

STUDENT COMPETENCIES EVALUATION FORM

Student's Name: _____

Title: _____

Evaluation Period: __ Fall __ Spring __ Summer

Today's Date: _____

Effective evaluation of performance is an on-going process. This form reviews progress toward meeting expectations, identifies growth opportunities and helps prepare the student for the working world. These competency areas are based upon the National Association of Colleges and Employers (NACE) Career Readiness Standards.

4 = Exceeds Expectations

3 - Meets Expectations

2 - Needs Improvement

1 - Unsatisfactory

COMMUNICATION:

4 | 3 | 2 | 1 | NA (circle one)

Rate the student's overall **COMMUNICATION** skills (i.e., ability to exchange information, ideas, and facts clearly and effectively). Sample behaviors may include the following:

- Demonstrate effective verbal, written, and non-verbal/body language abilities
- Employ active listening, persuasion, and influencing skills
- Communicate in a clear and organized manner
- Frame communication with respect to diversity
- Interface appropriately with supervisors, specialists, and others
- Promptly inform appropriate individuals when guidance is needed

Comments? Please provide an example of how the student has used this skill in their experience.

CRITICAL THINKING:

4 | 3 | 2 | 1 | NA (circle one)

Rate the student's overall **CRITICAL THINKING** skills (i.e., ability to identify and respond to needs based upon an understanding of situational context and relevant information). Sample behaviors may include the following:

- Make decisions and solve problems using sound and inclusive reasoning
- Analyze information from diverse sources to fully understand problems
- Proactively anticipate needs and prioritize action steps
- Accurately summarize and interpret data with an awareness of personal biases
- Effectively share actions/rationale, recognizing the diverse perspectives of others
- Multi-task in a fast-paced environment

Comments? Please provide an example of how the student has used this skill in their experience.

EQUITY & INCLUSION:**4 | 3 | 2 | 1 | NA (circle one)**

Rate the student's overall **EQUITY & INCLUSION** skills, (i.e., ability to engage and include people from different local and global cultures; engage in anti-racist practices). Sample behaviors may include the following:

- Solicit/use feedback from multiple cultural perspectives to make inclusive decisions
- Actively contribute to equitable practices and advocate for inclusion and justice
- Seek global, cross-cultural interactions and experiences that lead to personal growth
- Identify resources and eliminate barriers resulting from individual and systemic racism, inequities, and biases

Comments? Please provide an example of how the student has used this skill in their experience.

LEADERSHIP:**4 | 3 | 2 | 1 | NA (circle one)**

Rate the student's overall **LEADERSHIP** skills (i.e., recognize and capitalize on personal and team strengths to achieve organizational goals). Sample behaviors may include the following:

- Inspire, persuade, and motivate self and others under a shared vision
- Seek out and leverage diverse resources and feedback from others
- Use innovative thinking to go beyond traditional methods
- Serve as a role model to others by approaching tasks with a positive attitude
- Motivate and inspire others by encouraging them and by building mutual trust
- Plan, initiate, manage, complete and evaluate projects

Comments? Please provide an example of how the student has used this skill in their experience.

PROFESSIONALISM:**4 | 3 | 2 | 1 | NA (circle one)**

Rate the student's overall **PROFESSIONALISM** (i.e., understand and demonstrate effective work habits, acting in the interest of the larger community and workplace). Sample behaviors may include the following:

- Act with integrity and accountability to self, others, and the organization
- Be present and prepared; demonstrate dependability
- Prioritize and complete tasks to accomplish organizational goals
- Consistently meet or exceed goals and expectations
- Incorporate attention to detail, resulting in few, if any, errors at work
- Show a high level of dedication toward doing a good job

Comments? Please provide an example of how the student has used this skill in their experience.

TEAMWORK:**4 | 3 | 2 | 1 | NA (circle one)**

Rate the student's overall **TEAMWORK** (i.e., build and maintain collaborative relationships working toward common goals, while appreciating diverse viewpoints and shared responsibilities. Sample behaviors may include the following:

- Listen to others, taking time to understand and ask questions without interrupting
- Manage conflict, respect diverse personalities, and meet ambiguity with resilience
- Be accountable for individual and team responsibilities/deliverables
- Employ personal strengths, knowledge, and talents to complement those of others
- Compromise and collaborate to achieve common goals
- Build strong, positive working relationships with supervisor and team members

Comments? Please provide an example of how the student has used this skill in their experience.

TECHNOLOGY:**4 | 3 | 2 | 1 | NA (circle one)**

Rate the student's **TECHNOLOGY** skills (i.e., use technology ethically to enhance efficiency, complete tasks, and achieve goals). Sample behaviors may include the following:

- Navigate change and be open to learning new technologies
- Use technology to improve efficiency and work productivity
- Identify appropriate technology for completing specific tasks
- Quickly adapt to new or unfamiliar technologies
- Use technology to achieve strategic goals

Comments? Please provide an example of how the student has used this skill in their experience.

CAREER & SELF DEVELOPMENT:**4 | 3 | 2 | 1 | NA (circle one)**

Rate the student's overall **CAREER & SELF DEVELOPMENT** (i.e., developing oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking). Sample behaviors may include the following:

- Show an awareness of one's own strengths and areas for development
- Identify areas for continual growth while pursuing and applying feedback
- Develop plans and goals for one's future career
- Professionally advocate for oneself and others
- Display curiosity; seek out opportunities to learn and develop
- Establish, maintain, and leverage relationships

Comments? Please provide an example of how the student has used this skill in their experience.

GOAL SETTING

Please indicate at least two goals/areas of development for this student.

1.

2.

Student's Name (Please Print): _____

Student Signature/Date: _____

Supervisor's Name (Please Print): _____

Supervisor's Signature/Date: _____

Employer/Department Site: _____

The competencies outlined above are adopted from the National Association of Colleges and Employers (NACE). For more information about career readiness, go to the following link: <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined>.

Revised 4/1/24