

Start of Co-op STATEMENT OF PERFORMANCE OBJECTIVES

<p>STUDENT AND EMPLOYER <i>Please use this space to develop three job-related performance objectives that you both would like to see achieved by the end of this co-op period:</i></p> <p>1</p> <p>2.</p> <p>3.</p>
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End of Co-op REVIEW OF PERFORMANCE OBJECTIVES

<p>EMPLOYER'S REVIEW <i>Employer please comment on the Performance Objectives listed at the top of this page. Were these objectives met? Explain:</i></p>
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SUPERVISOR'S SIGNATURE	DATE:
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<p>STUDENT'S REVIEW <i>Student please comment on the Performance Objectives listed at the top of this page. Were these objectives met? Explain:</i></p>
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STUDENT'S SIGNATURE	DATE
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Northeastern University

Employer Assessment of Cooperative Education Student

Statement of Purpose: Cooperative Education at Northeastern University is an educational process. This assessment is filled out at the end of the co-op experience for each student that you have hosted. Responses will be used to enhance student learning-reflection with co-op faculty, as well as the student's academic and career planning with other advisors. These and other employer-responses may also be aggregated to support university-wide improvements to the co-op program.

STUDENT NAME:		STUDENT ID#:	
JOB TITLE:			
START DATE:	END DATE:	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:	
YOUR NAME:	
TITLE:	
TELEPHONE:	E-MAIL:

WERE YOU THE STUDENT'S IMMEDIATE SUPERVISOR?

Yes No

DUTIES OF STUDENT

Summarize the student's duties during the co-op experience:

INTERPERSONAL

The student's ability to interact effectively with other professionals/clients/consumers and deal effectively with cultural and ethnic diversity issues..

4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
Exceeded standard: Always worked well with people of various levels and backgrounds within the organization and interacted appropriately with external constituencies.	Met standard: Worked cooperatively with others.	Approached standard: Sometimes demonstrated difficulty working with and/or interacting with others	Did not meet standard: Often had difficulty interacting and/or working with others

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"/>
Exceeded standard: Exceptionally clear, concise error-free and well organized.	Met standard: Clear and organized.	Approached standard: Contained error or inaccuracies.	Did not meet standard: Was often unclear and/or unorganized.

Comments:

VERBAL COMMUNICATION

The way in which the student organized and communicated ideas and information appropriate to the listener and situation..

4 <input type="checkbox"/> Exceeded standard: Clear, concise, appropriate language and tone.	3 <input type="checkbox"/> Met standard: Clear and understandable.	2 <input type="checkbox"/> Approached standard: Sometimes struggled to be clear and concise.	1 <input type="checkbox"/> Did not meet standard: Often had difficulty being clear and concise.
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Comments:

TEAMWORK / INTERDISCIPLINARITY

The way in which the student worked in groups toward common goals and needs..

4 <input type="checkbox"/> Exceeded standard: Facilitated/coordinated the contribution of others in group settings to achieve common goals and needs.	3 <input type="checkbox"/> Met standard: Cooperated effectively in group settings to achieve common goals and needs.	2 <input type="checkbox"/> Approached standard: Sometimes failed to recognize opportunities to leverage the support of group members.	1 <input type="checkbox"/> Did not meet standard: Does not engage well in group settings.
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Comments:

PROBLEM SOLVING

The way a student recognized and defined problems, analyzed data, developed and implemented solutions, and evaluated outcomes..

4 <input type="checkbox"/> Exceeded standard: Demonstrated an exceptional ability to identify, evaluate and recommend solutions.	3 <input type="checkbox"/> Met standard: Identified, evaluated, and recommend solutions to problems as needed.	2 <input type="checkbox"/> Approached standard: Sometimes struggled to identify, evaluate and recommend solutions to problems.	1 <input type="checkbox"/> Did not meet standard: Often had difficulty with problem solving.
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Not Applicable

Comments:

CRITICAL THINKING

The way a student questioned logically, identified, generated and evaluated the elements of a logical argument, recognized and differentiated facts, illusions, assumptions and hidden assumptions, and distinguished the relevant from the irrelevant..

4 <input type="checkbox"/> Exceeded standard: Always relevant and often thought-provoking.	3 <input type="checkbox"/> Met standard: Consistently logical, clear and relevant.	2 <input type="checkbox"/> Approached standard: Sometimes struggled to be clear when justifying reasoning.	1 <input type="checkbox"/> Did not meet standard: Often had difficulty being logical, clear and relevant.
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Comments:

PROFESSIONALISM

The way in which a student exhibited professional behaviors in the workplace and represented professionals and employers effectively (dress, reliability, time management, language, boundaries)..

4 <input type="checkbox"/> Exceeded standard: Exhibited professional behavior at all times, in and out of the workplace, in accordance with both written and unwritten guidelines, without specific instruction.	3 <input type="checkbox"/> Met standard: Adhered to professional behavior guidelines and expectations within the workplace.	2 <input type="checkbox"/> Approached standard: Did not always exhibit professional behavior within the workplace.	1 <input type="checkbox"/> Did not meet standard: Often failed to act professionally.
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Comments:

Describe the student's..
ATTENDANCE

Regular Irregular
Comments:

Describe the student's..
PUNCTUALITY

Regular Irregular
Comments:

USE OF TIME / RESOURCES

The student's ability to be organized, set priorities well, be productive, and obtain the maximum time/resources benefit from a minimum investment of time/resources..

4 <input type="checkbox"/> Exceeded standard: Routinely sought out and proposed the use of new resources that were useful to assigned tasks and projects..	3 <input type="checkbox"/> Met standard: Usually was effective in optimizing time/resources made available for assigned tasks and projects.	2 <input type="checkbox"/> Approached standard: Occasionally missed opportunities to be better organized and productive but learned from these experiences.	1 <input type="checkbox"/> Did not meet standard: Missed opportunities to be better organized and productive and rarely reflected on whether there was a better way to have optimized organization or productivity.
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Comments:

JUDGMENT

The way a student formed an opinion or evaluated by discerning and comparing available information..

4 <input type="checkbox"/> Exceeded standard: Consistently put thoughtful judgment into beneficial action.	3 <input type="checkbox"/> Met standard: Consistently offered thoughtful analysis when called upon.	2 <input type="checkbox"/> Approached standard: Sometimes demonstrated difficulty in judging situations.	1 <input type="checkbox"/> Did not meet standard: Often did not demonstrate good judgment.
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Comments:

LEADERSHIP

The way the student demonstrated the ability to give direction/guidance/training to motivate others and to manage conflict..

4 <input type="checkbox"/> Exceeded standard: Consistently and effectively inspired others to deliver successfully.	3 <input type="checkbox"/> Met standard: Successfully led initiatives when called upon.	2 <input type="checkbox"/> Approached standard: Sometimes demonstrated difficulty in appropriately applying leadership qualities.	1 <input type="checkbox"/> Did not meet standard: Did not demonstrate leadership qualities.
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Not Applicable

Comments:

WORK CONTENT / SKILL ACQUISITION

The student's ability to apply principles, practices and skills that are specific to the disciplines of your organization..

4 <input type="checkbox"/> Exceeded standard: Regularly demonstrated knowledge and skills of the organization's particular field of discipline that were new and helpful to associates in the organization.	3 <input type="checkbox"/> Met standard: Demonstrated knowledge and skills of the organization's particular field of discipline and use of associated skills in his/her own duties.	2 <input type="checkbox"/> Approached standard: Sometimes demonstrated a lack of understanding of some fundamental principles and practices of our field of discipline.	1 <input type="checkbox"/> Did not meet standard: Demonstrated little understanding of fundamental principles and practices of our field of discipline.
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Comments:

TECHNOLOGY LITERACY

The way a student learned and used technology utilized in your industry..

<p>4 <input type="checkbox"/></p> <p>Exceeded standard: Demonstrated extensive knowledge/ability in use of technology beyond the scope of the job.</p>	<p>3 <input type="checkbox"/></p> <p>Met standard: Utilized the technology required for the job.</p>	<p>2 <input type="checkbox"/></p> <p>Approached standard: Did not always demonstrate proficiency with technology needed for the job.</p>	<p>1 <input type="checkbox"/></p> <p>Did not meet standard: Often had difficulty utilizing technology needed to perform the job.</p>
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Not Applicable

Comments:

INITIATIVE

The student's ability to self-assess and self-correct, to identify need and sources of learning, and to continually seek new sources of knowledge and understanding; the ability to take on new work challenges..

<p>4 <input type="checkbox"/></p> <p>Exceeded standard: Always approached tasks with equal enthusiasm, sets high standards and works to achieve them.</p>	<p>3 <input type="checkbox"/></p> <p>Met standard: Approached tasks with equal enthusiasm.</p>	<p>2 <input type="checkbox"/></p> <p>Approached standard: Demonstrated interest in some tasks more than others.</p>	<p>1 <input type="checkbox"/></p> <p>Did not meet standard: Was reluctant to, or did not always complete some tasks.</p>
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Comments:

USE OF CONSTRUCTIVE CRITICISM

The way the student identified feedback sources, sought out and responded to feedback from supervisors, and incorporated it into his or her daily performance..

<p>4 <input type="checkbox"/></p> <p>Exceeded standard: Responded exceptionally well to positive/negative feedback and successfully incorporated it into daily performance.</p>	<p>3 <input type="checkbox"/></p> <p>Met standard: Accepted positive/negative feedback and usually incorporated it in a satisfactory manner.</p>	<p>2 <input type="checkbox"/></p> <p>Approached standard: Responded to positive /negative feedback and attempted to incorporate into daily performance.</p>	<p>1 <input type="checkbox"/></p> <p>Did not meet standard: Did not accept positive/negative feedback from supervisors.</p>
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Comments:

RESPONSIBILITY

The way the student fulfilled commitments and accepted accountability for actions and outcomes..

<p>4 <input type="checkbox"/></p> <p>Exceeded standard: Consistently acknowledged the contributions of others for tasks successfully completed while also demonstrating an ability to clearly acknowledge what he/she might have done better in the wake of any failure.</p>	<p>3 <input type="checkbox"/></p> <p>Met standard: Took appropriate ownership of assigned tasks and is able to clearly acknowledge what was expected of him/her.</p>	<p>2 <input type="checkbox"/></p> <p>Approached standard: Sometimes demonstrated difficulty in acknowledging what was fully expected of him/her on any assigned task.</p>	<p>1 <input type="checkbox"/></p> <p>Did not meet standard: Usually deflected responsibility for the failure of any assigned task.</p>
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Comments:

PROFESSIONAL ETHICS

The way a student adhered to ethical standards of the profession and the employer..

4

Exceeded standard:

Adhered to ethical standards and followed appropriate guidelines for addressing ethical concerns.

3

Met standard:

Adhered to ethical standards.

2

Approached standard:

Unknowingly violated ethical standards.

1

Did not meet standard:

Ignored ethical standards.

Comments:

STRENGTHS / DEVELOPMENTAL NEEDS

Please summarize what you believe are the student's strengths /developmental needs:

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SUMMARY OF PERFORMANCE FACTORS:

Interpersonal	ProblemSolving	WorkContentSkillAcq	Initiative	ProfEthics	Exceeded
WrittenCom	CriticalThinking	TechnologyLiteracy	UseCriticism		Met
VerbalCom	Professionalism		Responsibility		Approached
Teamwk/Interdisc	UseTimeResourc				Did Not Meet
	Judgment				
	Leadership				
TOTALS					