## Design

This student performance evaluation packet was designed to make it easy for you to provide an exceptional evaluation process for your students that is learning-focused, mentoring-based, and inclusive. You can use these resources as they are, or adapt them for your department’s needs.

## Guiding Frameworks

These guiding frameworks were used when designing the student performance evaluation packet.

1. **SEE’s guiding principles for student employment**
	1. **Learning-focused:** To ensure meaningful student employment, learning should be at the core of the experience. We outline opportunities to weave in learning throughout the essentials and enhancements – for example, we recommend incorporating learning outcomes into every step of the student employment experience from position description to selection, orientation, training, and performance review.
	2. **Inclusive:** SEE believes in making student employment experiences and environments welcoming, personalized, and inclusive. The SEE committee recommends several ways to incorporate inclusive language and attitudes throughout recruitment, hiring, training, and performance supervision, and we are excited about constantly adding new ways to do so.
	3. **Mentoring:** Incorporate mentorship, role modeling, and networking into supervision to support student employees by demonstrating the values, attitudes, and competencies on which the student employees will be evaluated and establishing lasting professional partnerships.
2. **Radical Candor:** It sounds so simple to say that bosses need to tell employees when they're screwing up. But it very rarely happens. To help teach radical candor — this all-important but often neglected skill — to her own teams, Kim Scott boiled it down to a simple framework. Learn more here: https://uosee.uoregon.edu/files/2016/04/Radical-Candor-25zlju2.docx

## Packet Includes

1. SEE Student Employee **Learning Agreement**
2. SEE Student Employee **Performance Evaluation**
3. SEE **Supervisor Feedback Form**

## Learning Outcomes

Both the Learning Agreement and Performance Evaluation have two main sections. The first section is for customizable learning outcomes. Not every student employment experience is the same and responsibilities and desired learning outcomes may differ among student employees. Using the position description and the student employee’s individual goals, student employees and supervisors should collaboratively create learning outcomes.

The second section is comprised of core learning outcomes. The Student Employment Enhancement Committee has identified 6 learning outcomes for all student employment experiences around developing skills in the following areas: Communication, professionalism, critical thinking, problem-solving, teamwork, and intercultural competency.

## Instructions & Timeline

**Orientation:** Evaluation begins at the beginning. During the student employee’s initial orientation, set clear expectations by reviewing the three items listed below. This will give both of you a reference point throughout the year.

1. Review the job description and any departmental expectations documents
2. Work together to complete the **learning agreement**
3. Review the **performance evaluation** document and process.

**Throughout:** Provide feedback throughout the experience. Refer back to the job description, learning agreement, and other departmental expectations outlined in training or other documents when problems with behavior arise.

**Mid-year:** Conduct a mid-year performance evaluation to assess the student employee’s progress and discuss strategies for improvement. Ask the student employee to evaluate themselves and then compare and contrast the two versions of the document during the evaluation session. Does the student employee have questions or concerns about elements regarding job responsibility that don’t seem to be clear? Has the supervisor noticed an area in which the student employee could be more detailed in his/her job? Together identify upcoming projects or opportunities where the student could show their improvement.

**End-of-year:** Conduct the end-of-year evaluation in a similar fashion to the mid-year where the student and supervisor evaluate the student’s performance independently, and then come together in a discussion. At least a week prior to the evaluation, give the student employee copies of these three documents:

1. The completed **Learning Agreement**
2. The half completed **Performance Evaluation**
3. The **Supervisor Feedback Form**

After the student and the supervisor have shared their evaluation forms and all questions have been discussed, both supervisor and student should sign the evaluation. A copy should be given to the student for their files and reference, and the supervisor’s copy should be placed in the student’s HR file.

An important and empowering element of the student evaluation process is the supervisor evaluation. Assessing the strengths and areas of improvement of a supervisor broadens the perspective of a student and provides valuable insights for employer.