



Student Employee Performance Evaluation Process and Guidelines

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 John Carroll University. An initial meeting to review responsibilities, a mid-year check-in time, and end of the academic year evaluation are recommended for every student employee at the University. This enables students to further develop their skills by highlighting their strengths and constructively identifying areas for improvement. Remember that this is meant to be a positive, encouraging experience with an open dialogue that will continue to assist the student employee with his or her growth and development.

The performance review process provides the opportunity for supervisors to discuss student employees' contributions (both from a departmental standpoint and a University-wide perspective), review job expectations, ask for feedback, clarify job requirements, discuss vocational discernment, and acknowledge students for outstanding performance when warranted. The time spent in discussion with the student employee about his/her performance demonstrates your commitment to their personal and professional development.

Steps to Complete a Performance Evaluation

The steps include: 1) establishing a baseline that serves as a guide for both supervisor and employee, 2) a mid-year check-in, and 3) a formal performance evaluation in the spring before the end of the academic year. To most effectively complete a student employee evaluation, follow the steps outlined below:

Establish a Baseline

1. In the initial interview (as well as / or on the first day of employment), outline expectations for both parties. Make sure that the employee has received a copy of the job description.
2. Communicate the concepts of the evaluation process and the part it plays in both personal and professional development.
3. Assure the employee that he/she will work in a positive and supportive environment, that he/she will receive information and help when needed, that open communication concerning information relevant to his/her position will be provided, and that he/she will receive respectful feedback on his/her work, including suggestions for growth and praise for exemplary work.

Mid-Year Check-in

1. Set up a time to meet with the student employee. Make sure to meet in an area that provides privacy.
2. Discuss with him/her that this is a mid-year check-in and that there will be a formal performance evaluation at the end of the academic year.
3. Review the job description with the student employee and make sure that the tasks identified on the job description are what he/she has been working on during the fall semester. If not, perhaps revise the job description for accuracy.
4. This is a time to orally express what the student has done well, as well as areas for improvement. You will want to document this conversation in your files so that you can refer to it when creating the end of the year performance evaluation.
5. Provide the student employee with the self-assessment form and the evaluation form that will be utilized during the formal performance evaluation process at the end of the academic year.

End of the Academic Year Performance Evaluation

1. Establish a schedule for student employee evaluations. Ask your student(s) to complete the self-assessment form and turn it into you by a specific date prior to the evaluation.
2. Like the Mid-Year Check-in, make sure the meeting space has privacy. Review the student employee's job description, including specific position responsibilities and requirements.
3. Using the template provided, complete the performance 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. Add additional written comments where warranted.
5. Discuss future performance goals and objectives. *(See section below – Points of Discussion)*
6. The supervisor and student should sign their names 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.

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. Dialogue is necessary to motivate and encourage your student to continue to grow and develop. Engage your student in conversation by asking some of 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?

Vocation questions:

- What vocations are you discerning?
- What are you good at?
- What gives you joy?
- What does the world need?
- The discussion that stems from these questions may help to develop performance goals and objectives for the future.

Other topics for consideration:

- Is the student interested in working on any specific projects or office initiatives?
- Can more responsibilities be identified for the student to increase his/her work experience?
- 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 when complimenting a student employee; state what he or she accomplished and how it was important to the department.

If you need to address unsatisfactory performance or areas of improvement:

- Be clear on expectations.
- Student employees are still developing their skills, so it is good to start with a few positive comments followed by negative feedback. End on a positive note.
- Discuss how progress will be tracked.
- If there is an area where a student employee needs to improve performance, set up a time to meet in 2-3 weeks to update him or her on how he or she is doing and offer further guidance if the issue remains.

Other General Guidelines for Conducting Effective Evaluations:

- Make sure to consider the entire performance period, not just the most recent timeframe. This will allow you to more effectively evaluate the student employee.
- Refer to a previous evaluation if available. This is a great way to begin the conversation and a chance to reflect on past job performance.
- Student employee evaluations should not be the first time students receive feedback from their supervisors. Dialogue should occur on a regular basis.
- It is good to give examples rather than focus on a specific personality trait. For example, instead of commenting on the student employee's reliability, note what makes them reliable such as his/her promptness and attention to detail and accuracy.
- Avoid comparing one student employee to another student employee or staff member. This is a significant developmental period for student employees so this may cause insecurity or unhealthy competition among employees.