

UNC Asheville Student Affairs – Student Employee Performance Evaluation and Growth

Evaluation Criteria	Professionalism – Student demonstrates the qualities, aims, and conduct that marks a professional person.	Communication – Student demonstrates the appropriate process for transmitting and conveying information through a common system of symbols, signs or behavior (written, verbal, and nonverbal skills).	Critical Thinking – Student is able to distinguish relevant from irrelevant information in order to approach varying situations based on best practice, past experience, or policy and procedures in the organizations.	Problem Solving – Student demonstrates the ability to synthesize information and understand a problem, develop a solution to the problem, and implement the solution.
3 Exceeds Expectations	<ul style="list-style-type: none"> • Demonstrates consistent initiative and a positive attitude. • Actively seeks out opportunities for leadership development. • Makes independent decisions based on strong understanding of policies and departmental goals. 	<ul style="list-style-type: none"> • Always attentive and not distracted when communicating. • Practices active listening, interrupts with permission, and asks questions appropriately for clarity. • Nonverbal cues are respectful and effective. 	<ul style="list-style-type: none"> • Independently identifies and evaluates information in order to uphold policies. • Has full command of organizational goals and mission and understands how their behavior impacts outcomes. • Demonstrates advanced research capabilities in searching for information that influences goals. 	<ul style="list-style-type: none"> • Can independently collect, synthesize, and analyze policies, resources, and individual perspectives to find a solution to a problem. • Can independently implement an effective solution to any given problem. • Is able to make decisions independently and use sound reasoning to develop alternate solutions.
2 Meets Expectations	<ul style="list-style-type: none"> • Demonstrates initiative and energy. • Is dependable, punctual, organized, and follows through on ideas. • Seeks opportunities to expand their role and learn new skills. • Takes ownership and pride in program goals. 	<ul style="list-style-type: none"> • Able to express ideas and emotions appropriately and coherently in one-on-ones or group situations, in writing, online, and when speaking publicly. • Able to use listening skills and proper eye contact to properly respond to questions. 	<ul style="list-style-type: none"> • With help from supervisor, understands their connection to the larger whole and engages in critical conversations to improve performance. • Is able to gather information or facts to aid in job responsibilities or conflict resolution with some guidance from supervisor. 	<ul style="list-style-type: none"> • With help of supervisor, is able to collect synthesize, and analyze information from a variety of sources to solve a problem. • With help, is able to implement said solution. • With help, is able to identify a set of criteria and/or standards by which the solution will be aligned.
1 Not Meeting Expectations	<ul style="list-style-type: none"> • Demonstrates a desire to anywhere but work. • Is habitually late, unorganized, and does not complete tasks. • Does not consistently use good judgement. • Does not take responsibility for actions. 	<ul style="list-style-type: none"> • Cannot communicate a point with clarity. • Disruptive, interrupts, fails to listen. • Failure to recognize when direct communication is necessary. • Mumbles and makes no eye contact. 	<ul style="list-style-type: none"> • Does not understand their connection to the whole and makes no attempt to critically reflect on their performance or role. • Does not identify and evaluate information and therefore cannot hold up policies or procedure or discover new information from research. 	<ul style="list-style-type: none"> • Is completely unaware of surrounding environment and makes no effort to identify or address problems. • Consistently passes on problems and issues to peers or supervisors.
Action Points for Growth				

UNC Asheville Student Affairs – Student Employee Self-Evaluation

Self-Evaluation Points of Emphasis	Professionalism: Accountability – Student Demonstrates a high level of dependability in all aspects of the job. Owns up to own words and actions. Can be relied on consistently.	Communication: Active Listening – Student maintains focus when being given an assignment and demonstrates ability to repeat and/or relay instructions to others. Asks appropriate questions for clarification.	Critical Thinking: Information Behavior – Gathers, analyzes, and applies information in a rational way. In this regard the employee is an active learner rather than a passive recipient of information.	Problem Solving: Agility – Student demonstrates resourcefulness, goals-driven behavior, team player mentality, and tenacity in the pursuit of assigned tasks.
3 Exceeds Expectations	<ul style="list-style-type: none"> • Completes all assigned tasks on time and takes personal responsibility for seeing efforts through to completion. • Arrives at work on time every day and fulfills all commitments made to peers, co-workers, supervisors, and guests. • Admits mistakes, misjudgments, or errors and immediately informs others when unable to meet a commitment. 	<ul style="list-style-type: none"> • Absorbs and understands instructions readily, remembers assignment with clarity. • Displays a clear understanding of project goals. • Able to function as a go-between or touchstone with coworkers when supervisor is unavailable. 	<ul style="list-style-type: none"> • Understands the links between ideas and determines their relevance to the work at hand. • Approaches problems at work in a consistent and systemic way and is able to reflect on the justification of their own assumptions, beliefs, and values in performing that work • Identifies inconsistencies and errors in reasoning, helping the employee recognize, build, and evaluate a solution to a given task. 	<ul style="list-style-type: none"> • Shows a consistent ability to synthesize the requirements of a given task with larger team goals and established working procedures, making practical suggestions for greater success or efficiency. • Shifts gears as plans change, adjusting smoothly to new tasks, priorities, and/or goals.
2 Meets Expectations	<ul style="list-style-type: none"> • With support of supervisor, can complete assigned tasks. • Generally fulfills commitments. • Upon reflection with their supervisor, is able to see mistakes and remedy the behavior. 	<ul style="list-style-type: none"> • With support of supervisor, is able to understand and retain instruction to get the job done. • Does not need to “play catch-up” after instructions are given. Generally knows the plan and their part in it. • Asks follow-up questions about an assignment for clarity, not content. 	<ul style="list-style-type: none"> • Can generally make connections between ideas and implement the work required to complete tasks. • With the help of their supervisor can approach most problems at work and reflect on their own behaviors as a catalyst for success or failure. • Uses sound reasoning to complete tasks most of the time. 	<ul style="list-style-type: none"> • Functions as an effective piece of the puzzle and understands the importance of individual effort in group success. • With support of supervisor, seeks a way around obstacles, continuing to move forward when the initial plan doesn’t work.
1 Not Meeting Expectations	<ul style="list-style-type: none"> • Cannot complete assigned tasks on time. • Does not follow through on commitments. • Does not take responsibility for actions and behaviors that are not professional. 	<ul style="list-style-type: none"> • Must ask “What am I doing?” questions immediately after instructions are given. • Routinely unable to remember details of an assignment, or their part in a given task. • Demonstrates a lack of interest in the plan: hears but does not listen. 	<ul style="list-style-type: none"> • Cannot determine if information is related and does not use information received in a manner that helps complete tasks. • Has to be told repeatedly how and when to complete tasks. • Consistently fails at using sound reason relevant to the information received and cannot complete tasks consistently. 	<ul style="list-style-type: none"> • Demonstrates little awareness that they are a part of a team, or that their work impacts the success of the whole. • Lacks the willingness or ability to get over hurdles in pursuit of job completion. Easily stumped.
Action Points for Growth				

UNC Asheville Student Affairs – Student Employee Performance Evaluation and Growth and Student Employee Self-Evaluation

Four Steps to Common Outcomes for Student Employees

<p>1. Recommendations for using this form</p>	<ul style="list-style-type: none"> • Student employees should be evaluated once per semester in order to foster growth and allow students the opportunity to improve and develop in any and all areas for which they have been evaluated on with this rubric. • The rubric is intended to be flexible for supervisors so that open conversations based on the unique relationship of the supervisor and the student are honored. In addition, the individual capability of any given student should be considered when helping students develop and improve job performance. • For the best result regarding use of the rubric and associated reporting requirements, use of this rubric and these measurements across all divisional units is a necessity for institutional effectiveness. Thank you in advance for utilizing the rubric and adhering to the recommendations as consistently as possible. • It is the hope of the CAPS Committee that the addition of the Student Self-Evaluation and Action Points for Growth sections will make the evaluation process more effective and of greater practical use. Feedback is welcome.
<p>2. Student Employee Self-Evaluation</p>	<ul style="list-style-type: none"> • <i>Before</i> supervisor completes the Student Employee Performance Evaluation and Growth form, the student should fill out the Student Employee Self-Evaluation, scoring their own job performance based on the four criteria Points of Emphasis. • Action Points for Growth section may be used by the student to provide context or rationale for scores given and, more importantly, talking points for development and improved performance moving forward. • Supervisor should review and take in to consideration the student’s self-evaluation when completing the Student Employee Performance Evaluation and Growth form.
<p>3. Student Employee Performance Evaluation and Growth</p>	<ul style="list-style-type: none"> • The four Evaluation Criteria (and their related Points of Emphasis) have been selected as soft skills necessary to employability, on-the-job success, and life/career resiliency. • The Student Employee Performance Evaluation and Growth is intended not only to rate past performance, but to assist in student employee development moving forward. • To that end, Action Points for Growth section should be used by the supervisor to provide context or rationale for scores given and, more importantly, talking points for development and improved performance moving forward.
<p>4. Complete this section in full before turning in</p>	<p>Employee Name: _____ Department: _____ Supervisor: _____</p> <p>Semester: _____ Date: _____ Employee Signature: _____ Supervisor Signature: _____</p> <p>Student ID# _____ Hours worked per week (must be circled): 1-5 5-10 10-20</p> <p>Performance Evaluation scores</p> <p>Professionalism score: _____</p> <p>Communication score: _____</p> <p>Critical Thinking score: _____</p> <p>Problem Solving score: _____</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 20px;"> <p>Overall score: _____</p> <p>To figure the Overall score, add the four individual criteria scores (at left) and divide the sum by 4.</p> </div>

Results of Student Employee Evaluation – Submitted to CAPS on Request

1. Average Score	<p>Please indicate the average score your Student Employees received in the four categories.</p> <p>Professionalism score: _____ Communication score: _____ Critical Thinking score: _____ Problem Solving score: _____</p> <p>Average overall: Take the scores above and divide by 4 for an overall average in your area</p> <p>_____</p>
2. Growth Points	<p>Indicate the top 2 growth points that you felt students (collectively) in your area needed to improve (i.e. – what were 2 common themes that emerged from your evaluations as a whole).</p> <p>1.</p> <p>2.</p>
3. Strategies	<p>Describe a strategy you will employ in the coming semester to address one of the growth points listed above.</p> <p>1.</p> <p>2.</p>
4. Impact	<p>Provide 1-3 statements offered by students during their self-evaluation review that you feel demonstrate what the impact of their employment in your area has been. (i.e. – what transferrable skills did they speak about; what have they learned regarding professionalism, communication, critical thinking, and problem solving)</p> <p>1.</p> <p>2.</p> <p>3.</p>