

# Student Employee Performance Appraisal

## INSTRUCTIONS

The objectives of the appraisal process are: Increased Communication, Improved Performance and Student Employee Development.

The appraisal should be a two-way discussion and review of the student employee's performance throughout the review period. At this time, if prior goals were set they should also be reviewed and evaluated upon. The goal of this meeting is to help students and managers have career development conversations and create new goals for the next appraisal period.

**Note:** A written introductory performance appraisal is required for all student employees prior to the completion of six months of service. After the six month introductory period, performance appraisals are conducted at least annually and returned to the Office of Student Employment. Yearly performance appraisals serve as a supplement to, not a replacement for, on-going feedback.

### STUDENT EMPLOYEE:

- The appraisal process begins with the **student employee** evaluating their own performance related to the job responsibilities. Once that has been completed, student should justify their scores in the Summary of Ratings Section and submit to manager.
- Once the **student employee** has provided a rating on each applicable category, they should complete the "Overall Performance Rating" section on the 5th page. This summative rating should reflect the student employee's personal overall performance score for their work.
- While the reviewing manager is consolidating observations and feedback, the **student employee** should think about 2-3 goals to discuss with their manager at the review time.

### REVIEWING MANAGER:

- **Reviewing managers** should give the student employee sufficient time to fill out the appraisal form during regular work hours.
- Once the **reviewing manager** receives the student employee's completed self-appraisal, they should consolidate their own observations and feedback.
- Once the **reviewing manager** has completed their observations, they should complete the "Overall Performance Rating" section. This summative rating should reflect the student employee's overall performance score.
- The **reviewing manager** then meets with their student employee to conduct the performance appraisal discussion.

### RETURN TO THE OFFICE OF STUDENT EMPLOYMENT (OSE)

The original, completed performance appraisal form should be emailed to the Office of Student Employment at [studentemployment@depaul.edu](mailto:studentemployment@depaul.edu). OSE will record the form and submit to Human Resources to be included in the student employee's personnel file.

*For questions related to the performance appraisal process and performance issues such as performance improvement plans or progressive discipline contact your Student Employment Representative at **773-325-7431** or **312-362-5599**.*

<b>Student ID Number</b>	<b>Student's Name</b>	<b>Email Address</b>
<b>Job Title</b>	<b>Department</b>	<b>Major(s)/Minor(s)</b>
<b>Expected Graduation</b>	<b>Manager</b>	<b>Manager's Email</b>
<b>Reviewing Period</b>	<b>Completion Date</b>	

<b>Rating Scale</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Unsatisfactory</b>	<b>Below Expectations</b>	<b>Successful/Competent</b>	<b>Exceeds some expectations</b>	<b>Extraordinary</b>

<b>Rating Definitions</b>	
<b>Unsatisfactory (1)</b>	Minimum established expectations are not met in regards to work quality, quantity and timeliness in all important areas of responsibility. Significant improvement is needed in order to successfully meet expectations. A performance improvement plan is required.
<b>Below Expectations (2)</b>	Employee is inconsistent in meeting most established expectations and consistent work quality, quantity, and timeliness in all important areas of responsibility. Coaching and/or a performance improvement plan is recommended.
<b>Successful/Competent (3)</b>	Employee successfully meets established expectations and has achieved goals. They are able to accomplish this responsibility as measured by results, consistent work quality, quantity and deadlines. Contribution has made an impact on the achievement of department and university priorities.
<b>Exceeds some expectations (4)</b>	Employee has taken initiative and successfully accomplished this responsibility ahead of deadline as measured by results, consistent work quality, quantity and deadlines. Contribution has made an impact on the achievement of department and university priorities.
<b>Extraordinary (5)</b>	Surpasses all established expectations. Employee delivers extraordinary accomplishments before deadline in their role as measured by, consistent work quality and quantity. Contribution has made an outstanding impact on the achievement of department and university priorities.



**Directions:** Evaluate employee’s performance relating to the core behavioral requirements and provide supporting reasons in the feedback section.

Rating Scale				
1	2	3	4	5
Unsatisfactory	Below Expectations	Successful/Competent	Exceeds some expectations	Extraordinary

Section II: Universal Core Behaviors	Employee Rating	Reviewer Rating
<b>Supports DePaul’s Mission &amp; Values:</b> Values supports and models institutional objectives including: service, collaboration, quality, personalism, diversity and respect for all individuals. Exhibits personal integrity, honesty, zeal and compassion. Understands and supports the University’s efforts to serve all in need, especially those who are disadvantaged.		
<b>Quality Driven:</b> Results oriented and committed to quality through continuous process improvement. Eliminates ineffective activities and closes performance gaps. Anticipates and responds to customer needs.		
<b>Professionalism &amp; Work Ethic:</b> Respects and maintains confidentiality. Adheres to the student conduct code. Takes responsibility for own work including problems or issues and provides consistent high quality work in a timely manner.		
<b>Teamwork &amp; Collaboration:</b> Builds and maintains constructive work relationships. Cooperates with others toward the achievement of common goals. Actively contributes and fully participates in team initiatives.		
<b>Effective Communication:</b> Exhibits good listening and comprehension skills. Effectively expresses oneself in all written and oral communications. Responds with tact, diplomacy and composure when dealing with others.		
<b>Diversity &amp; Inclusion:</b> Contributes to fostering a climate of diversity and inclusiveness that values, celebrates and leverages differences. Treats colleagues, and community members respectfully, fairly and equitably. Demonstrates and applies best practices in: adaptability, flexibility, negotiating ambiguity and cultural differences.		
<b>Critical Thinking &amp; Problem Solving:</b> Exercise sound reasoning to analyze issues, make decisions, and overcome problems. Able to obtain, interpret, use knowledge, facts, and data in the process, and demonstrates originality and inventiveness. Asks questions and gathers information to fully understand and prioritize information needs and requirements.		



4. a) Identify [2 transferable skills](#) you would like to improve before the next appraisal process. If the skills you're looking for aren't in the drop-down menu, highlight an option and type it in.

b) Identify a project(s) or initiative you'd like to participate or lead in your department to develop these skills. If you typed in a skill mention it in your response.

5. How can your manager support your professional development?

6. What would you like to know more about in terms of career development? (select all that apply)

**Career Communities:** Career Communities provide information, opportunities for exploration and experience, and mutual support in a variety of ways. Career Communities include:

Exploring Careers & Interests

Business, Entrepreneurship & Consulting (BEC)

Education Nonprofit & Government (ENPG)

Health Care & Science

Media, Communication Arts & Entertainment (MCAE)

Technology & Design

**University Internship Program (UIP):** Connect your college experience to your future career through UIP's academic career courses! DePaul University's Career Center offers specially designed courses that will help you guide your career path and become career-ready. In our 2-credit courses, earn Experiential Learning (EL) credit for your internship or job in our 4-credit courses, and/or explore careers beyond Chicago through enrollment in a Career Trek.

**Alumni Sharing Knowledge Network (ASK):** The ASK network connects DePaul students and graduates with alumni to explore college and professional transitions, and life challenges.

**Networking Opportunities and Events:** The Career Center hosts a variety of job and internship fairs, learn more about opportunities to connect with employers that inspire you and how to professionally network.

***A Career Center representative will contact you with further information based on your selection.***

**Directions:** The purpose of this section is to help student employees develop professionally in their current on-campus job and for life after DePaul. Please work with the student to develop a total of four goals for their next appraisal period (two department/job-related goals and two career development goals). Please make sure the target date of completion is realistic and are in SMART or OEI format.

S.M.A.R.T GOALS	O.E.I. GOALS
<ul style="list-style-type: none"> <li>•Goals that can be quantified</li> <li>•<b>S</b>pecific, <b>M</b>easurable, <b>A</b>ction-oriented, <b>R</b>easonable, <b>T</b>imely</li> </ul> <p>Ex. By June 30th 20XX, I will review the current training binder at the front desk for new employees, suggest changes or revisions to processes and update.</p>	<ul style="list-style-type: none"> <li>•Goals for soft skills</li> <li>•<b>O</b>bservation, <b>E</b>xample, and <b>I</b>mpact</li> </ul> <p>Ex. I will continue working on my communication skills, specifically verifying full information of callers to the office, leading to fewer call backs to ascertain the necessary information to schedule appointments.</p>

**Career Development Goals**

<i>Ex: By January 1<sup>st</sup> 20XX, I will be responsible for facilitating two best practices trainings to improve my public speaking skills and to help me develop relationships with different departments across the University.</i>	Goal Completion Date:

**Department (Job-related) Goals**

<i>Ex: By June 30<sup>th</sup>, 20XX, I will update all training material for the hiring assistant position and upload onto the Career Center Wiki Page to ensure all new hires are trained on a consistent basis.</i>	Goal Completion Date:



**Directions:** This section should be used to further explain the ratings given during this performance appraisal period. This sections should be used to summarize the results of the overall performance rating.

Student's Summary of Overall Ratings

Manager's Summary of Overall Ratings

Overall Ratings		
	Employee's Rating	Manager's Rating
<b>Total Rating</b>		

Student Employee Signature	Reviewing Manager Signature	OSE Signature
Please type your first and last name	Please type your first and last name	Please type your first and last name

*Typing your name above indicates that you have read and discussed the information included in this performance appraisal form.*

**Don't forget to submit to [studentemployment@depaul.edu](mailto:studentemployment@depaul.edu)!**