

University of South Carolina Student Employee Performance Appraisal

The Student Employee Performance Appraisal provides an opportunity for feedback on student employee work performance, assist with the development of valuable career competencies, and facilitate a meaningful dialogue between supervisor and employee.

- Job duties should be listed and clearly outlined **at the beginning of the semester** using the [Student Job Description Template](#), available on the UofSC Student Employment Website.
- Supervisors should meet with employee to clearly define duties and establish expectations within the first week of employment.
- Employee should complete an appraisal based on their insight into subjective job performance **before** the review meeting for balanced discussion. Supervisors are encouraged to remain open to employee feedback on performance throughout the conversation.
- The overall tone should be positive, encouraging, and open to dialogue. If criticism is made, it should be done in a constructive and supportive manner.
- The employee appraisal form should not be the first time employees receive feedback from their supervisors. Dialogue should occur regularly. Employees should be aware of any performance or behavior issues before addressing them on the appraisal form.
- Emphasize conduct and performance (ex. Focus on excellent attendance record, or ability to consistently complete all tasks within the assigned time-frame instead of stating that the employee is reliable.)
- Once appraisal has been completed, supervisors should make a copy of the form for the employee and place a copy in the employee's file within the department.

*****Please note that student employees are not part of the EPMS process and are considered non-covered employees.***

Engaging in Reflection Discussions

Reflection discussions can be useful in helping student employees apply academics to real-life and integrate on the job learning into meaningful career planning. Supervisors are recommended to ask the following questions twice a semester. Discussions are informal and can be held individually or in small groups, depending on scheduling and preference.

- *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?*

Student Employee Performance Appraisal Template

Supervisors are recommended to complete an appraisal of student employee performance at least once a semester. This is a learning tool to assist the employee in further developing career readiness and assess overall job performance.

Employee Information			
Employee Name		Department	
Job Title		Supervisor Name	
Evaluation Term		Date Completed	
Overall job Duties			
Overall job performance			

Career Competency Development

Place a check by each observable behavior. Focus on competency area(s) utilized within the work setting.

ORAL & WRITTEN COMMUNICATION		
Beginner <input type="checkbox"/> Attempts to share thoughts and ideas with others. <input type="checkbox"/> Needs improvement in timeliness, clarity, and/or formality.	Developing <input type="checkbox"/> Shares some ideas clearly and effectively; verbally or in writing. <input type="checkbox"/> Mostly clear, professional, appropriate, and timely.	N/A <input type="checkbox"/>
Accomplished <input type="checkbox"/> Clearly and effectively shares ideas both verbally and in writing on a somewhat consistent basis. <input type="checkbox"/> Increasingly professional, appropriate, and timely.	Advanced <input type="checkbox"/> Consistently and clearly articulates ideas; verbally and in writing. <input type="checkbox"/> Expresses ideas to a variety of audiences with an appropriate level of formality.	
TEAMWORK & COLLABORATION		
Beginner <input type="checkbox"/> Needs support identifying role within a team. <input type="checkbox"/> Focused solely on individual responsibilities. <input type="checkbox"/> Avoids difficult conversations and/or limited engagement with working with diverse perspectives. <input type="checkbox"/> Needs support in communicating ideas to others.	Developing <input type="checkbox"/> Collaborates when work is structured, clearly outlined, and divided. <input type="checkbox"/> Limited understanding of the roles and contributions of others. <input type="checkbox"/> Some experience in navigating difficult conversations and/or interpersonal conflict. <input type="checkbox"/> Openly communicates ideas but closed off to feedback from others.	N/A <input type="checkbox"/>
Accomplished <input type="checkbox"/> Independently collaborates with others on tasks or projects with shared responsibility. <input type="checkbox"/> Understands the roles, contributions, and strengths of others. <input type="checkbox"/> Effectively navigates difficult conversations and/or interpersonal conflict. <input type="checkbox"/> Openly communicates ideas & is open to feedback.	Advanced <i>Elements from 'Accomplished' AND:</i> <input type="checkbox"/> Delegates to best utilize strengths. <input type="checkbox"/> Understands and leverages the strengths, interests, and personalities of others to achieve team goals. <input type="checkbox"/> Proactively prevents interpersonal conflict. <input type="checkbox"/> Actively seeks feedback.	
DIGITAL TECHNOLOGY		
Beginner <input type="checkbox"/> Needs support in identifying the necessary technology needed to accomplish work tasks and goals. <input type="checkbox"/> Learning new technology is an identified challenge.	Developing <input type="checkbox"/> Still learning to use technology to complete tasks. <input type="checkbox"/> Uses familiar technologies with ease but may struggle when adapting to new capabilities or technologies.	N/A <input type="checkbox"/>
Accomplished <input type="checkbox"/> Effectively uses technology to complete necessary tasks. <input type="checkbox"/> Recommends the use of existing technology to solve problems, complete tasks, and accomplish goals.	Advanced <i>Elements from 'Accomplished' AND:</i> <input type="checkbox"/> Able to train or coach others. <input type="checkbox"/> Researches and recommends new technology to better accomplish goals.	
LEADERSHIP		
Beginner <input type="checkbox"/> Needs assistance or support when deciding how to best prioritize work. <input type="checkbox"/> Waits to be assigned a task or project. <input type="checkbox"/> May allow emotions to impact response to others.	Developing <input type="checkbox"/> Some ability to prioritize own work. <input type="checkbox"/> Actively seeks out the next task, though the task may still need to be assigned. <input type="checkbox"/> Somewhat recognizes the impact of own behaviors on others. <input type="checkbox"/> Some interpersonal skills and/or awareness of other's behaviors; may be overly influenced by the actions of others.	N/A <input type="checkbox"/>
Accomplished <input type="checkbox"/> Able to organize and prioritize own work. <input type="checkbox"/> Takes initiative to identify and complete the next task. <input type="checkbox"/> Able to assess the impact of their behaviors on others. <input type="checkbox"/> Effective interpersonal skills, including appropriate levels of empathy for other's emotions. <input type="checkbox"/> Takes ownership of all assigned projects and completes work products fully and on time.	Advanced <i>Elements from 'Accomplished' AND:</i> <input type="checkbox"/> Manages stress, communicates with the supervisor when issues arise and support as needed. <input type="checkbox"/> Uses interpersonal skills to delegate work to peers, or guide, coach, and/or motivate others. <input type="checkbox"/> Identifies and articulates one's strengths, interests, values.	

CRITICAL THINKING/PROBLEM SOLVING		
Beginner <input type="checkbox"/> Unable to accept issue(s) that may hinder goal achievement. <input type="checkbox"/> Relies on external authority (peers or supervisor) to identify problems and determine solutions.	Developing <input type="checkbox"/> Independently identifies issue(s) and solutions to basic problems. <input type="checkbox"/> Some clarity on which situations warrant supervisor approval often.	N/A <input type="checkbox"/>
Accomplished <input type="checkbox"/> Aware of the context and implications of actions. <input type="checkbox"/> Selects and implements the appropriate solution. <input type="checkbox"/> Consults supervisor if multiple solutions are possible or if the situation warrants supervisor approval.	Advanced Elements from 'Accomplished' AND: <input type="checkbox"/> Proactively identifies and prevents problems through creative solutions. <input type="checkbox"/> Actively guides peers in critical thinking	
GLOBAL/INTERCULTURAL FLUENCY		
Beginner <input type="checkbox"/> May be unaware of their own identities and viewpoints. <input type="checkbox"/> May be surprised by differences in cultures or identities. <input type="checkbox"/> May not attempt to learn about others.	Developing <input type="checkbox"/> Demonstrates Some ability to interact and build rapport with individuals of diverse identities, cultures, and backgrounds within a group setting. <input type="checkbox"/> Some clarity on which situations warrant supervisor approval often.	N/A <input type="checkbox"/>
Accomplished <input type="checkbox"/> Ability to interact and build rapport with individuals of diverse identities, cultures, and backgrounds in a variety of settings. <input type="checkbox"/> Demonstrates openness, inclusiveness, and sensitivity to individuals' differences.	Advanced Elements from 'Accomplished' AND: <input type="checkbox"/> Demonstrates eagerness to learn from diverse cultures and perspectives. <input type="checkbox"/> Able to educate others respectfully about diverse cultures and identities.	
PROFESSIONALISM & WORK ETHIC		
Beginner <input type="checkbox"/> Experiences frequent tardiness or absences from work. <input type="checkbox"/> Staying engaged in work tasks is somewhat of a challenge. <input type="checkbox"/> Relies on others to help manage or balance workload. <input type="checkbox"/> Learning how to build productive working relationships with others. <input type="checkbox"/> Limited awareness of mistakes made.	Developing <input type="checkbox"/> Arrives to work on time most days. <input type="checkbox"/> Maintains consistent engagement in work tasks. <input type="checkbox"/> Sometimes relies on others to help manage or balance workload. <input type="checkbox"/> Works productively with those with whom they have working relationships. <input type="checkbox"/> Identifies and corrects simple mistakes.	N/A <input type="checkbox"/>
Accomplished <input type="checkbox"/> Demonstrates effective time and workload management. <input type="checkbox"/> Works productively with others, regardless of whether the coworker is familiar or new to them. <input type="checkbox"/> Completes tasks to the same standard of excellence, regardless of preference for the task. <input type="checkbox"/> Able to identify and correct complex or nuanced mistakes.	Advanced Elements from 'Accomplished' AND: <input type="checkbox"/> Able to share the learning from their own mistakes, privately or with others, as appropriate. <input type="checkbox"/> Represents the mission and values of the department through every interaction. <input type="checkbox"/> Consistently demonstrates integrity and ethical behavior.	
Career Management		
Beginner <input type="checkbox"/> Limited knowledge of skills, strengths, knowledge relevant to the position. <input type="checkbox"/> May depend on others to advocate for needs and wants within the workplace.	Developing <input type="checkbox"/> Some understanding of skills, strengths, knowledge relevant to the position; can connect current role to future career aspirations. <input type="checkbox"/> Some understanding of how to appropriately self-advocate in the workplace.	N/A <input type="checkbox"/>
Accomplished <input type="checkbox"/> Identifies and has some ability to articulate how the skills, strengths, knowledge, and experiences of the current position connect to future career aspirations. <input type="checkbox"/> Appropriately self-advocates in the workplace.	Advanced <input type="checkbox"/> Identifies and articulates, strengths, knowledge, and experiences relevant to the position. Can identify skills gained that will increase career readiness.	

*Competency areas and descriptions developed using the National Association of Career and Employers (NACE) Definition of Career Readiness, 2020

Based upon the above career competencies, elaborate on opportunities for growth *(attach additional pages if needed)*:

Summary of strengths, contributions, and achievements *(attach additional pages if needed)*:

Employee Signature	Date
Supervisor Signature	Date