### Start of Co-op

**STATEMENT OF PERFORMANCE OBJECTIVES**

**STUDENT AND EMPLOYER**

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:

1. 

2. 

3. 

### End of Co-op

**REVIEW OF PERFORMANCE OBJECTIVES**

**EMPLOYER’S REVIEW**

Employer please comment on the Performance Objectives listed at the top of this page. Were these objectives met? Explain:

<table>
<thead>
<tr>
<th>SUPERVISOR’S SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
</table>

**STUDENT’S REVIEW**

Student please comment on the Performance Objectives listed at the top of this page. Were these objectives met? Explain:

<table>
<thead>
<tr>
<th>STUDENT’S SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
</table>
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#: EMPLOYER:
JOB TITLE: DEPARTMENT:
START DATE: END DATE: RATE OF PAY: CITY/STATE/ZIP:
YEAR OF GRADUATION: MAJOR: COOP: 1ST 2ND
TELEPHONE: E-MAIL: 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 ☐ Exceeded standard: Always worked well with people of various levels and backgrounds within the organization and interacted appropriately with external constituencies.

3 ☐ Met standard: Worked cooperatively with others.

2 ☐ Approached standard: Sometimes demonstrated difficulty working with and/or interacting with others.

1 ☐ 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 ☐ Exceeded standard: Exceptionally clear, concise error-free and well organized.

3 ☐ Met standard: Clear and organized.

2 ☐ Approached standard: Contained error or inaccuracies.

1 ☐ 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.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded standard:</td>
<td>Met standard:</td>
<td>Approached standard:</td>
<td>Did not meet standard:</td>
</tr>
<tr>
<td>Clear, concise, appropriate language and tone.</td>
<td>Clear and understandable.</td>
<td>Sometimes struggled to be clear and concise.</td>
<td>Often had difficulty being clear and concise.</td>
</tr>
</tbody>
</table>

Comments:

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

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded standard:</td>
<td>Met standard:</td>
<td>Approached standard:</td>
<td>Did not meet standard:</td>
</tr>
<tr>
<td>Facilitated/coordinated the contribution of others in group settings to achieve common goals and needs.</td>
<td>Cooperated effectively in group settings to achieve common goals and needs.</td>
<td>Sometimes failed to recognize opportunities to leverage the support of group members.</td>
<td>Does not engage well in group settings.</td>
</tr>
</tbody>
</table>

Comments:

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

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded standard:</td>
<td>Met standard:</td>
<td>Approached standard:</td>
<td>Did not meet standard:</td>
</tr>
<tr>
<td>Demonstrated an exceptional ability to identify, evaluate and recommend solutions.</td>
<td>Identified, evaluated, and recommend solutions to problems as needed.</td>
<td>Sometimes struggled to identify, evaluate and recommend solutions to problems.</td>
<td>Often had difficulty with problem solving.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded standard:</td>
<td>Met standard:</td>
<td>Approached standard:</td>
<td>Did not meet standard:</td>
</tr>
<tr>
<td>Always relevant and often thought-provoking.</td>
<td>Consistently logical, clear and relevant.</td>
<td>Sometimes struggled to be clear when justifying reasoning.</td>
<td>Often had difficulty being logical, clear and relevant.</td>
</tr>
</tbody>
</table>

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).

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

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:

- Exceeded standard: Routinely sought out and proposed the use of new resources that were useful to assigned tasks and projects.
- Met standard: Usually was effective in optimizing time/resources made available for assigned tasks and projects.
- Approached standard: Occasionally missed opportunities to be better organized and productive but learned from these experiences.
- 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.

Comments:

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

- Exceeded standard: Consistently put thoughtful judgment into beneficial action.
- Met standard: Consistently offered thoughtful analysis when called upon.
- Approached standard: Sometimes demonstrated difficulty in judging situations.
- Did not meet standard: Often did not demonstrate good judgment.

Comments:

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

- Exceeded standard: Consistently and effectively inspired others to deliver successfully.
- Met standard: Successfully led initiatives when called upon.
- Approached standard: Sometimes demonstrated difficulty in appropriately applying leadership qualities.
- Did not meet standard: Did not demonstrate leadership qualities.

Comments:

Work Content/Skill Acquisition:
The student’s ability to apply principles, practices and skills that are specific to the disciplines of your organization:

- 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.
- Met standard: Demonstrated knowledge and skills of the organization’s particular field of discipline and use of associated skills in his/her own duties.
- Approached standard: Sometimes demonstrated a lack of understanding of some fundamental principles and practices of our field of discipline.
- Did not meet standard: Demonstrated little understanding of fundamental principles and practices of our field of discipline.

Comments:
### TECHNOLOGY LITERACY
The way a student learned and used technology utilized in your industry.

- **Exceeded standard:** Demonstrated extensive knowledge/ability in use of technology beyond the scope of the job.
- **Met standard:** Utilized the technology required for the job.
- **Approached standard:** Did not always demonstrate proficiency with technology needed for the job.
- **Did not meet standard:** Often had difficulty utilizing technology needed to perform the job.

**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.

- **Exceeded standard:** Always approached tasks with equal enthusiasm, sets high standards and works to achieve them.
- **Met standard:** Approached tasks with equal enthusiasm.
- **Approached standard:** Demonstrated interest in some tasks more than others.
- **Did not meet standard:** Was reluctant to, or did not always complete some tasks.

**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.

- **Exceeded standard:** Responded exceptionally well to positive/negative feedback and successfully incorporated it into daily performance.
- **Met standard:** Accepted positive/negative feedback and usually incorporated it in a satisfactory manner.
- **Approached standard:** Responded to positive/negative feedback and attempted to incorporate into daily performance.
- **Did not meet standard:** Did not accept positive/negative feedback from supervisors.

**Comments:**

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

- **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.
- **Met standard:** Took appropriate ownership of assigned tasks and is able to clearly acknowledge what was expected of him/her.
- **Approached standard:** Sometimes demonstrated difficulty in acknowledging what was fully expected of him/her on any assigned task.
- **Did not meet standard:** Usually deflected responsibility for the failure of any assigned task.

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

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

Met standard:
Adhered to ethical standards.

Approached standard:
Unknowingly violated ethical standards.

Did not meet standard:
Ignored ethical standards.

Comments:

STRENGTHS / DEVELOPMENTAL NEEDS
Please summarize what you believe are the student’s strengths /developmental needs:

FOR OFFICE USE ONLY

SUMMARY OF PERFORMANCE FACTORS:

<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>ProblemSolving</th>
<th>WorkContentSkillAcq</th>
<th>Initiative</th>
<th>ProfEthics</th>
<th>Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>WrittenCom</td>
<td>CriticalThinking</td>
<td>TechnologyLiteracy</td>
<td>UseCriticism</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>VerbalCom</td>
<td>Professionalism</td>
<td>Responsibility</td>
<td></td>
<td>Approached</td>
<td></td>
</tr>
<tr>
<td>Teamwk/Interdisc</td>
<td>UseTimeResource</td>
<td></td>
<td></td>
<td>Did Not Meet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Judgment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>