



Student Employee Performance Evaluation

Performance evaluations help student employees grow personally and professionally during their time at the University of Illinois Springfield. While evaluations are not required, they are an important tool for building skills, recognizing strengths, and identifying areas where additional support or development may be helpful. Evaluations create space for supervisors and student employees to talk openly about the student's contributions to the department and to UIS. These conversations help clarify expectations, strengthen communication, and encourage students to reflect on their work. Taking time for this discussion shows the student that their supervisor is invested in their success and development.

Steps to Complete a Performance Evaluation

Student Employment encourages evaluations to be administered mid-way through the academic year and again at the end of the spring semester. To most effectively complete a student employee evaluation, follow these steps:

1. Establish the Evaluation Timeline

→ Determine when evaluations will occur. Typically once per semester. A consistent schedule ensures both the supervisor and student employee can prepare and engage meaningfully in the process.

2. Review the Position Description

→ Before any forms are filled out, look at the student employee's job description. Make sure both of you understand the responsibilities, expectations, and any department-specific duties. This keeps the evaluation grounded in the actual work of the position.

3. Share the Evaluation Materials

→ The supervisor will provide the student with a copy of their job description and a copy of the evaluation form. The student completes a self-evaluation. This gives them space to reflect on their performance and come prepared for the conversation.

4. Supervisor Completes their Evaluation

→ The supervisor completes their portion of the evaluation form, assessing the student's performance across different areas and any additional expectations specific to the role or department.

5. Meet to Discuss Both Evaluations

→ Sit down together to review the student's self-evaluation and the supervisor's evaluation. Use this time to highlight any strengths and accomplishments, discuss areas where the student is growing, and identify areas that may need improvement. This conversation should be constructive, supportive, and focused on the student's development.

6. Set Goals for the Next Evaluation Period

→ End the meeting by identifying clear, achievable goals for the future. These may include goals like strengthening specific skills, taking on new responsibilities, or improving communication skills. Both the supervisor and student should leave with a shared understanding of expectations moving forward.

Retain a copy of the evaluation and give a copy of the evaluation to the student.

Student Self-Evaluation

Please complete the following portion before your evaluation meeting

Performance Rating Categories and Definitions:

4 - Above Average: Employee exceeds the established goals of the position

3 - Average: Does what is required at an expected level

2 - Developing: Often meets standards, but is still improving

1 - Below Expectations: Does not meet the required standards, and training needs to be conducted

N/A - Not Applicable; Mark if not expected as part of the position

*Please note that the Performance Evaluation criteria closely aligns with the National Association of Colleges and Employers (NACE) [Career Readiness Competencies](#).

Competency	Description	Score (Select one)				
		4	3	2	1	N/A
Critical Thinking / Problem-Solving	Exercises sound reasoning to analyze issues, make decisions, and overcome problems. Obtains, interprets, and uses knowledge, facts, and data. Demonstrates originality and inventiveness.	4	3	2	1	N/A
Oral / Written Communication	Articulates thoughts and ideas clearly and effectively to persons inside and/or outside the organization. Communicates effectively and expresses ideas clearly.	4	3	2	1	N/A
Teamwork / Collaboration	Works effectively in a team structure. Negotiates and manages conflict. Builds collaborative relationships with colleagues and customers representing diverse cultures and viewpoints.	4	3	2	1	N/A
Information Technology Application	Uses appropriate technology to accomplish tasks. Applies required technology for the position. Understands appropriate use of personal technology (e.g., cell phones).	4	3	2	1	N/A
Leadership and/or Management	Organizes and prioritizes strengths of others to achieve position/department goals. Mentors and motivates others.	4	3	2	1	N/A
Professionalism	Demonstrates accountability in punctuality, productivity, and time management. Maintains professional image. Acts responsibly and ethically.	4	3	2	1	N/A
Career Management	Treats current position as a learning opportunity. Identifies skills gained to increase career readiness. Acts with the organization's interest in mind.	4	3	2	1	N/A



Supervisor Evaluation

Please complete the following portion before the evaluation meeting

Performance Rating Categories and Definitions:

4 - Above Average: Employee exceeds the established goals of the position

3 - Average: Does what is required at an expected level

2 - Developing: Often meets standards, but is still improving

1 - Below Expectations: Does not meet the required standards, and training needs to be conducted

N/A - Not Applicable; Mark if not expected as part of the position

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Employee Feedback & Goals

1. What are your career goals after UIS? How is this job preparing you?

Employee Comments:

Supervisor Comments:

2. What can we do, as your supervisor, to help you improve your skills or knowledge?

Employee Comments:

Supervisor Comments:

3. Overall, what parts of the job do you enjoy the most and what parts of the job would you change?

Employee Comments:

Supervisor Comments:



4. What is one professional skill you would like to gain/improve on while working in this position?

Employee Comments:

Supervisor Comments:

5. How can I be a better supervisor?

Employee Comments:

Supervisor Comments:

6. Additional Comments:



Development Plan

Supervisor: Please list any items for follow-up including training opportunities, additional responsibility, or notes:

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Student Employee:

- I agree with this performance evaluation
- I disagree with this performance evaluation

Student Employee Name:

Job Title:

Evaluation Period (Circle One): August-November January-April

Student Employee Signature: Date:

Supervisor Signature: Date: