effective and efficient, valuing diversity in its many forms.		☐	☐	☐	☐

Intercultural Knowledge & Competence: Interacts with people of other cultures or identities with sensitivity and self-awareness. Has respectful engagement with people and ideas that challenge learned cultural perspectives.	☐	☐	☐	☐
Career Management: Identifies and translates strengths, skills, knowledge and experiences relevant to position. Understands how to appropriately self-advocate in the workplace.	☐	☐	☐	☐
Comments:				

_____   _____

Student Employee Signature   **Date**

_____   _____

Supervisors Signature   **Date**

Student Employee Performance Development Discussion Points

It is encouraged that student employees and supervisors spend time in discussion throughout the year. Discussion supports growth, development and reflection. Engage in conversation by asking/reviewing the following questions:

1. What are you learning or do you hope to learn from this position?

2. As your supervisor, what can I do to help you perform better?

3. What are you learning in class that you can apply here at work?

4. How does this job fit in with your academics or future career path?

5. What do you like about this position?

6. What is not working for you and how can we improve it?

7. What skills or training would you like to be provided in order for you to be more effective in your position?

_____   _____

Student Employee Signature   **Date**

_____   _____

Supervisors Signature   **Date**

The following is used in preparation for the performance appraisal discussion. This section is to be completed by the student.

Career Development

1. What is your expected Graduation Date?

2. What is your current major/career field?

3. Where do you want to be in two years? Five years? How can this job better prepare you for your career choice after college? Why?

4. Your strengths include:

5. What areas do you need to develop to meet your career goals? What areas within this position could support this?

Feedback

1. As your supervisor, what can I do more of or less of, in pursuit of your success?