



## Student Employee Performance Evaluation

Student \_\_\_\_\_

Student EID \_\_\_\_\_

Unit \_\_\_\_\_

Date \_\_\_\_\_

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The evaluation process is instrumental to a student's personal and professional development. Thank you for taking the time to complete this evaluation and discussing it with your student.

### **SUPERVISOR'S GUIDELINES FOR COMPLETION**

#### Annual Student Employee Evaluation Instructions

- Please complete one evaluation form per student employee each academic-year, no later than April 30<sup>th</sup>.
- Prior to meeting one-on-one:
  - Supervisors should complete the appraisal form and send it to their student employee.
  - Students should then review the form and provide their comments and/or self-appraisal in the "Student's Comments" section, and return it to their supervisor prior to their scheduled evaluation.
- During one-on-one evaluation discuss/review:
  - Expectations and performance standards
  - Strengths/areas for development
  - Objectives or goals for upcoming year
- The original copy should be signed by both parties and given to the General Services Coordinator for appropriate filing.
- A copy should also be given to the student employee for their records.

**Position Title:** \_\_\_\_\_

**Briefly describe the student's job duties and responsibilities:**

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<b>Interest in Work</b>				
<input type="checkbox"/> High interest. Very enthusiastic. Takes pride in doing work well.	<input type="checkbox"/> More than average amount of interest and enthusiasm.	<input type="checkbox"/> Satisfactory amount of interest and enthusiasm.	<input type="checkbox"/> Little interest or enthusiasm shown.	<input type="checkbox"/> Not applicable/not evaluated.
<b>Initiative</b>				
<input type="checkbox"/> Self-starter. Asks for additional work to do.	<input type="checkbox"/> Displays initiative consistently.	<input type="checkbox"/> Acts voluntarily in routine situations.	<input type="checkbox"/> Lacks initiative. Must be told frequently what to do.	<input type="checkbox"/> Not applicable.
<b>Planning and Organizing</b>				
<input type="checkbox"/> Does an outstanding job of planning and organizing work and time.	<input type="checkbox"/> Plans and organizes work and time effectively.	<input type="checkbox"/> Does average amount of planning and organizing.	<input type="checkbox"/> Fails to plan and organize work and time effectively.	<input type="checkbox"/> Not applicable/not evaluated.
<b>Setting Goals</b>				
<input type="checkbox"/> Developed goals early and made excellent progress in working towards them; referred back to goals and evaluated progress at various points during the term.	<input type="checkbox"/> Developed goals early and showed some effort in working towards them; did not often revisit goals or evaluate progress during the term.	<input type="checkbox"/> Showed minimal effort early in the term to set goals; demonstrated no follow-up activity.	<input type="checkbox"/> No evident that the student set goals for the term.	<input type="checkbox"/> Not applicable/not evaluated.
<b>Ability to Learn</b>				
<input type="checkbox"/> Excellent	<input type="checkbox"/> Above average	<input type="checkbox"/> Average	<input type="checkbox"/> Below average	<input type="checkbox"/> Not applicable/not evaluated.
<b>Quality of Work</b>				
<input type="checkbox"/> Excellent; very few errors.	<input type="checkbox"/> Good; few errors.	<input type="checkbox"/> Satisfactory; has normal number of errors.	<input type="checkbox"/> Unsatisfactory; frequent errors.	<input type="checkbox"/> Not applicable/not evaluated.
<b>Quantity of Work</b>				
<input type="checkbox"/> Excellent productivity.	<input type="checkbox"/> Good productivity.	<input type="checkbox"/> Satisfactory productivity.	<input type="checkbox"/> Unsatisfactory productivity.	<input type="checkbox"/> Not applicable/not evaluated.
<b>Innovativeness</b>				
<input type="checkbox"/> Continually offers new ideas.	<input type="checkbox"/> Frequently offers new ideas.	<input type="checkbox"/> Occasionally offers new ideas.	<input type="checkbox"/> Seldom offers new ideas.	<input type="checkbox"/> Not applicable/not evaluated.
<b>Problem Solving Skills</b>				
<input type="checkbox"/> Excellent	<input type="checkbox"/> Above Average	<input type="checkbox"/> Average	<input type="checkbox"/> Below average	<input type="checkbox"/> Not applicable/not evaluated.
<b>Dependability</b>				
<input type="checkbox"/> Reliable in any situation.	<input type="checkbox"/> Reliable in most situations.	<input type="checkbox"/> Reliable in routine situations.	<input type="checkbox"/> Unreliable; requires close supervision.	<input type="checkbox"/> Not applicable/not evaluated.
<b>Interpersonal Behavior</b>				
<input type="checkbox"/> Always works harmoniously with others; excellent team worker; contributes to group dynamics and effectiveness.	<input type="checkbox"/> Congenial and helpful; works well with others.	<input type="checkbox"/> Interactions with others are harmonious under normal circumstances.	<input type="checkbox"/> Frequently quarrelsome, causes friction.	<input type="checkbox"/> Not applicable/not evaluated.

<b>Conflict Management</b>				
<input type="checkbox"/> Effectively and consistently handles conflict in most situations.	<input type="checkbox"/> Adequately; when absolutely necessary.	<input type="checkbox"/> Rarely handles appropriately.	<input type="checkbox"/> Shows no evidence conflict management ability.	<input type="checkbox"/> Not applicable/not evaluated.
<b>Response to Feedback</b>				
<input type="checkbox"/> Responds maturely, positively and promptly to suggestions and feedback. Very open minded.	<input type="checkbox"/> Willingly accepts suggestions and feedback.	<input type="checkbox"/> Accepts suggestions and feedback in a satisfactory manner.	<input type="checkbox"/> Often responds negatively to suggestions and feedback.	<input type="checkbox"/> Not applicable/not evaluated.
<b>Written Communication</b>				
<input type="checkbox"/> Exceptionally clear, well organized and concise.	<input type="checkbox"/> Clear, organized and concise.	<input type="checkbox"/> Satisfactory writing skills.	<input type="checkbox"/> Inadequate writing skills.	<input type="checkbox"/> Not applicable/not evaluated.
<b>Oral Communication</b>				
<input type="checkbox"/> Exceptional; clear, concise and well organized; easily understood.	<input type="checkbox"/> Clear and understandable.	<input type="checkbox"/> Satisfactory.	<input type="checkbox"/> Inadequate.	<input type="checkbox"/> Not applicable/not evaluated.
<b>Leadership Qualities</b>				
<input type="checkbox"/> Excellent ability to motivate and direct others.	<input type="checkbox"/> Above average ability to motivate and direct others.	<input type="checkbox"/> Satisfactory leadership skills.	<input type="checkbox"/> Below average leadership skills.	<input type="checkbox"/> Not applicable/not evaluated.
<b>Adaptation to Formal Organization, Rules and Policies</b>				
<input type="checkbox"/> Fully adaptable to recognized organizational structures.	<input type="checkbox"/> Adapts well to recognized rules and policies.	<input type="checkbox"/> Satisfactory adaptation recognized organizational rules and policies.	<input type="checkbox"/> Adapts poorly to recognized organizational structures, rules and policies.	<input type="checkbox"/> Not applicable/not evaluated.

<b>Overall Performance Evaluation</b>					
<input type="checkbox"/> <b>Excellent</b> (exceeded job requirements in all areas)	<input type="checkbox"/> <b>Very Good</b> (exceeded job requirements in one or more key areas)	<input type="checkbox"/> <b>Good</b> (met all job requirements in one or more key areas)	<input type="checkbox"/> <b>Satisfactory</b> (need for improvement identified in one or more key areas)	<input type="checkbox"/> <b>Marginal</b> (needs improvement in many key areas)	<input type="checkbox"/> <b>Unsatisfactory</b> (did not meet job requirements)

**Areas of Strengths**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Areas for Development**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Supervisor's Comments**

Comment on the student's overall job performance including, if possible, suggestions for additional academic or work exposure.

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**Student's Comments**

Comment on your overall performance including your ability to achieve learning objectives and your future employment expectations.

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Supervisor's Name (Print)	Supervisor's Signature	Date
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Employee's Name (Print)	Employee's Signature	Date
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