



**DAKOTA COUNTY**  
TECHNICAL COLLEGE

**Inver Hills**  
Community College

MEMBERS OF MINNESOTA STATE

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# STUDENT EMPLOYMENT MANUAL

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## DCTC Mission

Learn, discover, and build a better future: DCTC is dedicated to education for employment and life-long growth.

## IHCC Mission

Learn, discover, and build a better future: Inver Hills is dedicated to the power and promise of education.

## ONE BOLD FUTURE

Learn more about our alignment at <https://oneboldfuture.com>.

### **Members of the Minnesota State Colleges & Universities System / EOE**

Minnesota State Colleges and Universities is an Equal Opportunity employer/educator committed to the principles of diversity. We prohibit discrimination against qualified individuals based on their race, sex, color, creed, religion, age, national origin, disability, protected veteran status, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or membership in a local commission as defined by law. As an affirmative action employer, we actively seek and encourage applications from women, minorities, persons with disabilities, and individuals with protected veteran status.

# **STUDENT EMPLOYMENT MANUAL**

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### **PROCESSING FORMS**

Employee Data Sheet  
W – 4 (Employee Withholding Allowance Worksheet)  
I – 9 (Employment Eligibility Verification Form)  
Receipt of Student Employment Manual indicated by Signed Agreements  
Data Privacy Notice & Agreement  
Internet Use Agreement  
E-Timesheet Information

## STUDENT EMPLOYMENT PHILOSOPHY of DAKOTA COUNTY TECHNICAL COLLEGE and INVER HILLS COMMUNITY COLLEGE

- The emphasis of student employment at Dakota County Technical College (DCTC) and Inver Hills Community College (IHCC), (the colleges), is focused on students serving students in support of each college mission.
- Employment is an important source of student financial assistance.
- Work experience is important for the achievement of future goals.
- College commitment to student education is advanced through student employment. An essential knowledge of work ethic and responsibility is gained through work.
- A pool of qualified and contributing student employees is essential to fulfill college needs.

### STUDENT EMPLOYMENT PROGRAM INFORMATION

The Office of Financial Aid offers students support as you seek on-campus employment. If you like being around interesting people that are enthusiastic about their work and care about students, then the colleges' student employment options are going to be a good match for you. Visit the website of the college where you are registered to learn more:

DCTC - <http://www.dctc.edu/student-employment>

IHCC - <http://www.ihcc.edu/student-employment>

The colleges employ students to provide an opportunity for them to learn job skills to be successful in the workplace while enrolled as a student. The student employment program is designed to assist students in securing part-time employment on campus to help meet a portion of their education expenses. Student employment offers you the opportunity to earn money without leaving campus.

Student employees shall not be a part of the classified service. Employment of either full-time or part-time students in any college work-study program, or in another work experience education program shall not result in the displacement of classified personnel or impair existing contracts for services. Student workers may assist regular employees in the performance of their duties, but students shall not be employed to replace college personnel or perform duties normally performed by regular employees when they are on leave of absence, who have resigned, or have

retired. Positions should be directly benefitting and supportive of students serving students in assisting department functions.

Your work schedule is coordinated with your class schedule and you are not allowed to work during your scheduled classes. Most student employment positions do not require evening or weekend hours, although there may be special events where your assistance may be requested. A student employee may hold more than one position in a single department, but a student may not hold multiple positions in multiple departments. Student employees are required to maintain satisfactory academic progress to ensure a successful college experience.

You are encouraged to apply for a position as early as possible after being admitted to the college and completing registration for courses. A student employment award from the Office of Financial Aid is NOT a guarantee of employment. All relevant eligibility status criteria must be met before commencing work. The number of students employed is contingent on the availability of student employment funding. Every attempt will be made to notify students as far in advance as possible if funds have been reduced, or if a department has expended available funding as allotted by the Director of Financial Aid.

## MAIN CONTACTS ON STUDENT EMPLOYMENT PROGRAM

**Questions?** General Contact: [studentemployment@dctc.edu](mailto:studentemployment@dctc.edu) or [studentemployment@inverhills.edu](mailto:studentemployment@inverhills.edu).

DCTC Student Employment Application and Onboarding:

Contact **Michael Crider**, in the Office of Financial Aid located in the Enrollment Services Center area, room 2-110 near main entrance.

Direct Contact: [michael.crider@dctc.edu](mailto:michael.crider@dctc.edu) or 651-423-8299

IHCC Student Employment Application and Onboarding:

Contact **Nate Eddy**, in the Office of Financial Aid located in the Enrollment Services Center area, College Center.

Direct Contact: [neddy@inverhills.edu](mailto:neddy@inverhills.edu) or 651-450-3354

Student Employment Payroll:

Contact **Jared Rock**, in the Business Office at DCTC.

Direct Contact: [jared.rock@dctc.edu](mailto:jared.rock@dctc.edu) or 651-423-8248

## STUDENT EMPLOYMENT PROGRAM INFORMATION

Students with a demonstrated need for financial assistance may be offered jobs which, whenever possible, are intended to provide a learning experience. Positions might be that of a tutor, library worker, office worker, student ambassador, or a variety of other types of employment supporting students serving students.

Students who demonstrate financial need and have been awarded financial aid through the Federal College Work Study Program or the Minnesota State Work Study Program, may seek Student Employment. Work study student employees are required to maintain satisfactory academic progress as outlined in the financial aid satisfactory academic progress policy on the college website.

International students, or students not demonstrating financial need, may also seek Student Employment, and if hired as student worker, will be funded from the college funded College Work Study Program.

Students eligible for student employment must be registered at least half-time, for 6 or more credits in a semester, at all times during the school year. If a student reduces their schedule to less than half-time, less than 6 credits, a student may not continue to work.

At specific times of the college calendar, such as summer break, a student worker may be allowed to work if registered for less than 6 credits, with a requirement of having been registered for 6 or more credits in the past spring semester and registered for 6 or more credits in the subsequent fall semester. Federal Work Study (FWS) during the summer term is an extension of the prior academic year. If the student is not enrolled in classes at the college during the summer session, federal regulations require that part of the summer work study earnings be considered as an additional resource for the upcoming academic year and appropriate taxes will be deducted. This additional resource will be added to the student contribution and may decrease the student's eligibility for financial aid for the following academic year. If the student is enrolled at least half-time during the summer, earnings are considered a part of the summer school financial aid award and are not applied to the next academic year.

While classes are in session, students in student employment positions are limited to work a maximum of 20 hours per week, based on availability. When classes are not in session, student employees may be able to work up to 30 hours per week with supervisor approval. At the end of the term, any unearned award may be forfeited depending on the needs of the department.

**If offered a student employee position, a Student Employment Agreement must be completed and signed by the student and Office of Financial Aid staff to set-up payroll. The student may not begin employment until the timesheet is available to the student through the E-Timesheet process.**

For general information about FWS student employment, visit this link for details:

<https://studentaid.ed.gov/sa/types/work-study>

The Office of Financial Aid offers many online guidance and resources at:

<http://www.dctc.edu/admissions/pay-for-college/financial-aid/> or

<https://www.inverhills.edu/FinancialAid/index.aspx>.

## STUDENT RESPONSIBILITIES

**If you are hired into a position, your signature on the Student Employment Agreement indicates you will abide by the policies and procedures listed in the agreement and in this manual. You will be expected to complete the required documents listed below and meet specific expectations as outlined.**

**If your paperwork has been completed, you may not work until an E-Timesheet is available to you in the online student payroll system.** A first day at work requirement is to complete Data Privacy and Code of Conduct training which is confirmed in the grade section of D2L Brightspace.

**Additional documentation is required of international students.** These documents are provided to the Minnesota State system office and students are unable to work until verification is received from the system office.

- **Sign a Student Employment Agreement.**
- **Sign an I-9 (employment eligibility verification form).** You will also need the appropriate documents from the lists with the I-9 form. You must present the I-9 form in person with the required original or certified documents necessary for verification.
- **Sign Internal Revenue Service's W-4 forms.** International students are required to complete the IRS W-4 form, as well as a Minnesota Department of Revenue W-4 form in a specific way for both state and federal taxes.
- **Sign a Student Employee Wage Notice Acknowledgement.** On eServices, The Student Employee Wage Notice page includes links to the Student Employee Wage Notice (notice). The student is required to review and acknowledge the notice.
- **Sign a Data Privacy Notice.** This form confirms that you agree to assure confidentiality concerning any student information while performing employment duties.

In addition, **all student employees need to complete online Data Privacy and student worker training as added to their Courses in the D2L Brightspace system.** The Office of Financial Aid will add applicable training and you will receive an auto-generated email verifying your enrollment. Also, your grade area will be checked by Office of Financial Aid Staff to confirm completion. This will be your first paid work task when access to E-Timesheet is established.

- **Verify Receipt of Student Employment Manual.** Your acknowledgement of receipt of the manual is required confirming your assurance of compliance with all policies and procedures outlined. This is part of your signature on the Student Employment Agreement.
- **Communicate with your supervisor to arrange a work schedule.** While classes are in session student employees can work up to 20 hours per week. Other rules may apply when classes are not in session. Rest period breaks should be 15 minutes for 4 hours consecutive scheduled work, while no less than a 30 minute unpaid lunch break is earned near the midpoint during a shift of 8 hours. Employees may not exceed 8 hours of work per day.
- **Students must be paid for all hours worked.** A student may not be paid for receiving instruction in a classroom, laboratory, or other academic setting while earning college credit. Supervisors may not accept voluntary services from any student employee, as the Fair Labor Standards Act prohibits this practice.
- **Report for work as scheduled and on time.** Student employees must be supervised by a college employee and have access to a designated supervisor at all times. Students are not to be paid for studying, yet it may be work tasks are such that a supervisor approves it. You are not allowed to work at home or regularly off-campus in typical college positions.

Off campus federal work study jobs with state public agencies, like a Minnesota State institution, must be in the public interest as defined in policy; qualifying positions are in programs related to reading tutor with children who are preschool age or are in elementary school or family literacy. The Office of Financial Aid encourages off campus work study jobs and ask you to contact our office for more information.

- **Ask your supervisor for a change in work schedule or permission for time off at least a day in advance or according to your supervisor's instructions. Student employees do not accrue vacation, sick leave, or other paid time off.** Arrangements for time off without pay are negotiated and approved within the employing unit. Academic break periods are a function of the academic calendar, and do not relate to student employee work assignments unless it conflicts with other college activities like athletics.
- **Contact your supervisor personally if you will be absent due to illness as early in the work day as possible or according to your supervisor's instructions.** In the event you have not contacted your supervisor regarding your absence over a period of several days, the Office

of Financial Aid will be notified. A letter will be sent to the mailing address you have on record at the college requiring you to respond within 5 business days. Failure to respond will result in automatic termination.

- **Perform your work professionally and exceed your own high standards;** complete all work to the best of your abilities; ask questions; use time wisely; avoid socializing on the job; do not gossip; be courteous at all times to your supervisor, co-workers, faculty, staff, other students, and guests of the college; dress appropriately on the job.

Personal phone calls should only be made based on need and limited in number and length. Campus computers and all other college owned equipment are to be used solely for the purpose of conducting the business of the college.

Employees should always appear neat and clean:

- No hats, shorts, sweat pants, torn jeans, wrinkled or improper clothing are permitted during work hours.
- Slacks or khaki pants are recommended.
- Considering summertime attire, check with your supervisor for appropriate dress code.

During special events employees may be asked to dress in a more professional manner, or be asked to wear college logo clothing. If logo clothing is required, it will be issued at no cost to the student.

- **Be a responsible employee;** show your abilities to be efficient, honest, trustworthy, and responsible stewards looking after state resources. Maintain confidentiality regarding student and college records that you may have access to as part of your job assignments.

**The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99)** is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

**All college employees and student employees must abide by Minnesota State policies and legal standards on FERPA and Data Practices:**

<https://mn.gov/admin/data-practices/data/types/education/>

- **Meet any other conditions for employment established by your supervisor.**
- **Discuss any work-related problems you experience with your supervisor.** Issues may include schedules, job expectations, lack of hours, etc. If you and your supervisor cannot resolve the problem, contact the Office of Financial Aid.



- **Understand that your supervisor may terminate your employment with the department if, after discussing the situation with you and providing you with written notice of your performance, your work remains unsatisfactory.** If you feel the dismissal is unjustified, contact the Office of Financial Aid within 1 week of your termination to discuss the situation.
- **Track your total student employee earnings.** Make sure you do not exceed your total work study award amount. The work study position must be terminated upon earning the full amount of your authorized award.
- **Give a 2-week written notice to your supervisor.** If your financial aid award is exhausted, you will need to end employment. There are certain periods of the year, where you may be eligible to access new funding and resume or find new employment.
- **Generally, student employees use their own vehicle if traveling for the colleges.** In the notice below, there are additional requirements otherwise:

**NOTICE:** In accordance with the Minnesota State Colleges & Universities (MinnState) Vehicle Fleet Safety Program, employees driving on college/university business who use a rental or state vehicle shall be required to conform to MinnState's vehicle use criteria and consent to a Motor Vehicle Records check.

## SUPERVISOR RESPONSIBILITIES FOR STUDENT EMPLOYMENT

As a college employee, you may have the privilege to play a prominent role in the growth of our students through employment. Throughout this Student Employment Manual, there is applicable guidance for supervisors as well as students. Further clarification and additional areas of coverage are outlined in this section. Supervisors and students are expected to review information to keep current with any changes.

Supervisors are provided details on following the hiring process to maintain human resources, financial aid, business office and other campus functions as applicable to federal and state laws and regulations. This ensures smooth onboarding and streamlined processes to follow for supervisors and students. Each position with a student employee requires a job description provided to the Office of Financial Aid.

Supervisors have the pleasure of training student employees, assisting in skill building and professional development. Supervisors also monitor the student employee's work quality and

productivity. Students must be supervised at all times. If you, the direct supervisor, are unable to be present while a student is working, you must arrange a designated substitute and communicate necessary details to the student and substitute supervisor.

## PAYROLL PROCEDURES

Currently, the pay rate at the colleges is \$15.00 per hour for Student Employees.

Students are paid every 2 weeks. There is an annual schedule available of pay day dates and supervisors do receive reminder emails to approve E-Timesheets submitted by students. Students are encouraged to include brief details of daily work completed in the Comment section, when logging work time and work activities. Biweekly payroll will be paid to the student through the option selected by the student on BankMobile.

Typically, students must be registered in a minimum of 6 credits per semester to participate in the student employment program. The Office of Financial Aid is your resource concerning credits and work study employment eligibility. **According to the policy and guidelines issued by the Minnesota State System Office, a student taking less than 6 credits per semester will have FICA (federal social security and Medicare tax) withheld from payroll.**

**It is important that Supervisors notify the Office of Financial Aid about significant changes in work schedule, such as gaps, leave, termination, etc., to ensure payroll is processed appropriately.** Computer access on-campus and available wages can be affected by payroll status, so signing necessary student employment agreements at requested or needed times of year is important.

## MINNESOTA STATE COLLEGES & UNIVERSITIES BOARD POLICIES

Both Supervisors and Students must understand applicable conditions for student employment. **Read applicable Board Policies of our system office for the State of Minnesota colleges and universities.**

Source: The entire list may be accessed from <https://www.minnstate.edu/board/policy/index.html>

**Contact the Office of Financial Aid if you have any concerns related to policies on the System Office website.**

## MINNESOTA MANAGEMENT AND BUDGET POLICIES

Under HR/LR Policy #1446 "COVID-19 Proof of Vaccination and Testing, employees who must work in a workplace other than their home must submit an attestation regarding their COVID-19

vaccination status. If you do not provide proof of full COVID-19 vaccination, you will be required to undergo weekly COVID-19 testing. You are subject to this policy and will receive an email with additional information on how to complete the attestation form online.

## **FAIR EMPLOYMENT POLICIES AND RELATED COMPLIANCE**

Minnesota State Colleges and Universities is an Equal Opportunity employer/educator committed to the principles of diversity. We prohibit discrimination against qualified individuals based on their race, sex, color, creed, religion, age, national origin, disability, protected veteran status, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or membership in a local commission as defined by law. As an affirmative action employer, we actively seek and encourage applications from women, minorities, persons with disabilities, and individuals with protected veteran status. Information contained in this publication will be made available, upon request, in an alternative format such as large print or audio tape.

In the hiring process, students may be asked if they are able to perform the functions of the employment position with or without accommodation. Any issues related to disability status are confidential. It is appropriate for and encouraged that students eligible for services with the college Accessibility Services, contact that office for assistance.

DCTC: <https://www.dctc.edu/support-services/accessibility-services/>

IHCC: <https://www.inverhills.edu/LearningSupport/AccessibilityResources/>

If applicable, it is the responsibility of the student to provide the Office of Financial Aid with any work ability papers on conditions outlining physical and/or functional limitations which are to be provided to the college as your employer. For instance, it may be that a student has physical lifting limits and need assistance with heavy objects. Also, if a supervisor learns that a student employee may have workplace restrictions that have not been disclosed which apply to and affect performance of their work tasks, the Supervisor should contact the Director of Financial Aid to initiate private communication with the student in case any accommodation is needed. Any paperwork is retained by the Director of Financial Aid in the student's employee file to meet human resources requirements.

## **WORK BREAKS, REST PERIODS**

Student Employees shall take a paid 15 minute break for every 4 hour period worked and a 30 minute unpaid lunch break if working 6 or more hours in a single day.

State law requires employers to provide employees with restroom time and sufficient time to eat a meal. If the break is less than 20 minutes in duration, it must be counted as hours worked. Time to use the nearest restroom must be provided within each four consecutive hours of work. Meal time must be provided to employees who work eight or more consecutive hours. See Minnesota

Statutes [177.253](#) and [177.254](#), and Minnesota Rules [5200.0120](#) for more information. The employer can set the hours an employee works, including when a meal or rest break can be taken. For the time to be unpaid, the employee has to be completely relieved of duties for at least 20 minutes.

## WORKPLACE SAFETY

In accordance with the Occupational Safety and Health Administration (OSHA), the college will arrange training required of student employees handling specific materials. These include handling and harm prevention with hazardous chemicals and materials, along with dealing with blood borne pathogens.

Supervisors are responsible for ensuring student employees in relevant student employee positions, who may handle or come in contact with such materials, are connected with the appropriate individual below:

### **INFORMATION AND TRAINING CONTACTS:**

**Lori Carlson**, Health & Safety Coordinator  
Room 1-500 [lori.carlson@dctc.edu](mailto:lori.carlson@dctc.edu)  
651-423-8371

**Kate McMenomy**, Biology Lab Assistant  
[kate.mcmenomy@dctc.edu](mailto:kate.mcmenomy@dctc.edu)  
651-423-8650

When employed at either college, a student must report any on the job injuries immediately to your supervisor. The student employee and assigned supervisor will need to complete an incident report within 24 hours. Incident reports can be immediately obtained on the DCTC Faculty and Staff Portal in the Health Services department forms section, or on the IHCC Safety & Security webpage. Failure to report an injury within 24 hours may result in a loss of benefits.

The Human Resources Office must be notified. If the injury requires medical services and/or lost time from work, all additional necessary paperwork must be completed within required number of working days of the incident. Human Resources will arrange to retain Workers' Compensation documentation.

DCTC: Room 2-200, [hr@dctc.edu](mailto:hr@dctc.edu), 651-423-8411.

IHCC: Liberal Arts Building, [humanresources@inverhills.edu](mailto:humanresources@inverhills.edu), 651-450-3371.

## STUDENT EMPLOYEE DISCIPLINE PROCEDURE

In order for the student employment to be a legitimate resource on campus, certain procedures must be put in place to ensure accountability. One such procedure is the discipline of student employees who are not productive and cooperative. Student workers must realize that with any job there certain expectations. If expectations are not achieved, a student worker runs the risk of having employment terminated, jeopardizing consideration for future employment.

A discipline procedure should not create animosity between the student employee and the supervisor. It should be used as a tool for communication. It is important to discuss problems informally before beginning a formal process. The following process includes both procedures:

### **Informal meeting(s)**

If the supervisor observes a problem situation with a student, it should be brought to the attention of the student immediately. If this is done when the problem arises, conflict can usually be settled without further action.

### **Informal warning(s)**

This should be done after it has been made very clear to the student that the performance has been unsatisfactory. The warning should state that if the performance does not improve, termination will result. Although this is done orally, documentation should occur and be kept on record.

The student signature on the informal warning simply means that the student is aware of the action being taken against him or her. In no way does it suggest that the student agrees with the reasons for the warning.

### **Formal written warning(s)**

If after formal warning(s) the problem still exists, a written warning should be issued. The warning should state that further infractions can result in termination. A copy of the formal written warning will be forwarded to the Office of Financial Aid for inclusion in the student record.

If the student pursues another campus job, copies of formal warnings will be provided to prospective supervisors. The student will be given an opportunity to rebut the accusation stated on the formal warning.

The student should sign the formal warning with the understanding that he or she is aware of the consequences of the formal warning, has the opportunity to discuss the warning with the Office of Financial Aid and/or other relevant campus leaders, and recognizes that further negligence could result in termination.

### **Formal Termination**

If the student does not respond to the formal written warning, immediate termination may result. The supervisor should then draft a letter of termination, noting last day of employment, and ensure copies are provided to the student and the Director of Financial Aid. The Office of Financial Aid will contact the Business Office to close payroll records upon termination.

## **STUDENT EMPLOYMENT GRIEVANCE PROCEDURE**

A student employment grievance procedure is a way for students to bring concerns over unfair treatment to an unbiased source and have that treatment reversed if the student's concerns are legitimate.

This process is not intended to create disrespect between students and supervisors. It is used to promote communication and utilizes informal resolution of problems.

### **Grounds for a student grievance include the following situations:**

The discipline procedure was not followed by the student employee supervisor.

The grounds for termination used by the supervisor were unjustified and arbitrary.

The supervisor of a student employee did not follow his/her stated responsibilities as listed in this manual.

### **The student grievance procedure consists of the following steps:**

**Follow our Minnesota State policies and procedures as also provided online in below section.**

#### **A. Informal discussion with the work study supervisor**

Some confusion about termination can be attributed to poor communication. If both parties approach this step with an open mind the problem may be resolved.

#### **B. Informal complaint**

If there is no agreement, the student should discuss the issue with the **Director of Financial Aid, Scott Roelke, Office of Financial Aid, Enrollment Services Area:**

DCTC: Room 2-110J; [scott.roelke@dctc.edu](mailto:scott.roelke@dctc.edu) and 651-423-8297.

IHCC: College Center-Room 227, [SRoelke@inverhills.edu](mailto:SRoelke@inverhills.edu), and 651-450-3464

The Director can explain the student's options. This can occur at any point during the discipline procedure, but is most logical when a student has received a formal warning or has been terminated.

**C. Informal meeting**

If the student continues the grievance process, an informal meeting should be set up between the student and the supervisor with the Director of Financial Aid serving as mediator. This should occur no later than 5 working days after the student has filed an informal complaint.

**D. Formal written complaint**

If the informal meeting does not result in resolution, the student should first contact the Director of Financial Aid, and make arrangements to then file a formal complaint with **Vice President of Student Affairs**.

**E. Grievance hearing**

If a formal complaint is on file, the procedure will be handled following guidelines listed on the college website.

## APPENDIX A



### Student Employee Performance Evaluation

**Purpose:** The performance evaluation is an opportunity to provide feedback to student employees on their work performance to help prepare them for future employment opportunities and to become future leaders in their fields. The evaluation is a part of the ongoing process of performance management and coaching.

**Desired Outcome:** Student employees will develop nationally recognized career readiness skills to enhance their opportunities for career advancement and success in a global economy

**Career Readiness Defined:** *Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.*

The National Association of Colleges and Employers (NACE) has identified eight competencies associated with career readiness, listed below. The performance evaluation is based on these competencies. Visit <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/> for more details.

1. Teamwork & Collaboration
2. Professionalism & Work Ethic
3. Oral & Written Communications
4. Critical Thinking / Problem Solving
5. Digital Technology
6. Leadership
7. Global/Intercultural Fluency
8. Career Management

<b>Student Employee:</b>		<b>Tech ID:</b>	
<b>Department:</b>			
<b>Working Title:</b>			
<b>Evaluator/Supervisor:</b>			
<b>Appraisal Period:</b>		<b>to</b>	<b>Last Evaluation:</b>
			<b>Evaluation #:</b>



<b>Rarely Observed</b> The competency is seldom observed. There is room to develop this competency.	<b>Sometimes Observed</b> The competency is observed, but on an irregular basis. There is room for growth in consistently demonstrating this competency.	<b>Regularly Observed</b> This competency is observed most of the time. People working with this person would more than likely observe competence in this area.	<b>Almost Always / Always Observed</b> This competency is observed constantly with rare or no exception. People working with this person would likely observe excellence in this area.	<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the Time</b>	<b>Always / Almost Always</b>	<b>Does not Apply</b>	<b>Observed Growth</b>
<b>AND / OR</b> This competency is demonstrated approximately _ of the time when presented with opportunity to engage in the activity	<b>AND / OR</b> 51-79%	<b>AND / OR</b> 80-89%	<b>AND / OR</b> 90-100%						
<b>0-50%</b>									
<b>Does Not Apply:</b> Student did not have opportunity to engage in activity or I cannot accurately rate									
<b>Observed Growth:</b> In my time working with this student, I have observed learning/growth in this area									
<b>1. TEAMWORK &amp; COLLABORATION</b>									
1. Works collaboratively: collaborates with others to solve problems and accomplish tasks; offers assistance to others willingly; supports the team processes and decisions; keeps supervisor/others informed of progress on projects.									
2. Builds and maintains relationships: builds collaborative relationships with others from diverse backgrounds; maintains a positive relationship with management team and other workers; makes a positive contribution to morale and work environment.									
3. Addresses conflict effectively: refrains from being defensive, blaming, and making assumptions; seeks to understand perspectives of others; focuses on current conflict rather than past ones; seeks a win-win solution, and seeks to maintain positive relationship with those involved.									
<b>2. PROFESSIONALISM &amp; WORK ETHIC</b>									
1. Demonstrates strong work ethic: work completion is consistently high, thorough, and accurate; meets deadlines; carries out assignments with careful attention to detail, follow through, and follow up; performs tasks in an organized and efficient manner.									
2. Demonstrates Dependability: arrives to work by scheduled start time. Is prompt to begin work at the start of shift and after breaks; displays consistency in day-to-day work performance and behaviors; can be counted on for extra effort as needed.									
3. Demonstrates professionalism: dress is professional/appropriate for job and meets any specific expectations of supervisor/department; language is professional, refrains from gossiping and use of foul language.									
4. Works Responsibility: acts with integrity; is personally accountable for actions; demonstrates customer service orientation.									
5. Works safely: performs job duties in a safe manner; recognizes unsafe working conditions and promptly reports safety concerns; protects private data as outlined in Public Jobs, Private Data training.									
<b>3. ORAL &amp; WRITTEN COMMUNICATIONS</b>									
1. Communicates effectively verbally: speaks with confidence, professionalism, and refrains from using filler words (e.g., "like", "um") excessively.									
2. Communicates effectively in writing: content of writing is clear, concise, and professionally organized (e.g. email contains greeting, body, and closing).									
3. Communicates in a timely manner: responds to emails and phone calls within one business day; communicates with supervisor in advance of schedule changes.									
4. Listens effectively: actively listens to others to understand before responding.									
<b>4. CRITICAL THINKING / PROBLEM SOLVING</b>									
1. Demonstrates good judgment in handling routine problems.									
2. Makes practical, workable suggestions for improvements based on observations, feedback or data.									
3. Asks questions to understand requests from students, employees, and guests and directs them to appropriate staff or information.									
<b>5. DIGITAL TECHNOLOGY</b>									
1. Possesses knowledge and skills to effectively use and navigate technology, software, and systems used to complete work assignments (e.g., Microsoft Word, Outlook, and Excel, websites, storage of electronic files).									
2. Possesses knowledge and skills to effectively operate office equipment used in job to complete work assignments (e.g., printers, scanners, label makers).									
<b>6. LEADERSHIP</b>									
1. Leads by example; demonstrates a self-starter attitude and approach; displays positive attitude.									
2. Committed to personal development: seeks feedback and accepts constructive feedback positively; desires to learn and grow from experiences, develops own skills and talents									
3. Assesses and manages emotions in self and others.									
4. Recognizes and leverages the strengths of others to achieve common goals.									

	Rare. / Some.	Regularly	Most / Time	Always / Almost	Does not Apply	Obs. Growth
<b>7. GLOBAL / INTERCULTURAL FLUENCY</b>						
1. Values diversity: displays and promotes mutual respect among co-workers; seeks varied viewpoints and experiences; seeks opportunities to develop cultural competency.						
2. Demonstrates inclusiveness: shows sensitivity to and consideration for others; displays empathetic listening skills; respects individual differences; introduces self to others; seeks to cultivate a welcoming campus for all.						
<b>8. CAREER MANAGEMENT</b>						
What was the student employee's development goal?						
	1	2	4	5		
Please indicate your satisfaction with the student employee's progress toward achieving the personal development goal.	Not at all satisfied	Somewhat satisfied	Satisfied	Extremely satisfied		
Supervisor Rating						

### CAREER MANAGEMENT DISCUSSION QUESTIONS

Be prepared to discuss the following in your review:

1. How does your role make a difference at DCTC?
2. How would you like to make a bigger difference at DCTC?
3. What strengths do you bring to your role and how are you using them?
4. What knowledge, skills, or experiences do you need to get to the next stage of your career/get a job in your field?
5. Identify at least two areas you would like to develop further as a student employee.
6. What academic, personal, or professional goals do you have in the upcoming year?
7. How may I help you grow/develop, and support you in achieving your future goals?
8. What else would like to discuss today?

### SUPERVISOR COMMENTS (OPTIONAL)

### SUPERVISOR NEXT STEPS

- ✓ Review and complete Individual Development Plan (IDP) with student employee.
- ✓ Schedule follow up meeting(s) to discuss progress towards goals in IDP.
- ✓ Submit completed performance evaluation in Qualtrics.

**Connecting NACE's Career Readiness Key Competencies  
to DCTC's Core Learning Outcomes**

National Association of Colleges and Employers (NACE) Career Readiness Key Competencies	<b>Act Responsibly:</b> Students recognize an obligation to themselves and others for their decisions and actions.	<b>Communicate Clearly:</b> Students apply writing, speaking and listening skills to precisely convey information, ideas and opinions.	<b>Learn Effectively:</b> Students apply necessary basic skills in reading, writing, math, and computer and information literacy.	<b>Work Productively &amp; Cooperatively:</b> Students apply effective skills, knowledge and professionalism.
<b>1. Teamwork &amp; Collaboration:</b> Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.				
<b>2. Professionalism &amp; Work Ethic:</b> Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from their mistakes.				
<b>3. Oral &amp; Written Communications:</b> Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.				
<b>4. Critical Thinking / Problem Solving:</b> Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.				
<b>5. Digital Technology:</b> Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.				
<b>6. Leadership:</b> Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage their emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.				
<b>7. Global/Intercultural Fluency:</b> Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.				
<b>8. Career Management:</b> Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.				



An individual development plan (IDP) is a tool that helps facilitate employee development. It's a two-way commitment between an employee and their supervisor.

**Student Employee Name:**

Individual Development Goal(s) (what would you like to develop or accomplish? If large goal, refine to a smaller step that can be accomplished in the next 6 months)	Next action to achieve the goal (what is one next action toward your goal that can be completed in the next 1-2 weeks?)	I will complete this action by (date)	Follow up with supervisor to discuss on (date)	Result of action (discuss result and subsequent action with supervisor, then add another next action. Repeat until goal is accomplished)	
1. DEVELOPMENT GOAL:					
Examples: Improve Microsoft Words, improve written communication in emails, gain confidence public speaking					
Date Goal Set:	Please indicate your satisfaction with your progress toward achieving the personal development goal.	Not at all satisfied	Somewhat satisfied	Satisfied	Extremely satisfied
Date Goal Achieved:					
(OPTIONAL)					
2. ACADEMIC / PERSONAL GOAL:					
Examples: Obtain a 3.0 GPA fall semester, pass all my classes with a grade of B or higher, pass Comp I with a grade of C or better					
Date Goal Set:	Please indicate your satisfaction with your progress toward achieving the personal development goal.	Not at all satisfied	Somewhat satisfied	Satisfied	Extremely satisfied
Date Goal Achieved:					

## APPENDIX B



### Student Employee Performance Evaluation

**Purpose:** The performance evaluation is an opportunity to provide feedback to student employees on their work performance to help prepare them for future employment opportunities and to become future leaders in their fields. The evaluation is a part of the ongoing process of performance management and coaching.

**Desired Outcome:** Student employees will develop nationally recognized career readiness skills to enhance their opportunities for career advancement and success in a global economy

**Career Readiness Defined:** *Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.*

The National Association of Colleges and Employers (NACE) has identified eight competencies associated with career readiness, listed below. The performance evaluation is based on these competencies. Visit <https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/> for more details.

1. Teamwork & Collaboration
2. Professionalism & Work Ethic
3. Oral & Written Communications
4. Critical Thinking / Problem Solving
5. Digital Technology
6. Leadership
7. Global/Intercultural Fluency
8. Career Management

Student Employee:		Tech ID:	
Department:			
Working Title:			
Evaluator/Supervisor:			
Appraisal Period:	to	Last Evaluation:	Evaluation #:

<b>Rarely Observed</b> The competency is seldom observed. There is room to develop this competency.  <b>AND / OR</b> This competency is demonstrated approximately _ of the time when presented with opportunity to engage in the activity 0-50%	<b>Sometimes Observed</b> The competency is observed, but on an irregular basis. There is room for growth in consistently demonstrating this competency.  <b>AND / OR</b> 51-79%	<b>Regularly Observed</b> This competency is observed most of the time. People working with this person would more than likely observe competence in this area.  <b>AND / OR</b> 80-89%	<b>Almost Always / Always Observed</b> This competency is observed constantly with rare or no exception. People working with this person would likely observe excellence in this area.  <b>AND / OR</b> 90-100%	Rarely	Sometimes	Most of the Time	Always / Almost Always	Does not Apply	Observed Growth
<b>Does Not Apply:</b> Student did not have opportunity to engage in activity or I cannot accurately rate									
<b>Observed Growth:</b> In my time working with this student, I have observed learning/growth in this area									
<b>1. TEAMWORK &amp; COLLABORATION</b>									
1. Works collaboratively: collaborates with others to solve problems and accomplish tasks; offers assistance to others willingly; supports the team processes and decisions; keeps supervisor/others informed of progress on projects.									
2. Builds and maintains relationships: builds collaborative relationships with others from diverse backgrounds; maintains a positive relationship with management team and other workers; makes a positive contribution to morale and work environment.									
3. Addresses conflict effectively: refrains from being defensive, blaming, and making assumptions; seeks to understand perspectives of others; focuses on current conflict rather than past ones; seeks a win-win solution, and seeks to maintain positive relationship with those involved.									
<b>2. PROFESSIONALISM &amp; WORK ETHIC</b>									
1. Demonstrates strong work ethic: work completion is consistently high, thorough, and accurate; meets deadlines; carries out assignments with careful attention to detail, follow through, and follow up; performs tasks in an organized and efficient manner.									
2. Demonstrates Dependability: arrives to work by scheduled start time. Is prompt to begin work at the start of shift and after breaks; displays consistency in day-to-day work performance and behaviors; can be counted on for extra effort as needed.									
3. Demonstrates professionalism: dress is professional/appropriate for job and meets any specific expectations of supervisor/department; language is professional, refrains from gossiping and use of foul language.									
4. Works Responsibility: acts with integrity; is personally accountable for actions; demonstrates customer service orientation.									
5. Works safely: performs job duties in a safe manner; recognizes unsafe working conditions and promptly reports safety concerns; protects private data as outlined in Public Jobs, Private Data training.									
<b>3. ORAL &amp; WRITTEN COMMUNICATIONS</b>									
1. Communicates effectively verbally: speaks with confidence, professionalism, and refrains from using filler words (e.g. "like", "um") excessively.									
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1. Demonstrates good judgment in handling routine problems.									
2. Makes practical, workable suggestions for improvements based on observations, feedback or data.									
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<b>5. DIGITAL TECHNOLOGY</b>									
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<b>6. LEADERSHIP</b>									
1. Leads by example; demonstrates a self-starter attitude and approach; displays positive attitude.									
2. Committed to personal development: seeks feedback and accepts constructive feedback positively; desires to learn and grow from experiences, develops own skills and talents									
3. Assesses and manages emotions in self and others.									
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	Rare. / Some.	Regularly	Most / Time	Always / Almost	Does not Apply	Obs. Growth
<b>7. GLOBAL / INTERCULTURAL FLUENCY</b>						
1. Values diversity: displays and promotes mutual respect among co-workers; seeks varied viewpoints and experiences; seeks opportunities to develop cultural competency.						
2. Demonstrates inclusiveness: shows sensitivity to and consideration for others; displays empathetic listening skills; respects individual differences; introduces self to others; seeks to cultivate a welcoming campus for all.						
<b>8. CAREER MANAGEMENT</b>						
What was the student employee's development goal?						
	1	2	4	5		
Please indicate your satisfaction with the student employee's progress toward achieving the personal development goal.	Not at all satisfied	Somewhat satisfied	Satisfied	Extremely satisfied		
Supervisor Rating						

### CAREER MANAGEMENT DISCUSSION QUESTIONS

Be prepared to discuss the following in your review:

1. How does your role make a difference at IHCC?
2. How would you like to make a bigger difference at IHCC?
3. What strengths do you bring to your role and how are you using them?
4. What knowledge, skills, or experiences do you need to get to the next stage of your career/get a job in your field?
5. Identify at least two areas you would like to develop further as a student employee.
6. What academic, personal, or professional goals do you have in the upcoming year?
7. How may I help you grow/develop, and support you in achieving your future goals?
8. What else would like to discuss today?

### SUPERVISOR COMMENTS (OPTIONAL)

### SUPERVISOR NEXT STEPS

- ✓ Review and complete Individual Development Plan (IDP) with student employee.
- ✓ Schedule follow up meeting(s) to discuss progress towards goals in IDP.
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to DCTC's Core Learning Outcomes**

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<b>2. Professionalism &amp; Work Ethic:</b> Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from their mistakes.				
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## STUDENT EMPLOYEE INDIVIDUAL DEVELOPMENT PLAN

An individual development plan (IDP) is a tool that helps facilitate employee development. It's a two-way commitment between an employee and their supervisor.

**Student Employee Name:**

Individual Development Goal(s) (what would you like to develop or accomplish? If large goal, refine to a smaller step that can be accomplished in the next 6 months)	Next action to achieve the goal (what is one next action toward your goal that can be completed in the next 1-2 weeks?)	I will complete this action by (date)	Follow up with supervisor to discuss on (date)	Result of action (discuss result and subsequent action with supervisor, then add another next action. Repeat until goal is accomplished)	
<b>1. DEVELOPMENT GOAL:</b>     <i>Examples: Improve Microsoft Words, improve written communication in emails, gain confidence public speaking</i>					
	<b>Complete at the end of semester / year</b>				
Date Goal Set:	Please indicate your satisfaction with your progress toward achieving the personal development goal.	Not at all satisfied	Somewhat satisfied	Satisfied	Extremely satisfied
Date Goal Achieved:					
<b>(OPTIONAL)</b> <b>2. ACADEMIC / PERSONAL GOAL:</b>     <i>Examples: Obtain a 3.0 GPA fall semester, pass all my classes with a grade of B or higher, pass Comp I with a grade of C or better</i>					
	<b>Complete at the end of semester / year</b>				
Date Goal Set:	Please indicate your satisfaction with your progress toward achieving the personal development goal.	Not at all satisfied	Somewhat satisfied	Satisfied	Extremely satisfied
Date Goal Achieved:					