On Campus Student Employee Supervisor Workshop

Evaluations and Termination

Spring 2020

Questions? Contact Jamie Longnecker, JLongnecker@santarosa.edu

Goal & Objectives Setting

A. **Importance of Job Descriptions**
- How can you create goals and measure objective outcomes if an employee is unaware of what his or her job duties are?
- Create a thorough Job Description for recruiting on Jobspeaker and retain a copy for you and your employee's records.
- Goals & Objectives should be tied to the job description, the department's needs, and the student's own personal objectives in a professional setting.
- These will vary by department and even by student employee role in a department. They must remain in compliance with [Guidelines for Student Employment](#).

B. **Best Practices for New Hires**
- Goals & objectives should be created with the student employee and the supervisor together to ensure clarity, consistency, and accountability.
- Begin counting hours immediately so you can begin the 200 hour evaluation as you get close to it and not after they have crossed the mark.
  - *Hot tip:* Create a spreadsheet updated during every pay period. This can be done by the student and/or the supervisor

C. **Best Practices: Feedback**
- The best feedback is sincerely and honestly provided, both positive and negative.
- Feedback should be communicated immediately
  - Do not wait until the evaluation to discuss feedback and changes
  - Use the 200 hour eval to revisit topics that are reoccurring and have been problematic that have been "fixed" as well as "need more time and assistance."

- Provide feedback that the student employee will use for both positive and negative situations.
  - Specific observations of events that have occurred are more useful than general situations.
  - For negative feedback, ask what happened and not why to learn from the situation. Why puts people on the defensive.
- Feedback is designed to help the employee understand where they are in relation to the expectations set during the goal and objective creation phase.
  - Use this same language and tie feedback to the goals and objectives.

200 Hour Evaluation Period

A. Located at: 200 Hour Evaluation

B. Second Tier Merit Increase
   i. Occurs automatically (unless otherwise determined that a Performance Improvement Plan will be needed prior to when the 200 hours is complete).

600 Hour Evaluation Period

A. Located at: 600 Hour Evaluation

B. Third Tier Merit Increase
   i. Does NOT occur automatically
   ii. Student must complete 1 Unit of Work Experience prior to receiving this increase.
   iii. Supervisor and Student must complete 600 Hour Evaluation
   iv. Increase will go into effect the pay period following completion of components

Beyond 600 Hour

A. Many of our students are working beyond the 600 hour mark and I get a lot of questions about what to do next?
   a. Professional Development, evaluations and appraisals should be ongoing!
      i. Within your department, utilize the resource of the 600 hour evaluation form and use it to continuously monitor goals and objectives every 400 hours (or another determined amount).

Performance Improvement Plans

A. Used during the following times:
   a. When you are requesting that a student not receive a merit increase
      i. If you're requesting that a merit increase is not to happen, please notify Coordinator, Workforce Development Immediately so payroll can be notified before the change to pay happens.
   b. When a student needs additional work on an expectation (i.e. excessive tardiness and/or calling out, not completing assigned tasks, etc.).

B. Are done at the department level
   a. Workforce Development does not track these, they are created at the department level with the supervisor and student.
   b. Should have specific metrics to correct an issue that are clearly stated to the statement both verbally and in writing.
   c. Specific dates for check-ins should be listed and follow through needs to occur
      i. Ideally this won't be a long period. For more corrective
   d. Do not forget to alert if the student has achieved these goals and it's time to reach the second tier merit increase.

Termination

A. Located at Termination Form

B. Involuntary Termination:
   a. Students are considered at will
      i. While this implies you can "release a student from his or her position at any time", best practices states that the above should occur to make sure they were given a fair chance at improving any behaviors / actions that may need to be.
      ii. Ensure you document everything in writing
         1. This helps with the termination form (if it comes to this)
         2. This will help you ask questions of Coordinator, WFD and of HR should it become an issue / concern

C. See next page for table on explanations of termination reasons located on the form

Reasons for Termination	Explanation
Involuntary Termination	• Student is being terminated due to unsatisfactory performance, attendance issues, including many other reasons
Lack of Funds	• Department no longer has funding to support this position
Resignation	• Student has given resignation • Ideally two weeks in advance (but is not required as students are at-will employees)
Transferring to Another Department	• Student has taken a position with another on campus department and will be leaving the current one
Units Dropped Below Minimum Requirements	• Student has dropped below 6 units (12 for International students) for fall / spring semester • Student has dropped below 3 units for summer semester • Student must be removed immediately from the schedule
Student Completed Certificate or AA	• Student has left the JC due to completion of educational plan
Student Transferred out of SRJC	• Student has left the JC due to completion of local educational plan
Other	• Reason does not fit in any of the above reasons • Please explain in additional details