

Student Performance Evaluation

Davidson County Community College Career Development Center & Financial Aid

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www.davidsonccc.edu



Student _____

Student ID Number _____

Department/Office _____

Supervisor's Name _____

Student's Job Title _____

- Term: Spring (January - April)
 Summer: (May - August)
 Fall: (September - December)

Year: 20____

Regular evaluation is instrumental to a student's personal and career development. Students appreciate an assessment of job performance and welcome constructive feedback. Thank you for taking the time to complete this evaluation and discussing it with your student.

SUPERVISOR'S GUIDELINES FOR COMPLETION

MID-TERM REVIEW (Informal)

Please conduct a mid-term review with your student 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:

- Overall expectations and goals
- Student's work performance
- Training or Mentoring

Refer back to the student's original job description and the work agreement you created with your student for additional topics.

END OF TERM EVALUATION

The end of term performance evaluation allows the supervisor and student to complete the evaluation process. Please complete this form and return it to the Career Development Office.

Please:

- Allow the student to complete their section of the evaluation
- With your student, review:
 - Strengths/areas for development
 - Subsequent employment (will they return to your office?)
- Make a copy of the completed form for the student, your records and return the original to the Career Development Office.

Thank you for your interest in our students and for participating in preparing them to meet challenges inside and outside of the classroom.

Supervisor's Mid-term Evaluation (Informal)

Meet with your student near the middle of the term to discuss their progress thus far in the semester. This should be an informal process, reviewing expectations that you and your student set during your first meeting.

<p>Overall Performance</p> <p><input type="checkbox"/> Very Good (exceeded job requirements in one or more key areas)</p> <p><input type="checkbox"/> Good (met all job requirements)</p> <p><input type="checkbox"/> Satisfactory (need for improvement in one or more key areas)</p> <p><input type="checkbox"/> Marginal (needs improvement in many key areas)</p> <p><input type="checkbox"/> Unsatisfactory (did not meet job requirements)</p>	<p><i>Outstanding and Excellent rating require written comments</i></p> <p><input type="checkbox"/> Outstanding (exceptional performance or unique contribution)</p> <p><input type="checkbox"/> Excellent (exceeded job requirements in all areas)</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
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Areas of Strength	Areas for Development
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Other Mid-term Comments or Suggestions

Student's Self-Evaluation - End of Term

Overall Performance - Rate yourself on your overall performance.	
<input type="checkbox"/> Very Good (exceeded job requirements in one or more key areas)	<i>Outstanding and Excellent rating require written comments</i> <input type="checkbox"/> Outstanding (exceptional performance or unique contribution) <input type="checkbox"/> Excellent (exceeded job requirements in all areas) <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
<input type="checkbox"/> Good (met all job requirements)	
<input type="checkbox"/> Satisfactory (need for improvement in one or more key areas)	
<input type="checkbox"/> Marginal (needs improvement in many key areas)	
<input type="checkbox"/> Unsatisfactory (did not meet job requirements)	

Student's Comments

Comment on your performance this semester. What things have helped your ability to do a good job? What things do you feel you need improvement on? What can your supervisor do to help you learn skills you can use for future educational or career goals? Be specific.

Supervisor's Evaluation - End of Term

Overall Performance - Rate the student's overall performance.

<input type="checkbox"/> Very Good (exceeded job requirements in one or more key areas) <input type="checkbox"/> Good (met all job requirements) <input type="checkbox"/> Satisfactory (need for improvement in one or more key areas) <input type="checkbox"/> Marginal (needs improvement in many key areas) <input type="checkbox"/> Unsatisfactory (did not meet job requirements)	<p><i>Outstanding and Excellent rating require written comments</i></p> <input type="checkbox"/> Outstanding (exceptional performance or unique contribution) <input type="checkbox"/> Excellent (exceeded job requirements in all areas) <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
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Areas of Evaluation

Below, select the option that best fits the student's quality of work this semester.

Interest in Work

- High interest. Very enthusiastic. Takes pride in doing work well.
 More than average amount of interest and enthusiasm.
 Satisfactory amount of interest and enthusiasm.
 Little interest or enthusiasm shown.
 Not applicable/not evaluated.

Initiative

- Self-starter. Asks for additional work. Respectfully suggests areas for improvement.
 Displays initiative consistently. Finds work to occupy time.
 Acts voluntarily in routine situations. May have to be encouraged to do tasks.
 Lacks initiative. Must be told frequently what to do.
 Not applicable/not evaluated.

Planning and Organizing

- Does an outstanding job of planning and organizing work and time.
 Plans and organizes work and time effectively.
 Does average amount of planning and organizing.
 Fails to plan and organize work and time effectively.
 Not applicable/not evaluated.

Setting Goals

- Developed goals for the work term early and made excellent progress in working towards them; referred back to goals and evaluated progress at various points during the term.
 Developed goals for the work term early and showed some effort in working towards them; did not often revisit goals or evaluate progress during the term.
 Showed minimal effort early in the term to set goals; demonstrated no follow-up activity.
 No evidence that the student set goals for the term.
 Not applicable/not evaluated.

Ability to Learn

- Excellent.
 Above average.
 Average.
 Below average.
 Not applicable/not evaluated.

Quality of Work

- Excellent: very few errors.
 Good: few errors.
 Satisfactory: has normal number of errors.
 Unsatisfactory: frequent errors.
 Not applicable/not evaluated.

Quantity of Work

- Excellent productivity. Good productivity. Satisfactory productivity. Unsatisfactory productivity. Not applicable/not evaluated.
-

Creativity

- Continually offers new ideas; extremely imaginative. Frequently offers new ideas; imaginative. Has average imagination and a reasonable number of new ideas. Rarely offers new ideas; limited imagination. Not applicable/not evaluated.
-

Reflection and integration from Prior Learning

- Frequently shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity. Sometimes shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity. Rarely shows evidence of thinking deeply or reflecting in order to link previous experiences (from work or school) with current workplace activity. Shows no evidence of thinking deeply or reflecting in order to link previous learning experiences (from work or school) with current workplace activity. Not applicable/not evaluated.
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Judgement

- Decisions always based on thorough analysis of the situation. Usually makes good decisions. Decisions are satisfactory in routine situations. Decisions often based on inadequate analysis of the situation. Not applicable/not evaluated.
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Problem Solving Skills

- Highly adept and innovative. Adept at solving problems. Satisfactory problem solving abilities. Inadequate problem solving abilities. Not applicable/not evaluated.
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Dependability

- Reliable in any situation. Reliable in most situations. Reliable in routine situations. Unreliable; requires close supervision. Not applicable/not evaluated.
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Interpersonal Behavior

- Always works in harmony with others. Excellent team worker. Contributes to group relationships and effectiveness. Congenial and helpful. Works well with others. Seen as an asset in furthering cooperation and group harmony. Relations with others are harmonious under normal circumstances. Frequently quarrelsome, causes friction. Uncommunicative and withdrawn to the point of having an adverse effect on the group. Not applicable/not evaluated.
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Handling Conflict

- Effectively and consistently handles conflict well, in most situations. Handles conflict adequately when absolutely necessary. Rarely handles conflict appropriately. Shows no evidence of ability to handle conflict. Not applicable/not evaluated.
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Response to Supervision

- Responds maturely, positively and promptly to suggestions and feedback from supervisor. Very open minded. Willingly accepts suggestions and feedback from supervisor. Accepts suggestions and feedback from supervisor in satisfactory manner. Often responds negatively to suggestions and feedback from supervisor. Not applicable/not evaluated.
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Communication - Written

- Exceptionally clear, well organized and concise. Clear, organized and concise. Satisfactory writing skills. Inadequate writing skills. Not applicable/not evaluated.
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Communication - Oral

- Exceptional oral communication; clear, well organized and easily understood. Clear and understandable. Satisfactory oral communication. Inadequate oral communication. Not applicable/not evaluated.

Leadership Qualities

- Excellent ability to motivate and direct others. Very good. Exhibits average leadership skills. Presently lacks ability to motivate and direct others. Not applicable/not evaluated.
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Adaptation to Change

- Fully adaptable to changes in rules, policies, and methods. Adapts well to change in most situations. Overall, can adapt to change in time. Sudden changes confuse, or disorient. Inability to adapt to change, even when that change is slow and structured. Not applicable/not evaluated.

Areas of Strength	Areas for Development
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Supervisor's Comments

Comment on the student's performance this semester. What things have helped your office? What things do you feel the student could improve on? What else can the student do to learn skills for future educational or career goals?

Signatures

Student and supervisor MUST sign below. Supervisors, make a copy for your own records and offer a copy to the student. Send (or email) the original to the Career Development Office.

Supervisor Signature

Student Signature

- Check here if the student did not complete the semester, or refused to meet for the evaluation.

Next Term

Do you wish to have the student return for the next work term?

- Yes No Not Applicable

If yes, have you offered to re-employ the student for the next work term?

- Yes No To Be Determined