

Northeastern University

Cooperative Education Student Performance Evaluation

Statement of Purpose: Cooperative Education at Northeastern University is an educational process. The information contained in this evaluation will be used to enhance individual reflection and encourage growth in the student. This evaluation instrument is also designed to be a developmental tool to assist cooperative education and academic faculty in preparing students to become better learners and employees. Employer feedback is an essential part of this process. As an employer, you are not only contributing to the growth and development of students but assisting in the preparation of a better workforce for the future.

STUDENT NAME:		STUDENT ID#:
JOB TITLE:		
START DATE (mm/dd/year):	END DATE (mm/dd/year):	RATE OF PAY: \$
YEAR OF GRADUATION:	MAJOR:	COOP: <input type="checkbox"/> 1 ST <input type="checkbox"/> 2 ND <input type="checkbox"/> 3 RD
TELEPHONE:	E-MAIL:	
CO-OP FACULTY COORDINATOR NAME:		

EMPLOYER:	
DEPARTMENT:	
CITY/STATE/ZIP:	
SUPERVISOR NAME:	
SUPERVISOR TITLE:	
TELEPHONE:	E-MAIL:

SECTION TWO - - TO BE COMPLETED AT THE END OF CO-OP

BRIEF DESCRIPTION OF DUTIES - - EMPLOYER

Please describe briefly the duties as assigned to this student during his co-op period.

EVALUATION EXAMPLE

Check the corresponding number of the answer which applies to the standard.

Verbal Communication: The way in which the student organizes and communicates ideas and information appropriate to the listener and situation.

4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Exceeds standard: Clear, concise, appropriate language and tone.	Meets standard: Clear and understandable.	Approaching standard: Sometimes struggles to be clear and concise.	Not meeting standard: Has difficulty being clear and concise.

Comments:

Kelly presents her ideas clearly to colleagues, both individually and in a group setting. Her comments are generally well received.

JOB PERFORMANCE: The way a student performs job responsibilities (quality, quantity, and accuracy of work).

4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Exceeds standard: Performs all job responsibilities and demonstrates willingness and ability to complete tasks beyond the scope of the job.	Meets standard: Performs all job responsibilities according to job description and employer expectation.	Approaching standard: Does not always complete job responsibilities.	Not meeting standard: Does not perform job responsibilities to employer expectations.

Comments:



VERBAL COMMUNICATION: The way in which a student organizes and communicates ideas and information appropriate to the listener and situation.

4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Exceeds standard: Clear, concise, appropriate language and tone.	Meets standard: Clear and understandable.	Approaching standard: Sometimes struggles to be clear and concise.	Not meeting standard: Has difficulty being clear and concise.

Comments:

WRITTEN COMMUNICATION: The way a student communicates ideas and information in writing (e-mail, reports, correspondence and graphs).

4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Exceeds standard: Exceptionally clear, concise error free and well organized.	Meets standard: Clear and organized.	Approaching standard: May contain error or inaccuracies.	Not meeting standard: Unclear and/or unorganized.

Comments:

PROBLEM SOLVING: The way a student recognizes and responds to problems.

4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Exceeds standard: Exceptional ability to identify evaluate and recommend solutions to problems.	Meets standard: Identifies, evaluates and recommends solutions to problems as needed.	Approaching standard: Sometimes struggles to evaluate and recommend solutions to problems.	Not meeting standard: Has difficulty with problem solving.

Comments:

INTERPERSONAL: The way a student interacts with others and functions as a member of a team.

4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Exceeds standard: Always works well with people of various levels and backgrounds within the organization and interacts appropriately with external constituencies.	Meets standard: Works cooperatively with others.	Approaching standard: Sometimes demonstrates difficulty working with and/or interacting with others.	Not meeting standard: Has difficulty interacting and/or working with others.

Comments:

TECHNOLOGY: The way a student learns and utilizes industry specific technology.

4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Exceeds standard: Demonstrates extensive knowledge and ability to use technology beyond the scope of the job.	Meets standard: Utilizes the technology required for the job.	Approaching standard: Does not always demonstrate proficiency with technology needed for the job.	Not meeting standard: Has difficulty utilizing technology needed to perform the job.

Comments:

PROFESSIONAL ETHICS: The way a student adheres to ethical standards of the profession and the employer.

4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Exceeds standard: Adheres to ethical standards and follows appropriate guidelines for addressing	Meets standard: Adheres to ethical standards.	Approaching standard: Unknowingly violates ethical standards.	Not meeting standard: Ignores ethical standards.

ethical concerns.

Comments:

PROFESSIONAL BEHAVIORS: The way in which a student exhibits professional behaviors in the workplace (dress, reliability, time management, language, boundaries).

<p>4 <input type="checkbox"/></p> <p>Exceeds standard: Exhibits professional behavior at all times, in and out of the workplace, in accordance with both written and unwritten guidelines, without specific instruction.</p>	<p>3 <input type="checkbox"/></p> <p>Meets standard: Adheres to professional behavior guidelines and expectations within the workplace.</p>	<p>2 <input type="checkbox"/></p> <p>Approaching standard: Does not always exhibit professional behavior within the workplace.</p>	<p>1 <input type="checkbox"/></p> <p>Not meeting standard: Fails to act professionally.</p>
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Comments:

WORK ETHIC: The way in which a student approaches the job (attitude, interest, enthusiasm, consistency).

<p>4 <input type="checkbox"/></p> <p>Exceeds standard: always approaches tasks with equal enthusiasm, sets high standards and works to achieve them.</p>	<p>3 <input type="checkbox"/></p> <p>Meets standard: Approaches tasks with equal enthusiasm.</p>	<p>2 <input type="checkbox"/></p> <p>Approaching standard: Demonstrates interest in some tasks more than others.</p>	<p>1 <input type="checkbox"/></p> <p>Not meeting standard: Reluctant to or does not always complete some tasks.</p>
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Comments:

SUPERVISION: The way a student responds to feedback from supervisors.

<p>4 <input type="checkbox"/></p> <p>Exceeds standard: Responds exceptionally well to positive and negative feedback and successfully incorporates it into daily performance.</p>	<p>3 <input type="checkbox"/></p> <p>Meets standard: Accepts positive and negative feedback and usually incorporates it in a satisfactory manner.</p>	<p>2 <input type="checkbox"/></p> <p>Approaching standard: Responds to positive and negative feedback and attempts incorporating into daily performance.</p>	<p>1 <input type="checkbox"/></p> <p>Not meeting standard: Does not accept positive and negative feedback from supervisors.</p>
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Comments:

<p>ATTENDANCE: <input type="checkbox"/> Regular <input type="checkbox"/> Irregular Comments:</p>	<p>PUNCTUALITY: <input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable Comments:</p>
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EMPLOYER SUMMARY

Strengths/ Developmental Needs:

<p>⇒ I (<input type="checkbox"/> ALLOW) (<input type="checkbox"/> DO NOT ALLOW) THE COOPERATIVE EDUCATION DEPARTMENT TO COPY AND DISTRIBUTE THIS EVALUATION TO OTHER INDIVIDUALS OUTSIDE OF THE UNIVERSITY COMMUNITY.</p>	<p>⇒ BASED ON THIS EVALUATION, IS THIS STUDENT ELIGIBLE FOR REHIRE AT THIS ORGANIZATION? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>
<p>⇒ SUPERVISOR'S SIGNATURE</p>	<p>⇒ DATE:</p>

STUDENT SUMMARY

Comments: I (AGREE) (DISAGREE) WITH THIS EVALUATION. IF YOU DISAGREE WITH THIS EVALUATION, PLEASE COMMENT.

⇒ DID YOU DISCUSS THIS EVALUATION WITH YOUR SUPERVISOR? YES NO

⇒ STUDENT'S SIGNATURE	DATE
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FOR OFFICE USE ONLY

SUMMARY OF PERFORMANCE FACTORS:

Job Performance	-	Technology	-	TOTAL	Total #
Verbal Communication	-	Professional Ethics	-	Exceeds Standards	
Written Communication	-	Professional Behaviors	-	Meets Standards	
Problem Solving	-	Work Ethic	-	Approaching Standards	
Interpersonal	-	Supervision	-	Not Meeting Standards	