

Performance Evaluation for Student Assistants

The Performance Evaluation for Student Assistants On-Line Form that follows can be completed on your computer. It is a “read-only” form that will only allow the reviewer and employee to fill in the appropriate fields. You will be able to maneuver from field to field by using the tab, return or arrow keys. Fields are in text, or check box form.

The “read-only” feature of this on-line form prevents users from making changes that would alter the form and make it unusable for the next person. Your computer will not allow you to save this file under its existing name. If you want to save a copy of the form on your computer, you need to save it under a different name and a different drive. To do this:

1. Select “file” from the menu
2. Select “Save as” and give the file a different name
3. Select drive (your personal drive, “m” drive, or on disk, “b” drive, would good places to save).

If you do not want to save your completed performance appraisal on your computer, you may simply fill in the request and print it off on whatever printer you normally use.

Since the review process requires signatures, the on-line forms must still be printed. Only print pages 2 and 3.

If you want help in using the on-line form, please contact Brandyn Gibson (x2964 or email bgibson@ucsb.edu)

UCSB Library
University of California, Santa Barbara
Performance Evaluation for Student Assistants

Initial Evaluation Separation Evaluation Annual Evaluation Other (explain) _____

Name: _____ **Period Covered:** _____
Department: _____ **Date of Rating:** _____
Eligible for Rehire: Yes No

Do not rate any item if you do not have adequate basis for making a judgment.

Definitions of ratings may be found on back page	E	EE	ME	IN	CBE	BASIS FOR RATING (Required):
Schedule: <i>punctuality, dependability, coverage as needed, accountability</i>	<input type="checkbox"/>					
Assigned work: <i>willingness, dependability, completeness, sense of responsibility</i>	<input type="checkbox"/>					
Initiative: <i>seeking work, asking questions, big picture</i>	<input type="checkbox"/>					
Quality: <i>accuracy, neatness, order, consideration, alertness, attentiveness</i>	<input type="checkbox"/>					
Cooperation & Respect: <i>teamwork, relations with staff/peers, communication</i>	<input type="checkbox"/>					
Attitude: <i>helpfulness, professionalism, relations with patrons, prioritizing service, approachability</i>	<input type="checkbox"/>					
Work/Life Balance: <i>separation of personal interests from job, no inappropriate use of phone/texting/chatting, professionalism/representative of library</i>	<input type="checkbox"/>					
Overall Evaluation: <i>based on individual ratings above</i>	<input type="checkbox"/>					

Summary Statements (accomplishments, areas for growth, etc.):

Signed: _____
 (Supervisor)

May the information on this evaluation be released to prospective employers: YES ____ NO ____

Employee Comments: _____

Signed: _____
(Employee)

Department Head's Comments: _____

Signed: _____
(Department Head)

Definitions (See matrix for complete details and examples of expectations)

In order to standardize the application of the rating levels, supervisors and other reviewers should use the following definitions. Specific behaviors observed during the evaluation period that inform selecting the rating **must** be included on the form for each evaluation area..

E *Exceptional*

Student staff member **demonstrates** an in-depth understanding of the importance of the job aspect and **consistently** exhibits **exceptional** performance well beyond what is required.

EE *Exceeds Expectations*

Student staff member **seeks** a more in-depth understanding of the importance of the job aspect and exhibits a **higher level** of performance than what is required.

ME *Meets Expectations*

Student staff member **understands** the importance of the job aspect and is performing related tasks **well**.

IN *Improvement Needed*

Student staff member does not **consistently** meet our high expectations in one or more area. A performance improvement plan should be included with this rating.

CBE *Consistently Below Expectations*

Student staff member consistently demonstrates **lack** of understanding or a **disregard** for the importance of the job aspect and needs to improve performance of the related tasks to meet the requirements.

The Overall Evaluation indicates the proportion and weight of ratings for the individual job aspects above. An Overall Evaluation of CBE is grounds for **dismissal**. In some circumstances, the supervisor may delay this decision for up to three months.