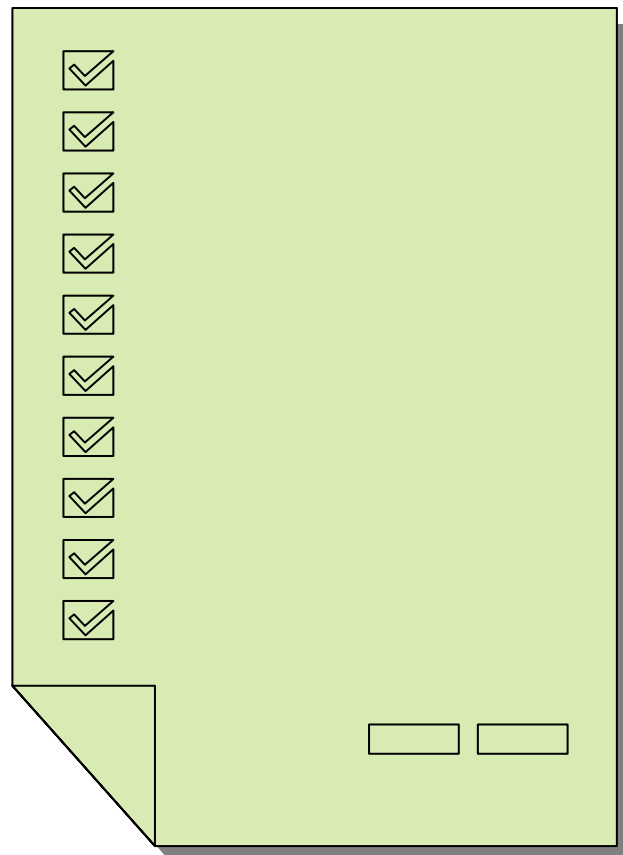


# *Student Labor Evaluation*

## Training Packet



Spring 2007

# Performance Expectations

## Attendance

- Is punctual and arrives on time for work as scheduled and/or required  
*Acts with Integrity and Caring, Work as a Team, LLG #5*
- Give advance notices of absences  
*Acts with Integrity and Caring, Work as a Team, LLG #5*

## Accountability

- Manages time well and is able to provide timely completion of job assignments  
*Acts with Integrity and Caring, Work as a Team, LLG #5*
- Supports workplace policies and procedures including dress and safety requirements  
*Acts with Integrity and Caring, Work as a Team*
- Ensures proper care of college equipment, facilities, materials, and work environment  
*Encourage Plain and Sustainable Living, LLG #2*

## Teamwork

- Demonstrates a willingness to work, support, and collaborate with supervisors and co-workers while promoting a positive atmosphere in the workplace for all people.  
*Work as a Team, Value All People, Celebrate Work Well Done, Serve Others, LLG #2, #4, & #5*
- Demonstrates an understanding of the relationship of his/her work to the work of others within the department.  
*Work as a Team, Exhibit Enthusiasm for Learning*

## Initiative

- Consistently completes job assignments without need for constant supervision.  
*Serve Others, Act with Integrity and Caring, LLG #5*
- Is a self-starter with the ability to adjust and adapt to change as needed  
*Celebrate Work Well Done, Serve Others, LLG #2*

## Respect

- Exhibits professional conduct in the workplace and interacts respectfully with all people including supervisors, co-workers and those being served  
*Value all People, Act with Integrity and Caring, Work as a Team, LLG #3*
- Respectfully deals with conflict and differing points of view  
*Value all People, Work as a Team, LLG #4*

## Learning

- Enhances the effectiveness of co-workers and the department by sharing knowledge  
*Exhibit Enthusiasm for Learning*
- Demonstrates an interest in acquiring new skills  
*Exhibits Enthusiasm for Learning, LLG #5*
- Seeks to reflect and understand the value of the job and how it relates to personal development  
*Exhibits Enthusiasm for Learning, LLG #1, #5, & #6*

## Job Specific

- The degree to which this student fulfills the basic labor requirements and objectives as set forth in his/her job description.  
Meeting Expectations for the position is the degree to which students fulfills the job related requirements for the position while Exceptional Performance would relate to the maximum degree in which student take advantage and participate in the additional developmental aspects of the job such as the learning opportunities, etc...

## **Workplace Expectations:**

- 1) Exhibit enthusiasm for learning**
- 2) Act with integrity and caring**
- 3) Value all people**
- 4) Work as a team**
- 5) Serve others**
- 6) Encourage plain and sustainable Living**
- 7) Celebrate work well done**

## **Labor Learning Goals (LLG)**

- 1) To develop and sustain habits of understanding all working as both independent and interdependent contribution to a community integrating labor, learning, and service.
- 2) To develop and sustain understandings of working well in community - of what it is to work well, of how to work well, of why work well. This may include systems and interrelationships within workplaces and community, general principles grounding specific tasks, and practices pertaining to use of resources and sustainability.
- 3) To develop and sustain abilities to communicate, collaborate, and interact with others as compassionate and caring human beings; as diverse people both similar and different from each other; and as co-workers with shared goals.
- 4) To develop and sustain abilities to solve novel, complex, multifaceted problems as they arise, whether working collaboratively or individually.
- 5) To develop and sustain both basic workplace habits (e.g., timeliness, healthy attitudes about working and co-workers, motivation to work well, flexibility and discipline, accountability and initiative, willingness to learn and to share learning, etc. ) and job-specific practical skills, abilities, or knowledge (e.g., software).
- 6) To develop and sustain abilities to learn how to learn, including habits of offering and accepting constructive criticism and habits of effective reflection, including reflection about broad, deep issues related to labor, work, and the world of work beyond Berea.
- 7) To develop understandings of self (interests, abilities) and of the changing world of work in order to promote habits of responsible deliberation about possibilities for future work:
  - work chosen to fit individuals' interests and abilities  
(i.e., work as a vocation or calling),
  - work chosen to address needs of others and community  
(i.e., working as serving),
  - work chosen as an important, enjoyable, and valuable activity  
(i.e., work as fulfilling),
  - work chosen in light of those harmonies that constitute living well  
(i.e., work as aspect of multi-faceted life).

## **The Berea College Workplace Expectations**

by Mark Nigro, Learning Training Coordinator, Berea College

### **Background:**

The Workplace Expectations were adopted by the Administrative Committee in 1998 after the People Team worked with the campus community to develop a list of statements that translate the mission of Berea College into clear standards for the College workplace. In this way the Workplace Expectations define how Berea's workforce should go about its business. By incorporating these expectations into their daily work, every Berea College worker brings Berea College's core values to life across campus and helps create a workplace today that connects with Berea's founding legacy. Moreover, College workplaces that manifest these expectations create a positive atmosphere for student learning and for getting the work done well."

### **Key Learning Points:**

- The People Team, the committee that developed the Workplace Expectations, distilled these statements from an examination of Berea's history, its Great Commitments, and the Common Learning Goals.
- Workplace Expectations help us to know that we are all connected to a set of fundamental, living principles that have guided our institution through its history.
- The Workplace Expectations are intended to provide all College workers succinct, clear guideposts for their behavior in the workplace.
- The Workplace Expectations are base statements that are broad in nature; each one is specifically defined by several "sample indicator" statements (links to these available on the People Services website).
- The Workplace Expectations were a primary resource for developing the "Performance Expectations" for the Student Labor Evaluation.
- The Workplace Expectations become meaningful and valuable to the extent that workers consider, discuss, and measure them. Otherwise, they are merely phrases on posters, banners, and other publicity media.

### **The Workplace Expectations**

**As a continuous learning environment built upon Berea's Great Commitments and Common Learning Goals, Berea College expects all workers "to be active learners, workers and servers," and seeks to be a place where the Christian values of human compassion, dignity, and equity are expressed and lived.**

### **Therefore, workers are expected to:**

- Exhibit enthusiasm for learning
- Act with integrity and caring
- Value all people
- Work as a team
- Serve others
- Encourage plain and sustainable living
- Celebrate work well done



Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Student ID: \_\_\_\_\_  
Name: (last) \_\_\_\_\_ (Initial) \_\_\_\_\_ (first) \_\_\_\_\_  
Code: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
Title: \_\_\_\_\_  
Department: \_\_\_\_\_

## Student Labor Evaluation Form

Workplace  
Expectation  
Reference

### Performance Expectations

### Evaluation Scale

### Score

### \*\*Supervisor Comments

Performance Expectations	Evaluation Scale	Score	**Supervisor Comments
<b>ATTENDANCE</b> 2, 4 <ul style="list-style-type: none"><li>Is punctual and arrives on time for work as scheduled and/or required.</li><li>Gives advance notices of absences.</li></ul>	0 ← **   14-16   → 20 Unreliable Attendance      Very reliable Attendance	Mid Point Final	Mid-point and Final scoring
<b>ACCOUNTABILITY</b> 2, 4, 6 <ul style="list-style-type: none"><li>Manages time well and provides timely completion of job assignments.</li><li>Supports workplace policies and procedures including dress and safety requirements.</li><li>Ensures proper care of college equipment, facilities, materials, and work environment.</li></ul>	0 ←   7-8   → 10 Unresponsive to the expectations of supervisor, department, and college      Exceptional in response to the expectations of supervisor, department, and college	Mid Point Final	Visual evaluation scale for reference. Shaded numbers denotes range for **Meeting Expectations.
<b>TEAMWORK</b> 1, 3, 4, 5, 7 <ul style="list-style-type: none"><li>Demonstrates a willingness to work, support, and collaborate with supervisors and co-workers while promoting a positive atmosphere in the workplace for all people.</li><li>Demonstrates an understanding of the relationship of his/her work to the work of others within the department.</li></ul>	0 ←   7-8   → 10 Does not support team or group tasks      Shows minimal to no initiative and is inflexible      Completes all tasks with minimal or no direction & is flexible	Mid Point Final	Single word, easily identifiable Workplace Performance Expectations as Main Evaluation Points.
<b>INITIATIVE</b> 2, 5, 7 <ul style="list-style-type: none"><li>Consistently completes job assignments without need for constant supervision.</li><li>Is a self-starter with the ability to adjust and adapt to change as needed.</li></ul>	0 ←   7-8   → 10 Shows minimal to no initiative and is inflexible      Completes all tasks with minimal or no direction & is flexible	Mid Point Final	
<b>RESPECT</b> 2, 3, 4 <ul style="list-style-type: none"><li>Exhibits professional conduct in the workplace and interacts respectfully with supervisors, co-workers and those being served.</li><li>Respectfully deals with conflict and differing points of view.</li></ul>	0 ←   7-8   → 10 Little effort to be professional in communication and conduct      Superior professional communication and conduct	Mid Point Final	Scoring Legend
<b>LEARNING</b> 1 <ul style="list-style-type: none"><li>Enhances the effectiveness of co-workers and the department by sharing knowledge.</li><li>Demonstrates an interest in acquiring new skills</li><li>Seeks to reflect and understand the value of the job and how it relates to personal development.</li></ul>	0 ←   14-16   → 20 Little effort given to maximize learning opportunities      Superior effort is given to maximize learning opportunities	Mid Point Final	"Mid-Point" & "Total" Scoring Box
<b>JOB SPECIFIC</b> The degree to which this student fulfills the basic labor requirements and objectives as set forth in his/her job description.	0 ←   14-16   → 20 Fails to meet job description requirements      Excels at meeting job description requirements	Mid Point Final	

Total Mid-Point

Total Final

Continue Comments On Back Of Form

Supervisor's Signature

Workplace  
Expectation  
Reference

I have read and discussed my evaluation scoring and comments with the student.  
Additional comments I have are:

Student Signature

Date

### SCORING

90 -100 Exceptional Performance  
80-89 Exceeds Expectations  
70-79 \*\* Meets Expectations  
60-69 Needs Improvement  
59-below Unsatisfactory Performance

**\*\* Meets Expectations** should be considered doing a good job. The score range (70-79) rates performance at expected levels with evaluation scale examples | 14-16 | indicating a suggested point range for meeting those expectations. Exceeding Expectations and Exceptional Performance ratings should be reserved for students who go beyond basic expectations for the job. Supervisors should share explanations in the comments box when rating above/below the suggested range for meeting expectations.

\*1 Exhibits Enthusiasm For Learning    2 Act With Integrity And Caring    3 Value All People    4 Work As A Team    5 Serve Others    6 Encourage Plain And Sustainable Living    7 Celebrate Work Well Done

\* Numbers indicate ways in which indicated Performance Expectations and descriptors support Workplace Expectations.



# Berea College

## Student Labor Evaluation

**Greetings!**

**Your participation in the Student Labor Evaluation process at Berea College provides valuable support for the development of students, labor departments, and the labor program in general. Careful attention has been given to ensure that various components of the Student Labor Evaluation support the directives set forth in The Workplace Expectations and Labor Learning Goals.**

### **Purpose Statement**

*The student labor evaluation process promotes student personal and professional development in the workplace by establishing performance standards consistent with the Berea College Workplace Expectations, assessing fulfillment of those standards, and determining ways in which the student and supervisor(s) / mentor(s) can collaborate to enhance student learning opportunities. The completion of this regular evaluation process creates a documented work performance history for each student as well as fulfills Berea College and federal compliance guidelines.*

**Simple in design, the tool supports student development in the workplace and provides an instrument to monitor and evaluate the progress of each student.**

### **Instructions**

#### **Beginning Of Labor Assignment**

- 1) Thoroughly review the Student Labor Evaluation form and familiarize yourself with the language, evaluation scales, and scoring system.
- 2) Discuss the evaluation form with your student(s) and explain how the tool will be used in evaluating performance in the workplace at mid-point and again at the end of the current labor assignment.
- 3) Have job descriptions on hand for each position in your department and available for distribution. Since the “Job Specific” section of the evaluation tool evaluates a students’ performance as related to his/her job description, it is important that each student be given this information and made aware of all Job Description components including the learning opportunities available in that position.
- 4) Discuss any additions or adjustments that you would envision as key responsibilities to the positions.
- 5) NOTE: If adjustments are needed to the Job Description, please submit that request in writing to Labor Program Office. If assistance is needed with this, contact the Training and Assessment Specialist in the Labor Program office (ext. 3734) at your convenience.

**OPTIONAL USE DURING THE BEGINNING OF LABOR ASSIGNMENTS:** Using the form, do an informal assessment of student performance within the first 3 weeks of the term in order to identify areas where deficiencies may be occurring. Early identification and intervention is crucial in avoiding the establishment of poor work habits.

## **Mid-Point Evaluations**

Mid-Point Evaluations should be conducted mid-way through a labor assignment. If the assignment is for an academic year, the mid-point would occur at the end of the fall term or the beginning of the spring term. When students are in a labor position for one term the mid-point would occur at mid-term or the middle of the summer labor assignment.

- 1) When approaching the mid-point of a labor assignment, each supervisor should prepare an evaluation form for each student in the department.
- 2) Score the students in each category and enter results in the “Mid-Point” Scoring Box. *Please note that the shaded references found above the evaluation scale represent a scoring range for meeting expectations for the job. Meeting expectations should always be considered doing a **good** job. Performance that is found to be above or below basic expectations should be reflected in the scoring. Scoring that would be considered in the exceptional range should have accompanying comments documenting your decision.*
- 3) Make appointments with each student and discuss your observations and justifications for each rating.
- 4) Allow the student to respond to your assessment.
- 5) Engage the student in formulating plans for improvements in all aspects of the form.
- 6) File and keep form for use during the final evaluation at the end of the labor assignment.

OPTIONAL USE MID-POINT EVALUATIONS: Allow the student to use the form and evaluate themselves prior to the mid-point evaluation. This provides a good basis for conversation during the mid-point conversation. This would be done in paper form only without submitting the student copy to the Labor Program Office.

## **Final Evaluation**

- 1) At the end of the labor assignment and prior to setting up the final evaluation conference with your students, complete the evaluation form entering a final score from the evaluation scale, totaling the results, and entering your comments and observations. *Please note that the shaded references found above the evaluation scale represent a scoring range for meeting expectations for the job. Meeting expectations should always be considered doing a **good** job. Performance that is found to be above or below basic expectations should be reflected in the scoring. Scoring that would be considered in the exceptional range should have accompanying comments documenting your decision.*
- 2) During the final evaluation conference, discuss the final scoring results compared to those entered at mid-point. Celebrate improvements!
- 3) Discuss your comments and suggestions for continued improvement.
- 4) Allow students to respond to your assessment and enter any responses and observations they may have in the appropriate box.
- 5) Supervisor and student should sign the form.
- 6) Forward all completed forms to the Labor Program Office once all conferences are completed.

OPTIONAL USE #1 FOR FINAL EVALUATIONS: Allow the student to use the form and evaluate themselves prior to the final evaluation. This provides a good basis for conversation during the final review. This would be done in paper form only without submitting the student copy to the Labor Program Office.

OPTIONAL USE #2 FOR FINAL EVALUATIONS: The supervisor would **first** have an initial meeting with the student to discuss his/her job performance and then complete the final evaluation form for signature in a follow up meeting. This allows you to better understand various aspects of a student's job performance and communicate that through your final evaluation scoring. This could be combined with Optional Use #1 above.



## Student Labor Evaluation Form

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Student ID: \_\_\_\_\_  
 Name: (Last) \_\_\_\_\_ (Initial) \_\_\_\_ (First) \_\_\_\_\_  
 Position Code: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
 Position Title: \_\_\_\_\_  
 Labor Department: \_\_\_\_\_

Performance Expectations	Evaluation Scale	Score	**Supervisor Comments
<b>ATTENDANCE</b> 2, 4 • Is punctual and arrives on time for work as scheduled and/or required. • Gives advance notices of absences.	0 <span style="margin-left: 100px;">**   14-16  </span> 20 Unreliable Attendance <span style="margin-left: 100px;">Very reliable Attendance</span>	Mid Point Final	Continue Comments On Back Of Form
<b>ACCOUNTABILITY</b> 2, 4, 6 • Manages time well and provides timely completion of job assignments. • Supports workplace policies and procedures including dress and safety requirements. • Ensures proper care of college equipment, facilities, materials, and work environment.	0 <span style="margin-left: 100px;">  7-8  </span> 10 Unresponsive to the expectations of supervisor, department, and college <span style="margin-left: 100px;">Exceptional in response to the expectations of supervisor, department, and college</span>	Mid Point Final	Continue Comments On Back Of Form
<b>TEAMWORK</b> 1, 3, 4, 5, 7 • Demonstrates a willingness to work, support, and collaborate with supervisors and co-workers while promoting a positive atmosphere in the workplace for all people. • Demonstrates an understanding of the relationship of his/her work to the work of others within the department.	0 <span style="margin-left: 100px;">  7-8  </span> 10 Does not support team or group tasks <span style="margin-left: 100px;">Excels as a team member</span>	Mid Point Final	Continue Comments On Back Of Form
<b>INITIATIVE</b> 2, 5, 7 • Consistently completes job assignments without need for constant supervision. • Is a self-starter with the ability to adjust and adapt to change as needed.	0 <span style="margin-left: 100px;">  7-8  </span> 10 Shows minimal to no initiative and is inflexible <span style="margin-left: 100px;">Completes all tasks with minimal or no direction &amp; is flexible</span>	Mid Point Final	Continue Comments On Back Of Form
<b>RESPECT</b> 2, 3, 4 • Exhibits professional conduct in the workplace and interacts respectfully with all people including supervisors, co-workers and those being served. • Respectfully deals with conflict and differing points of view.	0 <span style="margin-left: 100px;">  7-8  </span> 10 Little effort to be professional in communication and conduct <span style="margin-left: 100px;">Superior professional communication and conduct</span>	Mid Point Final	Continue Comments On Back Of Form
<b>LEARNING</b> 1 • Enhances the effectiveness of co-workers and the department by sharing knowledge. • Demonstrates an interest in acquiring new skills. • Seeks to reflect and understand the value of the job and how it relates to personal development.	0 <span style="margin-left: 100px;">  14-16  </span> 20 Little effort given to maximize learning opportunities <span style="margin-left: 100px;">Superior effort is given to maximize learning opportunities</span>	Mid Point Final	Continue Comments On Back Of Form
<b>JOB SPECIFIC</b> The degree to which this student fulfills the basic labor requirements and objectives as set forth in his/her job description.	0 <span style="margin-left: 100px;">  14-16  </span> 20 Fails to meet job description requirements <span style="margin-left: 100px;">Excels at meeting job description requirements</span>	Mid Point Final	Continue Comments On Back Of Form
		<b>Total Mid-Point</b> <b>Total Final</b>	

Supervisor's Signature \_\_\_\_\_

Date \_\_\_\_\_

I have read and discussed my evaluation scoring and comments with my supervisor.  
 Additional comments I have are:

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

### SCORING

90 -100 Exceptional Performance  
 80-89 Exceeds Expectations  
 70-79 \*\* Meets Expectations  
 60-69 Needs Improvement  
 59-below Unsatisfactory Performance

\*\* Meets Expectations should be considered doing a good job. The score range (70-79) rates performance at expected levels with evaluation scale examples | 14-16 | indicating a suggested point range for meeting those expectations. Exceeding Expectations and Exceptional Performance ratings should be reserved for students who go beyond basic expectations for the job. Supervisors should share explanations in the comments box when rating above/below the suggested range for meeting expectations.

\*1 Exhibits Enthusiasm For Learning    2 Act With Integrity And Caring    3 Value All People    4 Work As A Team    5 Serve Others    6 Encourage Plain And Sustainable Living    7 Celebrate Work Well Done



# Student Performance Scoring Descriptions

The following explanations establish a guide to assist in understanding the scoring legend for the Student Labor Evaluation tool. Based on composite scores from the evaluation process, students are placed into one of the following performance categories:

- **EXCEPTIONAL PERFORMANCE (90-100)**

In general this means: the results of this student's work consistently meets the highest and most demanding standards for the position. Exemplary performance by this student embodies the highest principles set forth in The Workplace Expectations and is routinely modeled within the department.

- **EXCEEDS EXPECTATIONS (80-89)**

In general this means: the results of this student's work exceeds job expectations on a regular basis. The quality and timeliness of this student's work is consistently excellent. This individual seeks to improve her/his effectiveness by trying new ideas, when possible and in the case of challenging situations, creates effective outcomes.

- **MEETS EXPECTATIONS (70-79)**

In general this means: the results of this student's work meets the requirements for doing a good job. The student's work is typically on time and meets the duties and responsibilities of the job. The individual's work and actions shows her/him to be a productive and valued member of the department.

- **NEEDS IMPROVEMENT (60-69)**

In general this means: the results of this student's work in one or more work areas is found to be inadequate for doing a good job. This typically means the quality and/or timeliness of the work is inadequate for important work priorities to be met. Agreed upon performance improvement plans between the supervisor and student would occur in order to better satisfy the full requirements for the job.

- **UNSATISFACTORY PERFORMANCE (59 – below)**

In general this means: the results of this student's work at this performance level fails to meet the minimum requirements of the job and is found to be unacceptable and cannot continue. Identified performance issues have typically been the subject of discussion between the student and supervisor and cannot remain unaddressed. Change must be made or major departmental work priorities will not be accomplished. Agreed upon performance improvement plans between the supervisor and student would occur in order to better clarify a plan for successful performance. Student's who continue to underperform in these areas could be placed on Labor Probation for poor performance.



## *Student Labor Evaluation Form*

### Additional Performance Expectations

To better articulate your expectations for student labor within your department, you may add additional descriptors to each evaluation point listed below. This customization allows the evaluation process to better reflect the uniqueness of each department. Simply click and add descriptors to the appropriate bullet point, print multiple copies, and distribute to each student at the beginning of the labor assignment when explaining the Student Labor Evaluation form.

Date: \_\_\_\_\_

Login ID \_\_\_\_\_ Supervisor Name: \_\_\_\_\_

Department: \_\_\_\_\_

If you are adding additional descriptors related to a specific position, please enter a position code below. Otherwise, check "does not apply" and enter a document name of your choice for future reference.

Position Code: \_\_\_\_\_ Position Title: \_\_\_\_\_

☐ Does Not Apply Document Name: \_\_\_\_\_

#### **ATTENDANCE**

- Is punctual and arrives on time for work as scheduled.
- Gives advance notices of absences.
- 
- 
- 

#### **ACCOUNTABILITY**

- Manages time well and provides timely completion of job assignments.
- Supports workplace policies and procedures including dress and safety requirements.
- Ensures proper care of college equipment, facilities, materials, and work environment.
- 
- 
- 

#### **TEAMWORK**

- Demonstrates a willingness to work, support, and collaborate with supervisors and co-workers while promoting a positive atmosphere in the workplace for all people.
- Demonstrates an understanding of the relationship of his/her work to the work of others within the department
- 
- 
- 

#### **INITIATIVE**

- Consistently completes job assignments without need for constant supervision.
- Is a self-starter with the ability to adjust and adapt to change as needed.
- Respectfully deals with conflict and differing points of view.
- 
- 
- 

#### **RESPECT**

- Exhibits professional conduct in the workplace and interacts respectfully with all people including supervisors, co-workers and those being served.
- Respectfully deals with conflict and differing points of view.
- 
- 
- 

#### **LEARNING**

- Enhances the effectiveness of co-workers and the department by sharing knowledge.
- Demonstrates an interest in acquiring new skills.
- Seeks to reflect and understand the value of the job and how it relates to personal development.
- 
- 
-

## Notes