STUDENT EMPLOYEE PERFORMANCE EVALUATION

LA SIERRA UNIVERSITY

Student Employee Performance Evaluation

Why should student employees receive performance evaluations?

Performance evaluations for student employees are an integral part to a student's individual and professional development at La Sierra University. 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 for improvement.

The performance review process serves as the foundation that allows supervisors and employees to discuss student employees' contributions toward the achievement of departmental and University goals and objectives, clarify job expectations, ask for feedback, make suggestions, and possibly reward a student for exceeding expectations. The time spent in discussion with the employee about his/her performance signals to your employee that you are personally invested in his/her development.

Steps to Complete a Performance Evaluation

We encourage departments on campus to evaluate their student employees' mid-way through the academic year and again at the end of the year. To most effectively complete a student employee evaluation, follow these steps:

1. Establish a schedule for student employee evaluations.
2. Review the student employee's job description, including specific position responsibilities and requirements.
3. Using the template below, complete the paper evaluation form for a student employee.
4. Sit down with the student employee to review the completed evaluation form, constructively highlighting strengths and areas for improvement.
5. Discuss future performance goals and objectives. (See section below – Points of Discussion)
6. The supervisor and student should sign their name at the end of the form in agreement of topics discussed and future goals.
7. Retain a copy of the evaluation and also give a copy of the evaluation to the student.
8. Follow up with the student 2-4 weeks post evaluation. (See section below – After the Evaluation)

Points of Discussion

Although performance evaluations are a time for the supervisor to give the employee feedback, it should not be a one sided conversation. Discussion is necessary to motivate and encourage your student to continue to grow and develop. Engage your student in conversation by asking the following questions:

- What are you learning or do you hope to learn from this position?
- As your supervisor, what can I do to help you perform better?
- What are you learning in class that you can apply here at work?
- How does this job fit in with your academics or future career path?
- What do you like about this position?
- What isn't working and how can we improve it?
- What skills or training would you like to be provided in order to be more effective in your position?

The discussion that stems from these questions should help to develop performance goals and objectives for the future.

After the Evaluation

Follow up is an important part of the overall evaluation process. To prepare for the follow up conversation, think about what type of student employee that you evaluated:

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

1. Discuss professional development opportunities.
2. Find out what motivates the employee and how you can retain the employee.
3. Work with your student to see if they can be a part of any projects or office initiatives.
4. Give your student more responsibilities that will boost their resume.
5. Review progress that is being made towards goals that were established during the evaluation and give 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 you student's work unsatisfactory and needing some improvement?

1. Be clear on expectations and what will happen if they are not met. If you don't meet X standards, Y will happen.
2. Don't bury negative feedback in between compliments because that could create a disconnect in what the employee hears.
3. Discuss how progress will be tracked.
4. Keep in mind the specific performance goals that were set during the evaluation and follow up in 2-4 weeks to see if progress is being made.
5. If progress is not being made, offer suggestions on how to improve.
6. Give feedback and ask if additional resources are needed.
7. 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 evaluations gauge an employee's improvements or drawbacks.
- Student employee evaluations 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.)
- Avoid comparing one employee to another employee. This can cause unhealthy competition among co-workers.

Evaluation Template

The following page includes a Student Employee Evaluation Form, 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.

Common Rating Errors

The Leniency Error
Giving everyone high ratings regardless of actual performance, in an attempt to avoid conflict or to make yourself look good.

The Central Tendency Error
Clumping or clustering all employees in the middle performance categories in an attempt to avoid extremes. Usually caused by a desire not to call attention to oneself or by a misapplied sense of "democracy."

The Recency Error
Failing to take into account the entire evaluation period and focusing on a recent performance episode, positively or negatively. Base your evaluation on representative information from the whole evaluation period to avoid this error.

The Halo Effect Error
Letting one favored trait or work factor influence all other areas of performance, resulting in an unduly high overall performance rating.

The Horns Effect Error
Allowing one disfavored trait or work factor to overwhelm other, more positive performance elements, resulting in an unfairly low overall performance rating.

Contrast Error
Evaluating an employee in relation to another. Evaluations should be based on how well the employee performed in relation to his/her duties, goals and stated performance standards – actual performance compared to expected performance.

Past Performance Error
Rating on past performance rather than present performance.

Biased Rating Error
Allowing personal feelings toward employee to influence rating.

High Potential Error
Confusing potential with performance.

Similar to Me Factor
Similar to me and therefore feeling of comfort and compatibility.

Guilt by Association Error
Evaluation influenced by employee's associations rather than performance.

![La Sierra University | Human Resources]

Please complete this evaluation at the mid-point and at the conclusion of the student's work term. 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.

Name of Student: _____   Date of Evaluation: _____

Supervisor Name: _____   Department: _____

Student Job Title: _____   Type of Review: Introductory

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

                                                                                    Annual

Supervisor's Performance Feedback Planning Worksheet

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:

4. Describe the coaching, training or development activities you would support in pursuit of improved performance, student growth, learning and/or career development.

Rating Scale

All Core Behaviors may not apply to each student, therefore, if a category cannot be rated OBJECTIVELY, please select, "NOT APPLICABLE N/A".

Please rate the student employee's performance in the areas listed, using the rating scale below.

Rating Scale	
Exceptional Performance (EP)	Unique and exceptional accomplishments
Exceeds Expectations (EE)	Clearly and consistently goes above what is required
Meets Expectations (ME)	Consistently meets the requirements of the job in all aspects
Marginal Performance (MP)	Sometimes acceptable, but not consistent
Unsatisfactory Performance (UP)	Does not meet the minimum requirements of the job

Core Behaviors/Performance Standards		Exceptional Performance (EP)	Exceeds Expectations (EE)	Meets Expectations (ME)	Marginal Performance (MP)	Unsatisfactory Performance (UP)	Not Applicable (N/A)
Knowledge of Job Responsibilities: Performs work by following specified procedures & directions. **Comments:**		☐	☐	☐	☐	☐	☐
Dependability: Reliable and prompt. Efficiently completes tasks accurately and thoroughly. **Comments:**		☐	☐	☐	☐	☐	☐
Initiative: Ability to act on own, responsibility to accomplish needed work; resourceful. **Comments:**		☐	☐	☐	☐	☐	☐
Aptitude: Quickly learns new work and retains training. **Comments:**		☐	☐	☐	☐	☐	☐
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. **Comments:**		☐	☐	☐	☐	☐	☐

Oral/Written Communications: Expresses thoughts and ideas clearly and effectively in written and oral form to all constituents. **Comments:**		☐	☐	☐	☐	☐	☐
Teamwork/Collaboration: Builds collaborative relationships with colleagues and customers. Able to work in a team structure and manage conflict. **Comments:**		☐	☐	☐	☐	☐	☐
Information Technology Application: Uses appropriate technology to accomplish a given task. Able to apply computing skills to solve problems. **Comments:**		☐	☐	☐	☐	☐	☐
Leadership: Leverages the strengths of others to achieve common goals. Uses interpersonal skills to coach and develop others. Able to manage own emotions and those of others. Uses empathy to guide, motivate, organize, prioritize and delegate work. **Comments:**		☐	☐	☐	☐	☐	☐
Professionalism/Work Ethic: Demonstrates personal accountability and effective work habits, e.g., punctuality, productivity, workload management. Understands the impact of non-verbal communication. Demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind. Able to learn from his/her mistakes. **Comments:**		☐	☐	☐	☐	☐	☐
Career Management: Identifies and articulates skills, strengths, knowledge and experiences relevant to position. Understands how to appropriately self-advocate in the workplace. **Comments:**		☐	☐	☐	☐	☐	☐

Quality and Quantity of Work: Works effectively and efficiently. Results oriented and committed to quality through continuous process improvement. Eliminates ineffective activities and closes performance gaps. Anticipates and responds to customer needs. Monitors own performance and actively seeks feedback. **Comments:**		☐	☐	☐	☐	☐	☐
Customer Service: Insures that department and university are accurately and positively portrayed. Requests are timely and accurate, and response is complete. **Comments:**		☐	☐	☐	☐	☐	☐
Confidentiality: Maintains strict confidentiality of departmental information. **Comments:**		☐	☐	☐	☐	☐	☐
Attendance and Punctuality: Adheres to schedule. **Comments:**		☐	☐	☐	☐	☐	☐
Support of the Mission of La Sierra University: Understands and supports the University's distinctive Seventh-day Adventist identity and its institutional values. Demonstrates a commitment to service, lifelong learning, sharing of knowledge and expertise that advances and supports the University mission. **Comments:**		☐	☐	☐	☐	☐	☐

Supervisor Comments:

The following is used in preparation for the performance appraisal discussion. This section must 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?

Feedback

1. What can your supervisor do to manage you better?

2. What changes/improvements are needed in your department?

Summary:

Criteria	EP, EE, ME, MP, UP
Principal Responsibilities and Projects/Objectives	
Universal Core Behaviors	
Overall Average	

Signatures:

_____   _____

Student Employee Signature   Date

_____   _____

Supervisor Signature   Date

_____   _____

Student Employment Coordinator Signature   Date

(The student's signature does not necessarily mean agreement with the appraisal. It merely acknowledges that the employee has had an opportunity to discuss the appraisal with the supervisor).

PLEASE SEND THE COMPLETED FORM TO THE STUDENT EMPLOYMENT COODINATOR