

Ratings of Performance

5 – Exceptional: Consistently exceeds expectations.
4 – Highly proficient: Always meets, occasionally exceeds expectations.
3 – Proficient: Meets expectations.

2 – Approaching proficiency: Sometimes meets expectations.
1 – Unsatisfactory: Rarely meets expectations.

Career Skills Defined

Within its [5 Strategic Imperatives](#), The University of Denver is committed to creating a unique global, holistic, 4D student experience. We value excellence, innovation, engagement, integrity and inclusiveness. The Career Skills reflect these values and support the development of the [4D Student](#) by preparing students for careers & lives of purpose through their experience in student employment. Based on extensive research on employers, these skills were identified for what students need to be successful in the world of work.

Visit our website for [definitions of the Career Skills](#) as well as examples. These definitions will be important as the student employee and supervisor will be asked to connect these skills to job responsibilities.

Instructions

Both the student employees and supervisors should use specific data and examples when evaluating. Please avoid generalities. Supervisors should review the Feedback Bias Checker and consult with Student Employment for further guidance. Below are the steps to begin the annual performance review process.

- The student employee completes the self-evaluation portion of this form and submits to supervisor.
- Supervisor reviews the self-evaluation ratings and comments, then completes the supervisor evaluation and comments.
- Supervisor schedules the annual meeting with the student employee. The meeting will be about 45 minutes to 1 hour.
- Supervisor sends the completed form to the student employee 24-48 hours prior to this meeting, allowing for students to process information and to come prepared to the meeting with questions.
- During the meeting, the supervisor and student employee review the information. Give space to professional development goals and next steps.
- To close the meeting (or begin the meeting), discuss and ask the annual GROW® questions as outlined by the Career Skills & GROW® Questions and listed below.

GROW® (Guided Reflection on Work) Questions for Annual Conversations

1. What are you learning here that's helping you in school?
2. What are you learning in class that you can apply here at work?
3. Can you give two examples of things you've learned here that you think you'll use in a profession you're considering?
4. What are two dimensions of the 4D model you've been able to explore while in this role?
5. In what ways have you supported diversity, equity and inclusion in your day to day activities?

These questions are intended for reflection and the answers to these questions are not required to be documented. If you notice additional ways the student's work connects to academics and career skills, please share this after they give their thoughts to these questions.

The questions are adapted from the trademarked program at the University of Iowa known as GROW (Guided Reflection on Work). To assist in the question related to the 4D student, please see [this resource](#) for framing.



Performance Evaluation Form 2020-21

Student Employee Name

DU ID Number

Supervisor Name

Supervisor Email

Position Title

Department

Review Period Start Date

Review Period End Date

Date of Review

Current Pay Rate

Ratings for Job Responsibilities & Career Skills Reflection

Enter a job responsibility as outlined by the job description and SMART goals set for the year. Enter as many job responsibilities as reflective of the job. We recommend having between 1-5 job responsibilities. More job responsibilities are permitted.

Job Responsibility:

Student Employee Rating (1-5)

Supervisor Rating (1-5)

What are 1-3 specific, measurable examples for this rating? How might these examples be tied to 1 or more [Career Skills](#)?

Student Employee

Supervisor

As you think of the [Career Skills](#) within the job responsibility, what are 1-3 strengths? What are 1-3 areas for improvement?

Student Employee

Supervisor



Performance Evaluation Form

2020-21

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Overall Rating

For the overall rating, take the average for the set of ratings, which is the sum of the numbers divided by the total number of values. For example, if there are 5 job responsibilities, all with the rating of 3, the average overall rating would be 3.

Student Employee Rating (1-5)

Supervisor Rating (1-5)

GROW® (Guided Reflection on Work) Reflection Questions

To be discussed during the annual performance meeting. Documentation of responses not required, unless helpful for the student employee.

1. What are you learning here that's helping you in school?
 2. What are you learning in class that you can apply here at work?
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-

The employee's signature represents an acknowledgement of the completed review process and does not necessarily represent agreement with the supervisor's ratings or evaluative comments.

Student Signature:

Date:

Supervisor Signature:

Date: