RECRUIT INNOVATIVE IDEAS. HIRE MOTIVATED STUDENTS. RETAIN TALENT.

EMPLOYER HANDBOOK

2022–2023

St. Francis Xavier
UNIVERSITY

WELCOME TO THE STFX CO-OPERATIVE EDUCATION PROGRAM

Our program allows employers to recruit students for 4, 8, 12 or 16 months from twelve different degree programs. We provide a flexible hiring model that helps infuse fresh talent and a bright innovative perspective into your organization without recruitment deadlines or rankings. Through the development of student's work term learning objectives, participation in work site visits, and through conducting final performance evaluations, employers who hire StFX Co-ops are agreeing to share in the integrated learning journey of Co-operative Education.

Building a solid recruitment talent pool starts with integrating students into the workplace and we believe this can be achieved through Co-op. We look forward to continue to work together to help StFX students take academics into practice.

THE CO-OPERATIVE EDUCATION PROGRAM TEAM

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StFX co-op students are bright, innovative and eager for professional experience. Year round, our office will work with you to help your organization benefit from a StFX student. Work terms start in May, September, or January of each year. We provide employers an array of opportunities to assist with the recruitment of top students, who are instructed by leading faculty, and who have access to some of the best and most advanced facilities. **Our students are qualified, competent, and capable.**

WHAT IS CO-OPERATIVE EDUCATION?

Co-op is one of the most well-defined types of Work Integrated Learning (WIL) in Canada. Co-op is also the only type of WIL currently accredited by CEWIL Canada. Co-op alternating consists of alternating academic terms and paid work terms. Co-op internship consists of several co-op work terms back-to-back typically with a single employer. In both models, work terms provide experience in a workplace setting related to the student's field of study. Co-op work terms have specific requirements; the student must be engaged in productive work for which they receive remuneration, the student's performance in the workplace is supervised and evaluated by their employer, and that the work term lasts for a minimum of 12 weeks and/or 420 hours. Co-op is intentionally designed to ensure that the skills the student learns are relevant to today's job market.

CEWIL Canada https://www.cewilcanada.ca/   CEWIL Canada Employer Document

Formal Definition of COOP https://cewilcanada.ca/CEWIL/Accreditation-and-Quality-Councils/Apply-For-Accreditation.aspx

STFX PROGRAMS WITH A CO-OP OPTION

Programs with Co-op	Work Term Options	Length of Work Terms
Bachelor of Business Administration: *(Accounting, Enterprise Systems, Entrepreneurship, Finance, International Business, Management & Leadership, and Marketing)*	Summer, Fall, or Winter Summer & Winter are the most popular with students.	4, 8, 12 or 16 months.
Bachelor of Science *(Biology, Computer Science, Earth Sciences, Economics, Human Nutrition, Math)*	Summer, Fall, or Winter. Summer & Winter are the most popular with students.	4, 8, 12 or 16 months.
Bachelor of Arts *(Computer Science, Economics, Math)*	Summer, Fall, or Winter. Summer & Winter are the most popular with students.	4, 8, 12 or 16 months.
Bachelor of Arts and Science in Climate and Environment	Summer, Fall, or Winter. Summer & Winter are the most popular with students.	4, 8, 12 or 16 months.
Bachelor of Arts and Science in Health	Summer, Fall, or Winter. Summer & Winter are the most popular with students.	4, 8, 12 or 16 months.
Master of Applied Science in Computer Science	September Start: Students eligible to work Summer & Fall semester only. January Start: Students eligible to work Winter & Summer semester only.	8 months only.
Post-Baccalaureate Diploma in Enterprise IT Management	Students eligible to work summer semester only.	4 months only.
Post-Baccalaureate Diploma in Artificial Intelligence	Students eligible to work summer semester only.	4 months only.

*The Co-operative Education Programs in Business, Biology, Human Nutrition, and Computer Science are accredited by the CEWIL Canada. The other co-op programs also follow the same guidelines as our accredited programs.

Our students are qualified, competent, and capable.

THE ROLE OF THE CO-OP OFFICE

- Assists interested employers with developing or adjusting job descriptions that meet our criteria. Approves job descriptions. Discusses funding opportunities and wage subsidy programs when applicable.
- Assists employers in advertising co-op opportunities and facilitating interviews.
- Coordinates offers of employment and negotiates employment contracts.
- Organizes and promotes employer information sessions and career fairs.
- Ensures Co-op policies and procedures are adhered to through stages of the program.
- Conducts work evaluations with supervisors regarding student performance.

THE CO-OP PROCESS IN 6 STEPS

1. **Submit** job description for approval and to post to co-op@stfx.ca. (Include: job title, job responsibilities, start and end dates of position, location of work place, reporting supervisor and rate of pay, closing date of position and method to apply). No description. No problem. Contact us and we can help. Co-op roles are advertised on our job board for all students.

2. **Receive** and review applications, select successful candidates to interview. Co-op staff will arrange interviews on campus or virtual.

3. **Extend** offer of employment via the Co-op Office. We will facilitate the contract and provide students 48 hours to receive and access the offer to accept or reject.

4. **Provide** an orientation to the student; be active in the student's learning, assisting with the development of learning objectives, and monitoring and evaluating the student's performance during the work term.

5. **Participate** in a work site check-in mid-way through the work term. If a student is hired for a 12-month internship, the Co-op office will conduct three work site evaluations (within the first two months, 6 months, and 8 months). Monitoring & evaluation of the student are key during the work term.

6. **Complete** a student performance evaluation (SPE) at the end of the work term. For the internship, an SPE will be required at the end of each four months of work. The performance evaluation is a shared dialogue between the student and their supervisor.
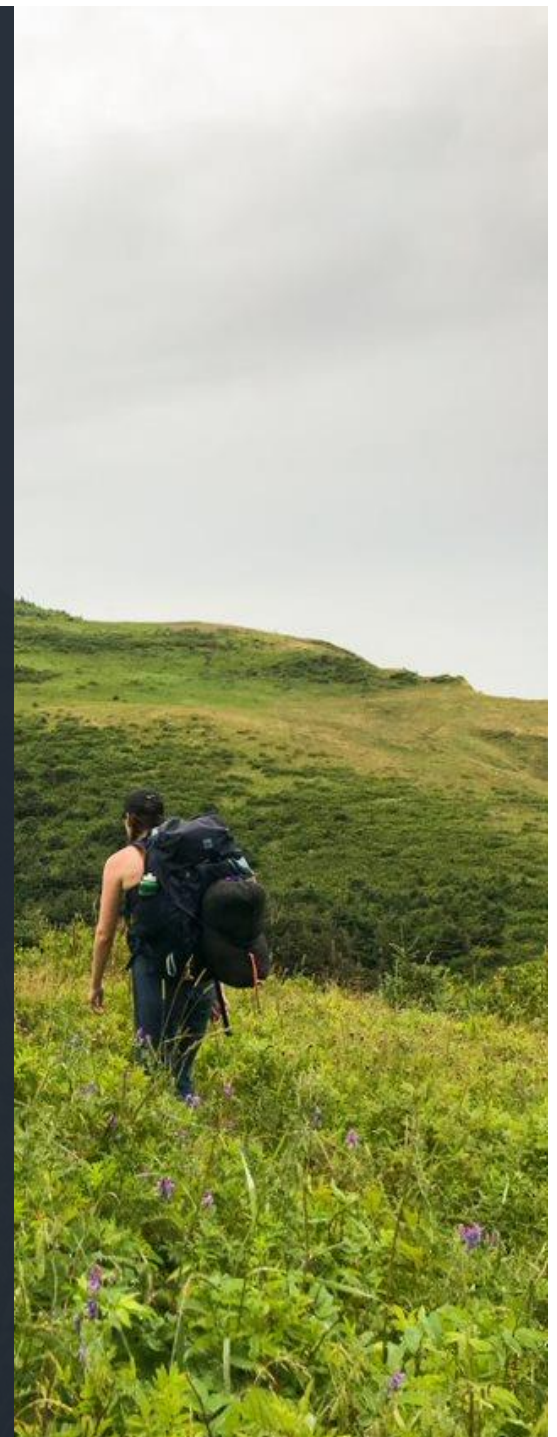
BENEFITS OF HIRING A STFX CO-OP STUDENT

- Gain new and innovative perspective to the current business model and your workplace.
- Start and complete new projects that assist with the organizations success.
- Preview and evaluate the new labour force demographic before they begin their careers.
- Discover great employees before your competitors do.
- Recruit and train your future new graduate hires.
- Collaborate with a dynamic program and engaged university that prepares students to take their place as the leaders of tomorrow on the world stage.
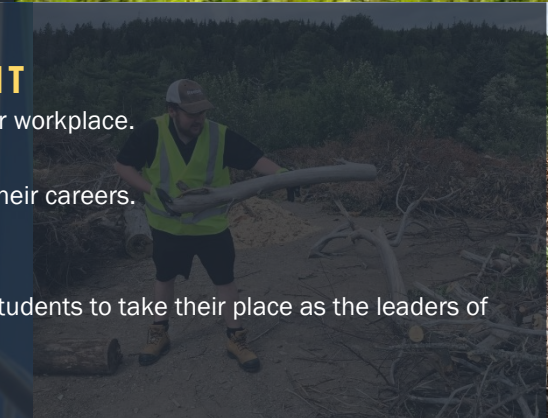
WORK TERM SEQUENCING INFORMATION

- See page 3 for the work term sequencing options for each program.
- Students must work a minimum 35 hrs/wk for the duration of the work term (minimum 13 wks/4 months).
- For the undergraduate co-op program, employers can extend a co-op work term by one/two semesters if the student and co-op office agrees.
- All Co-op work terms are paid.

ETHICAL RECRUITMENT

The University expects all participants in the co-operative education process to conduct themselves in a professional and ethical manner at all times. Federal and Provincial Government Human Rights Codes and Labour Codes govern the workplaces in which co-op students find employment. The University has a commitment to its students that they, while engaged in University-related activities on and off campus, shall be free from harassment or discrimination. It is the employer's responsibility to comply with all relevant federal and provincial legislation.
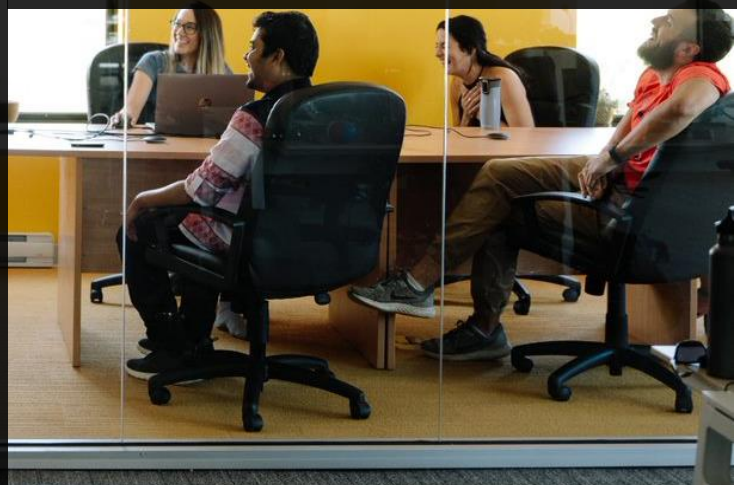
CEWIL Canada Ethical Guidelines

- Provide accurate job posting information.
- Provide reasonable notice of candidates to be interviewed and of interview cancellations
- Respect an institution's schedule regarding job postings, interview arrangements, job offers, and heed the cooperative education policies and procedures of an institution
- Honour all offers, and not rescind offers of employment
- Confirm all job offers in writing and submit a copy to the Co-op Office
- Not translating a co-op work term into a full-time position encouraging a student to settle for less education

DEFINING WORK TERM SUCCESS: YOUR RESPONSIBILITY

- Provide proper orientation and introduce staff to the new employee.
- Share your human resources, health and safety, codes of conduct, confidentiality polices to your co-op student.
- Ensure the student is engaged in relevant and meaningful work.
- Designate one main supervisor for the co-op student who will oversee the student's work daily, and be able to provide guidance and feedback.
- Assist the student with setting their learning objectives, monitor and evaluate student's progress.
- Be available to participate in a work site check-in and communicate on a regular basis to the co-op office.
- Complete required final evaluation and review comments with the student before the student leaves the work term.

ROLE OF EMPLOYER

For a co-op work term to be successful, the employer and student must establish an effective relationship that will help build a mutually beneficial learning partnership. Communication, sharing expectations, and responsibilities are key to a successful work term. Offering the student training, ongoing monitoring/evaluating, and providing positive and constructive feedback. Learning is a process. Appropriate documentation and open communication is essential.

ADVERTISING YOUR POSITION

The Co-op Program offers employers flexibility in the hiring process. Employers can submit their jobs for approval via email. Approved positions are posted to the Co-op student job board and emailed to students. We do not participate in a ranking system and do not have a set deadline to advertise jobs.

The Co-op Office cannot guarantee that your posting will receive applications. To increase your visibility with students we encourage you to host on-campus for information sessions and participate in career fairs.

SELECTING CANDIDATES TO INTERVIEW

When reviewing students' applications, please keep the following in mind.

- Take time to define what you are looking for before reviewing applications.
- Be aware of stereotyping or making assumptions about candidates.
- Recognize students may have the skills and experience that may not be directly related to their academic program. Skills, abilities, and knowledge are obtained from a wide variety of areas outside the classroom.
- Recommend interviewing a minimum of three students for your job.
- Consider students from various years of study. Students at all levels are eager for professional experience and are willing to work hard.

PREPARING YOUR INTERVIEW QUESTIONS

It is the employer's responsibility to know the law regarding what questions can and cannot be asked. An illegal question is one where the applicant is being asked to provide information that has no bearing on the position. Additional information can be found at

http://www.gov.ns.ca/humanrights/PDFdocs/For_Employers_E.pdf

THE INTERVIEW PROCESS

Interviews can take place at your organization, the university, or virtually. Companies often indicate travel reimbursement for out-of-town candidates. Students and employers are welcome to use our facilities at no cost for in-person, phone, or virtual interviews. Student must receive a minimum of 24 hours' notice of an upcoming interview.

MAKING AN OFFER OF EMPLOYMENT

The employer is required to coordinate offers of employment through the Co-op Office. You may conduct direct offers of employment to students who are successful; we only ask that you provide us with the information first (as we need to guide, advise, negotiate student's needs effectively). Students typically have 48 hours after an offer is received in writing to accept or reject a position.

PAYING YOUR CO-OP STUDENT

The Co-op student's salary is negotiated between the student and the employer. The Co-op Office maintains the right to refuse a work term placement if the pay is not fair/competitive. Currently, co-op students are paid $15 to $30 per hour. Salary is dependent upon number of work terms completed, number of courses completed, and geographic location.

Government Wage Subsidy Programs

Federal Government of Canada and some Provincial Governments offer wage subsidy programs to help organizations hire co-op students. Please connect with us for more information.

ONBOARDING YOUR CO-OP STUDENT

Prior to Start Date

- Ensure the co-op student has a space to work and the necessary equipment (computer, work phone, etc.).
- Organize job specific training (before the student begins).
- Arrange date, time for Photo ID, and have office keys ready (where applicable).
- Complete hiring paper work (pay roll, background check etc.).
- Identify meaningful duties, projects/work. Develop a check-in schedule with the student for the first few weeks.
- Connect with the co-op student before the first day to share start date/time, appropriate dress for work, share if they need to bring anything (i.e. notebook), security protocols (if required), etc.

First Week

- Greet the student on their first day at the time agreed upon for arrival.
- Tour the student's workspace and check that everything is working.
- Provide tour of the facility, introduce student to other staff. Review workplace guidelines: working hours, breaks, lunch, staff meetings, payday, access to building or office, leaves, absences and overtime reporting, duties travel, fieldwork, telephone and internet protocol, dress guidelines, reporting lines, social media dos/don'ts, and etc.
- Complete any miscellaneous paper work.
- Review the student's learning objectives.

During the Work Term

- Monitoring & evaluating the student's performance during the work term is key. Conduct weekly meetings with student to check in, making progress on assigned work, and ensure they are enjoying the position.
- Provide opportunities for the student to ask questions and receive constructive feedback.
- If an issue does arise, connect with the Co-op Coordinator immediately.
- Meet with Co-op Education Coordinator, in-person or over the phone to conduct a check-in of the students' performance halfway through the work term.

End of Work Term

- Conduct final performance evaluation with the student.
- Create feedback survey for student to complete.
- Inform students of potential career opportunities post-grad (if applicable).
- Follow students on LinkedIn to stay connected.
- Offer to provide a reference letter or to students who you feel performed well during their work term.

STUDENT ASSIGNMENTS WHILE ON WORK TERM

While on work term, students are required to submit the following information to the Co-op Office. Employers can review the student's learning objectives, participate in the work site evaluation, and conduct the end of work term performance evaluation.

1. **Work Contact Form.** This form indicates the student's contact information while on work term, supervisor contact information, and emergency contact information for the student.

2. **Dream Work Activity.** This is an ongoing assignment that begins during the first Co-op Seminar, and continues throughout the work term.

3. **Learning Objectives** Students must create 5-7 learning objectives with his/her immediate supervisor. The supervisor "signs off" the learning objectives. Students submit objectives to co-op office. The student is required to submit 5 learning objectives for every 4 months of work.

4. **Work Site Evaluation.** About mid-way through the work term, the Co-op Staff will conduct a work site evaluation. This is to determine how the work term is progressing. The work site evaluation will be conducted by the Co-op Education Coordinator with the student and employer separately, either in person or via the phone.

5. **Reflective Essay.** After the completion of each 4-month work experience, students will submit an essay reflecting on the work experience. This essay will describe, examine and articulate learning achieved during the work term.

6. **Performance Evaluation**
Prior to the co-op students last day of work, the supervisor will conduct an end of term performance evaluation with the student to provide final feedback on the student's performance and contributions. The Co-op Education Coordinator will provide the employer with a copy of the Co-op Education program Performance Evaluation form. Employers can use their own Performance Evaluation in lieu of the one provided by the Co-op Education Office.

DISCIPLINE, DISMISSAL, TERMINATION, CONTRACT ABANDONMENT STUDENTS ON WORK TERM

If for any reason a student or employer are not satisfied with the employment agreement, or are not fulfilling their responsibilities, both parties are obligated to attempt to mediate the situation. If Co-op Staff deem documented efforts unsuccessful, both parties are privileged to then terminate the agreement. However, every effort possible will be made by the staff to encourage a positive solution to any issues as they arise.

If the work term is not going well, please contact the Co-op coordinator ASAP and we can review our work term policies.

COMMUNICATION WITH THE CO-OP OFFICE

It is highly recommended that employers maintain a certain degree of communication with the Co-op Office. The Co-op Coordinator will reach out to employer to schedule the work term visits and will be expected to provide available times. If any issues arise throughout the work term, we encourage the employer to contact the Co-op Staff immediately.

CELEBRATING STUDENT SUCCESS

As a co-op employer, you may nominate your co-op student for the StFX **Employer's Choice Award for Excellence in Co-operative Education.** This award is given to a student with the best nomination package submitted by a direct reporting supervisor from a co-op employer partner organization. Students nominated for this award must demonstrate exceptional work ethic, leadership, personal accountability, integrity and professionalism on the job, and must have received excellent employer evaluations. Students who go above and beyond the required duties of the position should be nominated for their performance. Additional information available on the Co-op website.

EQUITY, DIVERSITY, & INCLUSION WITHIN CO-OP EDUCATION PARTNERSHIPS

In May 2021, the StFX President established the President's Action Committee on Anti-Racism (PACAR). Members of the PACAR Committee have commenced their work of delivering on the vision of a safe, accessible, supportive and welcoming campus community for all. The Committee is currently gathering and reviewing information and reports compiled by those who have come before them in this work at StFX. They are also gathering resources from other institutions and organizations who have demonstrated leadership in anti-racism. From this, the Committee will distill key learnings concerning the systemic changes needed to support change and the ways in which each member of our community can contribute to this work.

The PACAR will identify and address systemic barriers to full and equal participation at StFX, review university policies, procedures, and practices to ensure alignment with our goals of equity and inclusion. Widespread education about racism and clear communications about our intolerance of racism and racist practices must be at the forefront of our anti-racist strategy. The scope of work will encompass the entire sphere of university operations, including the Co-op Education Program.

As this work continues to unfold, the Co-op Education Program will be reviewing our internal practices and how we can practice from an informed EDI lens. The Co-op Education program will be working closely with our employer partners to ensure that our co-op employer partners practice EDI processes.

We all share in the responsibility to promote equitable practices, facilitate supportive environments, and foster inclusion for of Indigenous, Black and racialized students.

What can you do as a Co-op Employer Partner?

1. Review your equity, diversity, and inclusion policies within your own organization.
2. Have EDI conversations within your team and with your Co-op Education post-secondary institutions.
3. Practice EDI within your recruitment and hiring of co-op students.
4. Foster a diverse and inclusive workplace for co-op students.

References & Resources

Canadian Centre for Diversity and Inclusion (CCDI). Educational and Inclusion Guides. https://ccdi.ca/resources/

Gender and the Economy. Transitioning Employers: A survey of policies and practice for trans inclusive workplaces. https://www.gendereconomy.org/transitioning-employers/

The President's Action Committee on Anti Racism (PACAR) Interim Report 1. (October 13, 2021). https://www.stfx.ca/sites/default/files/PACAR%20Report%20October%202021%20FX.pdf

Work Site Evaluation
Questions for Students and Employers

ST. FRANCIS XAVIER
UNIVERSITY

For the purpose of the employer handbook, we have eliminated the space between the questions. However, during the work site evaluation, the Co-op office will take notes.

This document outlines potential questions that may be asked to students and their supervisors during a work site evaluation. Subject to change as exact questions will be dependent on the number of work terms completed at the time of the evaluation.

Questions for Students

1. At this point in your employment, describe your main responsibilities, current projects or assignments for this term. Professional development/training opportunities?
2. Does the company provide opportunities to meet other staff in non-work related roles? (For example, social events, community involvement events, etc.?)
3. Describe a "typical day" for you at work?
4. Can you describe your orientation to the job? Organization? Supervisor?
5. If you were to rate your productivity on a scale of 1 to 10, where 1 is not productive and 10 is very productive, what number would you give? Why did you pick this number? What would you have to do to increase the number by one point?

6. Describe how you demonstrate motivation at work? What helps you to get/stay/be motivated at work? School?
7. If you are unsure of an assignment, or have a situation you can't solve on your own, what do you do?
8. As the work term progresses, have you been granted more responsibilities with your duties and expectations for this term? Please elaborate.
9. Do you feel the work you are doing continues to be accurate to your job description? If not, please explain.
10. You have created a list of 5 Learning Objectives for this X term; has your supervisor reviewed your objectives with you? What were your supervisor's comments? ❑ Yes ❑ No

11. At this point in your placement, do you feel you either have accomplished, or are on track to accomplish learning objectives for this term? If not, please explain. What changes do you anticipate?
12. So far, what have you learned that you have really enjoyed?
13. Going into this work experience you may have had some expectations about the type of work you'd be doing, the work environment and the expectations.
    a. At this point in your placement, was there anything that you were correct in assuming, based on what
    b. you had expected?
    c. Is there one thing that surprised you about the work environment (expectations, work load, office
    d. politics, etc.)?
    e. Share one thing you learned that you feel is particularly valuable either to you academics, future work terms and/or career, or for your personal development.
14. Can you highlight any new skills that you have developed or improved upon since the previous evaluation? (Transferable, Technical, Personal Management skills)
15. Now that you have been employed for approximately X months with this employer, what have you learned with regards to the expectations of a professional work environment that you didn't realize previous to taking this position?

16. Based on #7, do you feel this topic can be addressed either in your academic courses or perhaps through the co-op seminars? Please elaborate. Yes   No
17. Describe one positive experience to date. Explain.
18. Have you encountered a negative experience since your last evaluation (layoffs, office politics, etc)? If so, what action was taken and by whom?
19. What have you learned about yourself and working within a team environment?
20. Describe who you are as a worker? Student?

21. How would your supervisor describe the quality of your work? Interaction with colleagues? ***
22. If you have noticed "down times" in your co-op work term, how do you feel when there is little to no work? How does this reflect your thinking and behavior? What strategies have you used implemented to cope with the down times?
23. Has your supervisor given you constructive feedback during the course of this work term? Describe the situation. How did you feel when you were listening to the feedback? Describe how you interacted with your supervisor during the feedback (did you ask questions, become defensive, say nothing?). What did you do with the feedback?
24. On a scale from 1 to 10, how challenging is this work term? Explain. What would you have to do to move one point to make the work term more or less challenging?
    (Not very difficult)   (Extremely challenging)
         i. 1 2 3 4 5 6 7 8 9 10

25. On a scale of 1 to 10, how would you rate your development of skills? Where 1 is poor and 10 is excellent? Comments? What would you have to do to move one point on this scale to have more skill development?
26. On a scale of 1 to 10, how would you rate your interest in the work assigned? Where 1 is poor and 10 is excellent? Comments? What would you have to do to move one point on this scale to increase your interest in the work assigned?
27. How do you get feedback from your supervisor to ensure that you are meeting their expectations and confirm you 'are on the right track'?
28. What strategies have you incorporated to deal with stress while on co-op work term?
29. Now that you are in your final term with this organization, describe how your main responsibilities, projects or assignments have evolved over the course of your employment.

30. Now that you are in your final term, describe how you feel your professional skills have developed over your three work terms.
31. Customer service/client interaction roles. How would you describe your customer service or client interaction philosophy? How has this been shaped by your co-op employer or current co-op role? Has your philosophy changed as a result of this work term or other co-op work terms?
32. What have you noticed about the ebb and flow of the workplace?
33. When looking at management styles, what type of management style do you enjoy? What style challenges you? How do you adjust your work behavior/communication/listening skills to the management style?
34. Also describe how all of your co-op work experiences have influenced your academic experience? If you are coming back to campus after completing 12 months with a single employer, please share how you anticipate your co-op work terms will influence your last academic semester(s)?
35. Overall, what would you describe to be the biggest lesson you have learned over the course of your 3 work experiences either from a personal, professional and academic perspective?

36. Based on your experience thus far, would you recommend this placement for another student?   If no, please explain. Yes   No
37. Up to this point, have your expectations for your own personal growth and development during this work experience been   Accomplished Somewhat Accomplished   Not Accomplished   (Explain)
38. If you were to use three words to describe your co-op work term to date, what three words would you use?
39. How does this co-op experience fit into your career plan? If yes, how? If no, why not? Include specifics? Connections between co-op work term, school, career?

40. What have you done in your co-op work term or school activities that you are most proud of?
41. What have you done during this work term that shows an ability to successfully work with people?
42. What changes would you recommend to your workplace? Why?
43. What work activities could you or would you do differently the next time around to improve your professionalism and performance on the job? What effect would these changes make to your workplace?
44. What work qualities or skills do you admire or particularly respect amongst your team-mates and supervisor? What contribution do these qualities make to their success and the success of others?
45. Is a follow up required for the questions listed above?   If yes, by who? Yes   No

Questions for Employers (Subject to change)

1. Can you describe your orientation for new co-op students?

2. Please describe how the student adapted to your organization's rules and policies? Please elaborate.

3. What was your initial impression of the co-op student at the beginning of work term (or interview)? Has your impression changed? Why or why not?

4. Describe a "typical day" that the co-op student experiences.

5. For this term, can you describe the student's main duties, responsibilities, and project? Is there a difference between the student's job description and the work that s/he is currently doing?

6. How is the student progressing? Consider skills, knowledge, strengths, and attitudes. Are they learning and contributing at the rate you were expecting?

7. What do you think has been their most significant contribution during the work term?

8. On a scale from 1 to 10, how challenging is this work term for the student? Explain. As a supervisor, what would to do to move one point to make the work term more or less challenging?
   (Not very difficult)   (Extremely challenging)
                1   2   3   4   5   6   7   8   9   10

9. Based on the student's work to date, how would you rate the student's productivity? 1 is not productive to 10 that is very productive? What would the student need to do in order to increase his/her productivity to the next number?

10. Many organizations have an ebb and flow of work. If during this co-op work term, the work flow slowed down, how did the co-op student adapt to the change in work flow? Did you notice a change in the student's thinking, feelings or behavior?

11. How would you describe the student's verbal/written/listening skills? Are there areas for improvement? If yes, please elaborate? Have you shared this feedback with the student?

12. Describe the student's work habits? Strengths? Areas for improvement?

13. How would you describe the student's interactions within the team? How big is the team? Has the team members provided the student feedback? What feedback have you received from the student's colleagues and peers regarding his/her work?

14. If I were to ask the team members to describe the student, what words do you think they would use?

15. Has the student voluntarily participated in any activities or duties that are beyond the expectations of his/her role? (Committees, etc.)

16. Have you had to give constructive feedback to the co-op student during the course of this work term? Describe the situation. How did the student respond to the feedback as it was given? Describe how you interacted with your supervisor during the feedback (did you ask questions, become defensive, say nothing?). What did the co-op student do with the feedback?

17. The following is a yes/no/comment section.
    Does the student demonstrate interest in the tasks assigned? Does the student take the appropriate amount of time to complete assignments?
    Does the student ask for clarification on work assignments?
    Does the student manage their time and prioritize their workload effectively?
    Does the student seek additional responsibilities if time permits? Please elaborate.
    While working independently, does the student remain productive and focused? Please elaborate.
    Does the student demonstrate sound judgment on work assignments? (Usually makes good decisions) Please elaborate.
    Do you think the student has the academic knowledge appropriate and necessary for the position?
    Is the student punctual?

18. In the last evaluation, you noted that the student would benefit from […….] because of this work experience. At this point in the placement is there other information that you might want to add to this initial comment?
19. How would you qualify the student's over all work to date? Please explain. What would the student have to do in order to move to the next category?

    Excellent   Very Good   Good   Marginal   Unsatisfactory

20. What do you think the student can take away from this co-op work term in terms of relevant learning?
21. Based on what you've continued to assess up to this point in the student's employment, does the student still possess the qualities you would look for in a full time employee? Yes   No
22. Do you have any overall comments or concerns about the student or the program not discussed in this report?

23. As we are about ½ way through the work term is there any changes you recommend for this co-op work term? Why?

Co-operative Education Program

Student Performance Evaluation (End of Term)

ST. FRANCIS XAVIER
UNIVERSITY

Dear Co-op Employer Partner,

The evaluation process is integral to a student's career development and participation in the Co-operative Education Program. Your assistance in evaluating the student's performance and learning helps to:

- Encourage growth
- Strengthen abilities
- Increase confidence
- Allow for constructive feedback

Please take the time to complete this form, and discuss the evaluation with the student, prior to the end of the co-op work term. Please retain a copy of this document for student and employer files and return this completed form to the StFX Co-op Office.

Thank you for your assistance.

Co-op Program Staff

If the performance evaluation is submitted by email to the Co-op Office, <u>the supervisor or hiring manager must send it with the Co-op student copied on the message.</u> Email: co-op@stfx.ca Mail: Co-op Education Program, St. Francis Xavier University, PO Box 5000 Antigonish, NS B2G 2W5

Student Name: Student Job Title:

Supervisor Name: Company:

Term: ❑ Jan- Apr   ❑ May – Aug   ❑ Sep – Dec   Year:

Please rate the student's ability in the following categories. Use "NA" if the skill is not applicable to the student. If the student receives a rating of "no performance/development", comments outlining the rationale are required. Use additional space as needed.

No Performance/ Development (NP)	Developing Performance (DP)	Good Performance (GP)	Very Good Performance (VGP)
The student has not demonstrated development, has not embraced strategies that would support development, did not meet performance expectations with respect to output, quality standards, delivery of goals and/or assignments.	The student requires further development and support to meet the performance expectations with respect to output, quality standards, delivery of goals and/or assignments.	The student met and, in some instances, exceeded the performance expectations in respect to output, quality standards, and delivery of goals and/or assignments.	The student consistently exceeded the performance expectations and demonstrated the ability to take on broader, responsibilities that would normally be reserved for a staff member working in a regular permanent role (non-co-op).

Skill	Rating Please BOLD/Highlight your rating.	Comments
Interest in Work: *commitment and takes pride in accomplishments.*	NP DP GP VGP NA	
Organization and Planning Skills: *organizes and plans work*	NP DP GP VGP NA	
Quality of Work: *accuracy, attention to detail, thoroughness, timelines, and etc.*	NP DP GP VGP NA	
Productivity: *quantity of work in relation to expectations*	NP DP GP VGP NA	
Problem Solving: *analyze problems or procedures, evaluate alternatives, and select the best course of action*	NP DP GP VGP NA	
Ability to work with others/team: *contributes positively to group dynamics*	NP DP GP VGP NA	
Dependability: *conducts his or herself in the working environment.*	NP DP GP VGP NA	
Response to Supervision: *responds to the direction and constructive criticism*	NP DP GP VGP NA	
Resourcefulness: *develops innovative solutions and displays flexibility in unique or demanding circumstances*	NP DP GP VGP NA	

Ethical Behavior: *demonstrates integrity and ethics in work and relationships.*	NP DP GP VGP NA	
Appreciation of Diversity: *shows understanding and sensitivity to the needs and differences of others (i.e. ethnicity, religion, language, etc.)*	NP DP GP VGP NA	
Written Communication: *demonstrates effective written abilities (email, etc.)*	NP DP GP VGP NA	
Oral Communication: *demonstrates effective verbal communication (presentations, telephone, etc.)*	NP DP GP VGP NA	
Listening Skills: *conveys, and receives ideas, information, and direction*	NP DP GP VGP NA	
Ability to Learn: *takes and applies concepts to duties or assignments*	NP DP GP VGP NA	

Attendance: ❑ Irregular   ❑ Regular   **Punctuality:** ❑ Irregular ❑ Regular

Has the student been given feedback on his/her performance during this work term? ❑ **Yes**   ❑ **No**

    a) Has the student made an effort to improve in the areas noted? ❑Yes   ❑No
    b) Has the student made progress in areas noted? ❑Yes   ❑No

Overall Performance Evaluation

❑ **Excellent**

(Exceptional performance or unique contribution. This rating is reserved **for only those few students who have distinguished themselves** by their unique contribution or exceptional performance. Your **written comments are required** in order to register the rating of Excellent. Comments can be added below)

❑ **Very Good** (exceeded job requirements in one or more key areas)

❑ **Good** (met all job requirements)

❑ **Satisfactory** (needs improvement identified in one / more key areas)

❑ **Marginal** (needs improvement in many key areas)

❑ **Unsatisfactory** (did not meet job requirements). For this level, your written comments are required in addition to a brief summary of the actions taken by you and the student to rectify the issue. If the student is going to receive an Unsatisfactory evaluation, contact the Co-op Office BEFORE completing this evaluation with the student).

Supervisor Comments on Overall Performance Evaluation

Student's Comments

Comment on your overall performance including your ability to achieve learning objectives and your future employment expectations

Please retain a copy for the student and employer files and return the completed form to Co-op@stfx.ca. When emailing to the Co-op Office, ensure that the student is copied on your email.   Mail: Co-op Education Program, PO Box 5000 Antigonish, NS B2G 2W5

_____   _____   _____

Supervisor's Name (Print)   Signature   Date

_____   _____   _____

Student's Name(Print)   Signature   Date

Thank you for your assistance. Your participation and support of our program is sincerely appreciated.

CO-OPERATIVE EDUCATION PROGRAM

RECRUIT. HIRE. RETAIN.

Employer Handbook

Co-operative Education Program

St. Francis Xavier University

PO Box 5000

Antigonish, NS B2G 2W5

http://www2.mystfx.ca/co-op/

Additional information about Co-operative Education can be found on CEWIL Canada's
https://www.cewilcanada.ca/

StFX Co-operative Education Program is a Member of CEWIL Canada.

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