

## Student Employee Performance Evaluation Matrix

Area of Assessment	Exceptional	Exceeds Expectations	Meets Expectations	Improvement Needed	Consistently Below Expectations
<b>Schedule:</b>  <i>punctuality, dependability, coverage as needed, accountability</i>	Always arrives to work a few minutes early, and is prepared to work upon arrival for shift.	Usually arrives to work a few minutes early, and is prepared to work upon arrival for shift.	Clocks in on time and notifies supervisors immediately if late arrival is expected. Ready to start work upon arrival for shift.	If any of the corresponding subjects are not consistently meeting high expectations, mark "IN", explain why, and provide a performance improvement plan	Often clocks in 5 minutes or more after the start of the shift. Not ready to start work upon arrival for shift.
	Provides a detailed and accurate schedule request early to prevent potential conflicts.	Turns in schedule request early.	Turns in schedule request form on time or notifies supervisors of availability within a reasonable period.		Does not turn in schedule request by due date or notify supervisors of availability within a reasonable period.
	Does not require schedule changes.	Rarely requests schedule changes. Always notifies supervisors of potential or actual schedule conflicts in advance.	Occasionally requests schedule changes. Notifies supervisors of potential or actual schedule conflicts within a reasonable timeframe.		Often requests schedule changes or cannot make assigned shift. Does not notify supervisors of schedule changes within a reasonable period.
	Always approves Kronos timecard at the end of their last shift for the pay period. Always talks with supervisors regarding any revisions needed prior to approval deadline.	Approves Kronos timecard at the end of their last shift for the pay period. Usually talks with supervisors regarding any revisions needed prior to approval deadline.	Approves Kronos timecard by the deadline. Sometimes talks with supervisors regarding any revisions needed prior to approval deadline.		Often requires multiple reminders to approve Kronos timecard. Requires supervisors to contact them about revisions to timecard.
	Has no unexcused absences except for emergencies. Does not ask for excused absences.	Has no unexcused absences except for emergencies. Rarely asks for excused absences.	Has no unexcused absences except for emergencies. Occasionally asks for excused absences.		Has two or more unexcused absences during the evaluation period.
	Always seeks and finds coverage for shifts that cannot be attended. Frequently covers shifts for other student workers without needing reciprocation.	Always seeks and usually finds coverage for shifts that cannot be attended. Willing to cover shifts for other student workers without always needing reciprocation.	Always seeks coverage for shifts cannot be attended. Willing to cover other students' shifts when available.		Frequently asks other students to cover shifts and/or is not usually willing to cover for others.

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<b>Assigned work:</b>  <i>willingness, dependability, completeness, sense of responsibility</i>	Eagerly and willingly completes assigned tasks and seeks other important tasks when possible. Demonstrates a sensible understanding of the importance of the assigned tasks and completes work in a highly thoughtful manner.	Readily and willingly completes assigned tasks and seeks a greater understanding of the importance of the assignments and is cognizant of departmental needs.	Readily and willingly completes assigned tasks with ease and without complaints.	If any of the corresponding subjects are not consistently meeting high expectations, mark "IN", explain why, and provide a performance improvement plan	Resists or complains about assigned tasks.
	Finishes assignments ahead of time with a high degree of quality and develops a method for keeping track of the project for all participants.	Finishes assignments ahead of schedule with a high degree of quality, and updates supervisors on the status of assigned tasks.	Finishes assignments in a reasonable amount of time, and updates supervisors on the status of assigned tasks.		Takes longer than the expected amount of time to finish assignments. Does not update supervisors on the status of assigned tasks.
	Requests and responds well to feedback and suggestions from supervisors, and demonstrates an understanding of the importance of the assigned tasks. Cognizant of departmental needs.	Responds well to feedback and suggestions from supervisors, and seeks a greater understanding of the importance of assignments.	Responds well to feedback and suggestions from supervisors.		Responds poorly to feedback and suggestions from supervisors.
	Extremely reliable and is often entrusted with tasks that hold greater importance or value. Always completes assigned tasks with an exemplary level of thoughtfulness and care.	Very reliable and is sometimes entrusted with tasks that hold greater importance or value. Completes assigned tasks with a high level of thoughtfulness and care.	Can be relied on to complete tasks thoroughly and to the best of ability, while being thoughtful and careful.		Demonstrates thoughtlessness, carelessness, or negligence when attempting to complete tasks.
	Completes regular tasks without supervision and suggests or anticipates additional tasks as needed.	Follows through with assigned tasks even without direct supervision.	Follows through with assigned tasks with a reasonable amount of direct supervision.		Requires excessive direct supervision to stay on task

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<b>Initiative:</b>  <i>seeking work, asking questions, big picture</i>	Completes daily tasks efficiently and anticipates needs. Proposes/performs new projects and tasks that demonstrate a strong understanding of departmental needs.	Completes daily tasks efficiently while being mindful of time. Seeks additional assignments and recommends projects when applicable.	Completes daily tasks and seeks additional assignments.	If any of the corresponding subjects are not consistently meeting high expectations, mark "IN", explain why, and provide a performance improvement plan	Does not complete daily tasks, or when tasks are completed fails to seek additional assignments.
	Anticipates potential difficulties and seeks clarification prior to continuing with task. Understands the different needs associated with projects and tasks, and thus questions the procedure and makes appropriate suggestions.	Asks thoughtful and relevant questions to proactively prevent errors. Seeks more knowledge about the overall function of the assignment.	Asks thoughtful and relevant questions to better understand the details and importance of tasks and avoid errors.		Does not get clarification concerning assignments, which may lead to errors and incompleteness.
	Demonstrates a strong understanding of the "big picture" and identifies its relation to assigned tasks.	Seeks an in-depth understanding of the "big picture" and its relation to assigned tasks.	Takes into consideration the "big picture" when completing individual tasks.		Demonstrates no interest in understanding the overall "big picture" of tasks and assignments.

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<b>Quality:</b>  <i>accuracy, neatness, order, consideration, alertness, attentiveness</i>	Completes tasks with a very high degree of accuracy, with little to no mistakes. Trains others when asked or appropriate.	Completes tasks with a high degree of accuracy, with very few mistakes. No retraining required and willing to train others if asked.	Accurately completes tasks and assignments, with few mistakes, according to the given instructions. May require retraining in a particular area.	If any of the corresponding subjects are not consistently meeting high expectations, mark "IN", explain why, and provide a performance improvement plan	Does not demonstrate accuracy or neatness in work. Does not follow directions, policies or guidelines given. Requires significant retraining in one or more areas.
	Very neat and organized, and work is always completed in an orderly manner. Extremely and constantly alert and attentive when interacting with patrons or when executing details of projects.	Works neatly and in an orderly manner and is very organized while executing projects. Constantly alert and greatly attentive, to both projects and patrons.	Performs projects in a neat and organized manner. Demonstrates both alertness and attentiveness when interacting with patrons or executing specific details of projects.		Work is typically completed incorrectly or is missing substantial pieces. Overlooks or forgets details. Work is characterized by frequent inaccuracy, disorganization, and/or messiness.
	Demonstrates meticulous attention to detail, and is thoughtful and highly considerate of the importance of tasks.	Demonstrates great attention to detail and is extremely considerate of importance of tasks.	Understands the importance of attention to detail and demonstrates a clear consideration for the importance of tasks.		Does not demonstrate alertness, attention to detail, and/or attention to the details of tasks and assignments. Overall lack of consideration for the importance of projects and assignments.
	Provides exceptional customer service and is greatly attentive to patrons' requests. Answers questions correctly and without guessing.	Provides excellent customer service and is sure to attend to patrons' requests. Usually projects confidence in answering questions.	Provides good customer service. Notices patrons as they approach the desk and offers immediate assistance. Often projects confidence in answering questions.		Displays disregard for customer service. Does not notice and/or does not immediately assist patrons while at the desk. Has very little confidence in answers due to lack of preparation.

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<b>Cooperation &amp; Respect:</b>  <i>teamwork, relations with staff &amp; peers, communication</i>	Exemplary in teamwork settings and demonstrates effective and efficient leadership. Helpful in guiding newer student employees and sharing information in a respectful and supportive manner.	Excels in teamwork settings, and treats colleagues with great esteem. Volunteers for team projects. Increases the efficiency and effectiveness of team projects by creating a sense of goodwill amongst coworkers.	Effective and efficient member of a team. Willingly provides fair contribution to shared projects. Regularly provides project status updates to team.	If any of the corresponding subjects are not consistently meeting high expectations, mark “IN”, explain why, and provide a performance improvement plan	Demonstrates a lack of teamwork and does not work well with peers. Inadequate contribution to shared projects. Does not provide project status updates to team.
	Unfailingly polite and respectful even under difficult circumstances when interacting with staff and peers, as well as patrons. Engaging, cordial, and seeks to create a positive atmosphere.	Always cooperative and respectful when interacting with staff and peers, as well as patrons. Engaging and cordial.	Treats peers and staff with cooperation and respect. Courteous and polite in interactions.		Uncooperative with peers and/or staff. Lacks courtesy or politeness in interactions.
	Actively communicates and conveys important details in a timely manner.	Regularly communicates and conveys important information in a timely manner.	Clearly communicates important job aspects, including personnel or scheduling issues.		Does not properly communicate in terms of scheduling or other important job aspects.

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<b>Attitude:</b> <i>professionalism, relations with patrons, helpfulness, prioritizing service, approachability</i>	Always demonstrates and encourages a professional demeanor in all interactions, including those with supervisors, peers, and patrons.	Consistently demonstrates a professional demeanor in all interactions, including those with supervisors, peers, and patrons.	Exhibits a professional demeanor in interactions, including those with supervisors, peers, and patrons.	If any of the corresponding subjects are not consistently meeting high expectations, mark "IN", explain why, and provide a performance improvement plan	Exhibits a lack of professionalism in interactions with staff, peers, or patrons.
	Always very approachable, polite, considerate. Displays a positive attitude and kindness towards both supervisors and co-workers.	Very approachable, polite, and considerate. Displays a positive attitude towards both supervisors and co-workers.	Approachable, polite, and displays a positive attitude towards both supervisors and co-workers.		Unapproachable and displays a negative attitude towards supervisors and co-workers
	Always very helpful and cooperative when working on tasks and/or meeting patron requests.	Very helpful and cooperative when working on tasks and/or meeting patron requests.	Helpful and collaborative when working on tasks and/or meeting patron requests.		Typically is unhelpful and non-collaborative when working on tasks and/or satisfying patron requests.
	Greatly exceeds the level of patron service that is expected, and goes beyond to ensure patron satisfaction. This could include demonstrating responses, instead of providing basic answers—such as explaining instructions or directions and using maps, tools, internet, etc. Conscientiously scans environment and initiates appropriate welcoming communication.	Patron service is always the first priority. Provides high levels of aid and is enthusiastic when dealing with patron requests. Interactions with patrons are characterized by respect and courtesy regardless of the individual and attitude. Regularly scans environment and initiates appropriate welcoming communication.	Patron service comes first when working at a service point. Interactions are consistently polite and courteous. Scans environment and is welcoming.		Patron service is not the first priority when working at a service point. Interactions are sometimes handled in an inappropriate manner.

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<b>Work/Life Balance:</b>  <i>separation of personal interests from job, no inappropriate use of phone/texting/chatting, professionalism, representative of library</i>	Demonstrates a high degree of separation between work responsibilities and personal commitments, obligations or interests.	Demonstrates a clear separation of personal commitments, obligations or interests from work responsibilities	Demonstrates a clear understanding of separating outside commitments, obligations, or interests from work responsibilities.	If any of the corresponding subjects are not consistently meeting high expectations, mark "IN", explain why, and provide a performance improvement plan	Does not demonstrate separation of outside commitments, obligations, or interests from work responsibilities.
	Has personal conversations with patrons and coworkers only when it is non-disruptive to the workplace. Uses cell phone, personal e-mail, e-chat, etc. only in instances where it is approved by supervisors.				Has excessive and/or disruptive personal conversations in the workplace. Uses computers for personal reasons. Uses cell phone for inappropriate and/or unapproved purposes.
	Ensures no interference between outside commitments or personal issues and scheduling or work performance, Demonstrates outstanding commitment to library job.	Avoids interference between outside commitments or personal issues and scheduling or work performance. Demonstrates strong commitment to library job.	Attempts to avoid interference between outside commitments or personal issues and scheduling or work performance. Demonstrates commitment to library job.		Outside commitments or personal issues repeatedly interfere with work schedule or distract from work performance. Does not demonstrate commitment to library job.
	Exemplifies and promotes library standards as an employee and as a responsible user. Is an exceptional model for co-workers and users.	Represents and follows library standards as an employee and as a responsible user. Acts as a model for co-workers and users.	Represents and follows library standards as an employee and as a responsible user. Frequently acts as a model for co-workers and users.		Does not represent or follow library standards as an employee, and/or disregards library policies as a user.