

Student Employee Performance Evaluation

Why should student employees receive performance evaluations?

Performance evaluations for student employees are integral to a student's individual and professional development at UIC. Although performance evaluations are not mandatory, they serve as an essential 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 achieving departmental and University goals and objectives, clarify job expectations, ask for feedback, make suggestions, and possibly reward a student for exceeding expectations. The time they are spent discussing with the employee about their performance signals to your employee that you are personally invested in their development.

Steps to Complete a Performance Evaluation

We encourage on-campus departments to evaluate their student employees mid-way through the academic year and again at the end of the year. To complete a student employee evaluation most effectively, 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. Complete the paper evaluation form for a student employee using the template below.
 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 with the topics discussed and future goals.
 7. Retain a copy of the evaluation and 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)
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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 students 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, how can I help you perform better?
- What are you learning in class that you can apply here at work?
- How does this job fit 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 to be more effective in your position?

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

After the Evaluation

Follow-up is an integral part of the overall evaluation process. To prepare for the follow-up conversation, think about what type of student employee 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 students to see if they can participate in 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 to motivating an employee. Be specific in which accomplishment you are complementing and why it was essential to your department.

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

1. Be clear on expectations and what will happen if unmet. If you don't meet X standards, Y will happen.
2. Don't bury negative feedback between compliments because that could create a disconnect in what the employee hears.
3. Discuss how progress will be tracked.
4. Remember the specific performance goals 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. Discuss future goals and additional responsibilities once a consistent performance has improved.

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 in a constructive and supportive manner.
- An evaluation should focus on the performance period rather than the student employee's recent performance.
- Focusing on the working period will allow a supervisor to evaluate an employee's long-term track more effectively.
- 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 supervisor feedback. Dialogue should occur regularly.
- 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 complete all tasks within the assigned timeframe consistently.)
- Avoid comparing one employee to another employee. This can cause unhealthy competition among co-workers.

The following is used as a pre-assessment and discussion. **The student completes this section.**

Career Development

1. What is your expected Graduation Date?
2. Why did you choose 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 must you 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?
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Name of Student/UIN: _____

Date: _____

Supervisor Name: _____

Student Job Title: _____

Employing Dept: _____

Student Employee Performance Evaluation Form

Please complete this evaluation at the mid-point and after the student's work term. The evaluation process is an integral part of the student's development. Please use this form to discuss and provide feedback to your student employees.

Name of Student/UIN: _____

Date of Evaluation: _____

Supervisor Name: _____

Department: _____

Student Job Title: _____

Type of Review: Introductory

Semi-Annual

Annual

Review Period: From: _____ To: _____

Supervisor's Performance Feedback Planning Worksheet

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

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

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

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

<p>Oral/Written Communications: Expresses all constituents' thoughts and ideas clearly and effectively in written and oral form.</p> <p>Comments:</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Teamwork/Collaboration: Builds collaborative relationships with colleagues and customers. Able to work in a team structure and manage conflict.</p> <p>Comments:</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Information Technology Application: Uses appropriate technology to accomplish a given task. Able to apply computing skills to solve problems.</p> <p>Comments:</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p> <p>Comments:</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Professionalism/Work Ethic: Demonstrates personal accountability and effective work habits, e.g., punctuality, productivity, and workload management. Understands the impact of non-verbal communication. Demonstrates integrity and ethical behavior and acts responsibly with the interests of the larger community in mind. Able to learn from their mistakes.</p> <p>Comments:</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Career Management: Identifies and articulates skills, strengths, knowledge, and experiences relevant to the position. Understands how to appropriately self-advocate in the workplace.</p> <p>Comments:</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>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.</p> <p>Comments:</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Customer Service: Ensures that department and university are accurately and positively portrayed. Requests are timely and accurate, and the response is complete.</p> <p>Comments:</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Confidentiality: Maintains strict confidentiality of departmental information.</p> <p>Comments:</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Attendance and Punctuality: Adheres to schedule.</p> <p>Comments:</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Additional Employing Department Comments:</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisor Comments: _____

Student Employee Signature Date

Supervisor Signature Date

PLEASE SEND THE COMPLETED FORM TO THE UIC STUDENT EMPLOYMENT OFFICE
email: studentjobs@uic.edu | fax: 312-413-7944 | mail: 1200 W. Harrison St, Rm. 2100 M/C 335