

# Student Labor Evaluation Training Packet



# 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 1*
- Give advance notices of absences  
*Acts with Integrity and Caring, Work as a Team, LLG 1*

## Accountability

- Manages time well and is able to provide timely completion of position assignments  
*Acts with Integrity and Caring, Work as a Team, LLG 1*
- Supports workplace policies and procedures including dress and safety requirements  
*Acts with Integrity and Caring, Work as a Team, LLG 1*
- Ensures proper care of college equipment, facilities, materials, and work environment  
*Encourage Plain and Sustainable Living, LLG 1*

## 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 1*
- 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, LLG 1*

## Initiative

- Consistently completes position assignments without need for constant supervision.  
*Serve Others, Act with Integrity and Caring, LLG 1*
- Is a self-starter with the ability to adjust and adapt to change as needed  
*Celebrate Work Well Done, Serve Others, LLG 1*

## 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 1*
- Respectfully deals with conflict and differing points of view  
*Value all People, Work as a Team, LLG 1*

## Learning

- Enhances the effectiveness of co-workers and the department by sharing knowledge  
*Exhibit Enthusiasm for Learning LLG 1, 2, & 3*
- Demonstrates an interest in acquiring new skills  
*Exhibits Enthusiasm for Learning, LLG 1, 2, & 3*
- Seeks to reflect and understand the value of the position and how it relates to personal development  
*Exhibits Enthusiasm for Learning, LLG 1, 2, & 3*

## Position Specific

- The degree to which students fulfill the basic labor requirements and objectives as set forth in the position description. *LLG 2*  
Example: Meeting Expectations for the position is the degree to which students fulfill all position related requirements while Exceptional Performance would relate to the maximum degree in which student take advantage and participate in the additional developmental aspects of the position 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 & Expected Outcomes (LLG)

- Goal 1** To develop and apply the six soft skills (attendance, accountability, teamwork, initiative, respect, learning) directly related to the work-learning-service level, the description of duties and the learning opportunities sections of the job description  
*Expected Outcome:* In their labor positions, students will exhibit the good habits of attendance, accountability, teamwork, initiative, respect, and life-long learning.
- Goal 2** To develop and apply the hard skills articulated in the work-learning-service level, the description of duties and the learning opportunities sections of the job description  
*Expected Outcome:* In their labor positions, students will demonstrate through their work, the specific skills and/or attitudes set forth in their job description.
- Goal 3** To develop and apply, whenever possible, the four core general education goals (Writer, Speaker, Researcher, Critical Thinker).  
*Expected Outcome:* In each labor position, whenever possible, students will: exhibit skills in writing that applies to their work; successfully communicate information, thoughts and ideas; identify through discovery, data or ideas that support advances in their work; and demonstrate the ability to analyze and interpret ideas that benefit the work place.
- Goal 4** To work in labor positions that support the student's academic goal and/or field of interest  
*Expected Outcome:* Students will develop skills and professional attitudes related to their academic major, career, and or personal interests.
- Goal 5** To progress over time to more skilled and responsible levels of work, as defined by the seven Work-Learning-Service levels  
*Expected Outcome:* Students, upon graduation, will have advanced to a WLS leadership level (4, 5, 6, or UC).

## The Berea College Workplace Expectations

### 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

### 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.**

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**

<p><b>ATTENDANCE</b> 2, 4</p> <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>	<p>0 ← **   14-16   → 20</p> <p>Unreliable Attendance      Very reliable Attendance</p>	<p>Mid Point</p> <p>Final</p>	<p>Mid-point and Final scoring</p>
<p><b>ACCOUNTABILITY</b> 2, 4, 6</p> <ul style="list-style-type: none"> <li>Manages time well and provides timely completion of position 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>	<p>0 ←   7-8   → 10</p> <p>Unresponsive to the expectations of supervisor, department, and college      Exceptional in response to the expectations of supervisor, department, and college</p>	<p>Mid Point</p> <p>Final</p>	<p>Visual evaluation scale for reference. Shaded numbers denotes range for **Meeting Expectations.</p>
<p><b>TEAMWORK</b> 1, 3, 4, 5, 7</p> <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>	<p>0 ←   7-8   → 10</p> <p>Shows minimal to no initiative and is inflexible      Completes all tasks with minimal or no direction &amp; is flexible</p>	<p>Mid Point</p> <p>Final</p>	<p>Single word, easily identifiable Workplace Performance Expectations as Main Evaluation Points.</p>
<p><b>INITIATIVE</b> 2, 5, 7</p> <ul style="list-style-type: none"> <li>Consistently completes position 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>	<p>0 ←   7-8   → 10</p> <p>Little effort to be professional in communication and conduct      Superior professional communication and conduct</p>	<p>Mid Point</p> <p>Final</p>	<p>Scoring Legend</p>
<p><b>RESPECT</b> 2, 3, 4</p> <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>	<p>0 ←   14-16   → 20</p> <p>Little effort given to maximize learning opportunities      Superior effort is given to maximize learning opportunities</p>	<p>Mid Point</p> <p>Final</p>	<p>“Mid-Point” &amp; “Total” Scoring Box</p>
<p><b>LEARNING</b> 1</p> <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 position and how it relates to personal development.</li> </ul>	<p>0 ←   14-16   → 20</p> <p>Fails to meet position description requirements      Excels at meeting position description requirements</p>	<p>Mid Point</p> <p>Final</p>	<p>Continue Comments On Back Of Form</p>
<p><b>POSITION SPECIFIC</b></p> <p>The degree to which this student fulfills the basic labor requirements and objectives as set forth in his/her position description.</p>	<p>0 ←   14-16   → 20</p>	<p>Total Mid-Point</p> <p>Total Final</p>	<p>SCORING</p> <p>90 -100 Exceptional Performance              80-89 Exceeds Expectations              70-79 ** Meets Expectations              60-69 Needs Improvement              59-below Unsatisfactory Performance</p>

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

I have read and discussed my evaluation scoring and comments with \_\_\_\_\_

Additional comments I have are:

\_\_\_\_\_

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

Workplace  
Expectation  
Reference

**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 position. 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 position descriptions on hand for each position in your department and available for distribution. Since the "Position Specific" section of the evaluation tool evaluates a student's performance as related to his/her position description, it is important that each student be given this information and made aware of all Position 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 Position Description, please submit that request in writing to Labor Program Office. If assistance is needed with this, contact the Training and Learning Assessment Analyst in the Labor Program office (ext. 3869) 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-Year Evaluations**

Mid-Year Evaluations should be conducted mid-way through a labor assignment. If the assignment is for an academic year, the mid-year evaluation 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-year evaluation would occur at mid-term or the middle of the summer labor assignment.

- 1) When approaching the mid-year 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-Year” Scoring Box. *Please note that the shaded references found above the evaluation scale represent a scoring range for meeting expectations for the position. 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-year evaluation. This provides a good basis for conversation during the mid-year 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 position. 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 work 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 work performance and communicate that through your final evaluation scoring. This could be combined with Optional Use #1 above.



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

**Student Labor Evaluation Form**

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 ← <b>**   14-16  </b> → 20 Unreliable Attendance      Very reliable Attendance	Mid-Year Final	Continue Comments On Back Of Form
<b>ACCOUNTABILITY</b> 2, 4, 6 <ul style="list-style-type: none"> <li>Manages time well and provides timely completion of position 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 ← <b>  7-8  </b> → 10 Unresponsive to the expectations of supervisor, department, and college      Exceptional in response to the expectations of supervisor, department, and college	Mid-Year Final	Continue Comments On Back Of Form
<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 ← <b>  7-8  </b> → 10 Does not support team or group tasks      Excels as a team member	Mid-Year Final	Continue Comments On Back Of Form
<b>INITIATIVE</b> 2, 5, 7 <ul style="list-style-type: none"> <li>Consistently completes position 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 ← <b>  7-8  </b> → 10 Shows minimal to no initiative and is inflexible      Completes all tasks with minimal or no direction & is flexible	Mid-Year Final	Continue Comments On Back Of Form
<b>RESPECT</b> 2, 3, 4 <ul style="list-style-type: none"> <li>Exhibits professional conduct in the workplace and interacts respectfully with all people including supervisors, co-workers and those being served.</li> <li>Respectfully deals with conflict and differing points of view.</li> </ul>	0 ← <b>  7-8  </b> → 10 Little effort to be professional in communication and conduct      Superior professional communication and conduct	Mid-Year Final	Continue Comments On Back Of Form
<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 position and how it relates to personal development.</li> </ul>	0 ← <b>  14-16  </b> → 20 Little effort given to maximize learning opportunities      Superior effort is given to maximize learning opportunities	Mid-Year Final	Continue Comments On Back Of Form
<b>POSITION SPECIFIC</b> The degree to which this student fulfills the basic labor requirements and objectives as set forth in his/her position description.	0 ← <b>  14-16  </b> → 20 Fails to meet position description requirements      Excels at meeting position description requirements	Mid-Year Final	Continue Comments On Back Of Form
		<b>Total Mid-Year</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 position. Supervisors should share explanations in the comments box when rating above/below the suggested range for meeting expectations.**



## Student Performance Scoring Descriptions

It is important to note that this is not an academic grading system. Meeting Expectations is considered doing a good job and should not be equated with an academic letter grade.

Rating designations are assigned at the end of each term and are based on the performance evaluations submitted by the labor supervisor.

Designations that are used are:

- **Exceptional Performance (90-100)** - exceeds all position expectations, models the highest work standards and performance obtainable.
- **Exceeds Expectations (80-89)** - consistently exceeds several of the position expectations.
- **Meets Expectations (70-79)** - consistently meets all of the position expectations for doing a good job.
- **Needs Improvement (60-69)** - performance is inadequate in one or more work areas.
- **Unsatisfactory Performance (59 – below)** - serious failure to meet the minimum performance requirements.



## 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 position 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 position 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 position and how it relates to personal development.
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#### Position Specific

- The degree to which students fulfill the basic labor requirements and objectives set forth in the position description.
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# Moving From Labor to Careers

*How will my labor experiences help me in a job search after graduation?*

*What am I learning and how will my labor experience support my overall career objectives in the future?*

Take a look at what employers have said they are seeking in prospective employees.

The National Association of Colleges and Employers asked businesses, and nonprofits, and other organizations to rate 21 qualities of an “ideal candidate” for a job with their organization. The rating scale ranged from **5 – extremely important** to **1 – not important**.

- 4.7 Communication skills, honesty/integrity
- 4.5 Interpersonal skills, motivation, initiative, strong work ethic, teamwork
- 4.4 Computer skills
- 4.3 Analytical skills, flexibility/adaptability
- 4.2 Detail oriented
- 4.0 Organizational skills, leadership skills, self-confidence
- 3.9 Friendly-outgoing personality, tactfulness
- 3.8 Well-mannered/polite
- 3.7 Creativity
- 3.6 GPA (3.0 or better)
- 3.3 Entrepreneurial skills/risk-taker
- 3.2 Sense of humor
- 2.3 Bilingual skills

*Labor assignments provide abundant opportunities to gain and develop knowledge, skills, and develop attitudes that employers are seeking when filling positions for their organizations. Learning in the classroom and through the Labor Department, helps to develop a variety of important skills that assist students in securing jobs in chosen professions. The transferable skills and tools that are learned in the workplace helps ensure that you have the best potential to be successful in future job hunting endeavors.*