

# **Student Assistant Performance Management and Evaluations**



THE CLAREMONT COLLEGES LIBRARY

**The Claremont Colleges Library: Student Employee Expectations and Evaluation Rubric**

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Job Knowledge and Quality of Work</b>	Does not respond well to training or remember library policies or procedures, even after several reminders.	Learns and applies library policies and procedures quickly. Does not need to be corrected more than once or twice.	Knows library policies and procedures very well and can transfer that knowledge to other student employees.
	Does not take responsibility for training or job knowledge and does not ask questions when unsure of how to proceed.	Supplements training by reading through procedures and asking questions about policies and how to respond to users.	Creates training materials for other student employees and contributes ideas for how to improve training and the Student Assistant Program.
	Does not pay attention to detail and frequently makes mistakes.	Pays attention to detail and does not make mistakes often.	Pays close attention to detail, skilled in self-evaluation, and rarely makes mistakes.
	Does not complete tasks as assigned and is easily distracted.	Completes tasks as assigned and to a satisfactory level.	Completes tasks as assigned and at a high level. Asks for more work as time allows.
<b>Participation and Initiative</b>	Does not respond well to direction and treats assigned tasks and new projects like an inconvenience.	Responds well to direction and takes on new tasks and projects with enthusiasm.	Responds well to direction and works together with library staff to create and complete tasks and projects.
	Does not provide feedback on library services or the Student Assistant Program, even when prompted.	Is willing to contribute ideas to improve library services and the Student Assistant Program. Appears invested in the success of the library.	Regularly provides creative feedback on how the library can improve programs and better meet the needs of its users and student employees.
	Must always be reminded to complete regularly assigned tasks and supervised until the task is complete.	Completes regularly assigned tasks without being asked.	Leads other student employees in taking the initiative to not only complete regularly assigned tasks, but to create new projects and programs.
<b>User-Centered Customer Service</b>	Is unresponsive to user requests or treats them like an inconvenience or interruption.	Responds to user requests promptly and in a welcoming and friendly manner.	Is proactive in asking users if they need assistance, always in a friendly and welcoming way.
	Does not listen to users or ask follow-up questions to clarify before responding.	Listens carefully to users, making sure to understand the question and answer fully.	Listens carefully, provides complete answers, and anticipates future user questions and needs.
	Seems uncomfortable interacting with users and sends them away without fully answering their questions or providing a next step.	Is comfortable interacting with users, answers their questions fully (or finds someone who can), and provides next possible steps.	Is comfortable interacting with users, answers their questions fully, provides next steps, and follows up with users to be sure they have received the help they need.

	Cannot prioritize interactions with users or help them to work independently. Spends a long time helping one user while several more wait in line.	Can prioritize user interactions, so as to provide a high level of service to all users and teach users to use library resources independently.	Can prioritize user interactions and lead other student employees to be sure all users receive the same high-quality customer service.
	Shows no awareness of the impact on users when items are processed incorrectly, metadata is incomplete, library materials are mishandled, etc.	Understands the importance of all library work in serving the library's community of users, even when that work does not involve directly interacting with users.	Looks for ways to improve user experience and access in handling library materials, processing items, digitizing materials, developing guides and workshops, etc.
Communication	Does not communicate with users in a clear and helpful way. Is difficult to understand and follow.	Communicates with users in a friendly and helpful way.	Communicates with users in a helpful way that makes them feel comfortable in the library.
	Does not communicate with other student employees or staff while working.	Communicates and shares information with other student employees and library staff.	Is proactive in communicating with student employees and library staff, sharing helpful information and anticipating potential problems.
	Does not respond to emails from library staff or apply information communicated by email to job.	Responds promptly to emails from library staff and almost always applies new information without further reminders.	Responds promptly to emails from library staff and applies new information to job without further reminders.
	Does not keep supervisor informed of issues impacting job performance or dependability.	Keeps supervisor up to date on how things are going and anything that might affect job performance or dependability.	Is proactive in not just keeping supervisor up to date on how things are going, but in providing feedback.
Attendance and Dependability	Is frequently late or does not show up for shifts and does not secure coverage.	Is almost always on time and rarely misses a shift.	Always arrives on time and never misses a shift (except in emergency situations).
	Misses a significant number of shifts and late or no notice is given. <b><i>Routine absences, even when coverage is found.</i></b>	Absences are communicated in advance and coverage is usually found.	Absences are communicated well in advance and coverage is always found.
	Never covers shifts for other student employees.	Covers shifts for other student employees when asked or interested in working more hours.	Frequently covers shifts for other student employees to make sure the library is fully staffed.
	Cannot be trusted to work independently or complete tasks without constant supervision.	Can be trusted to work independently, including prioritizing and completing tasks.	Can be trusted to work independently and lead other student employees in prioritizing and completing tasks.

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## Part 1: Student Employee Self Evaluation

*To be completed by student employee.*

Name

Job Title

Length of Time in This Position

Review Period (academic year)

Name of Supervisor

Period Supervised by Reviewer

Please Comment on Your Performance in the Following Categories:

*See Student Assistant Expectations and Evaluation Rubric for reference. Write 2-3 sentences for each category.*

### 1. Job Knowledge and Quality of Work

### 2. Participation and Initiative

### 3. User-Centered Customer Service

### 4. Communication

### 5. Attendance and Dependability

Continues on page 2 . . .

What do you enjoy most about your position?

Are you interested in continuing to work in the library?

Yes  No

If yes, what is a skill related to your position that you are interested in developing or an area (department, resource, technology, etc.) of the library you are interested in learning more about?

## Part 2: Student Employee Supervisor Evaluation

*To be completed by supervisor.*

Job Performance

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Job Knowledge and Quality of Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation and Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
User-Centered Customer Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendance and Dependability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Performance

## Part 3: Required Signatures

Employee Signature

Date

Supervisor Signature

Date

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