



## COOP STUDENT PERFORMANCE APPRAISAL

No. or Document

(For BEB program)

Version 2a (8 January 2023)

### Instructions:

1. Students' job performances must be evaluated by their academic adviser and job supervisor or any designated individual in the company.
2. This evaluation form contains 26 items (25 items for student performance, 1 item for BEB co-op program, and Benefits from the co-op students' performance or co-op projects). Please fill out all the needed information to complete the evaluation.
3. Indicate the points in the box. The assessment marks are as follows: 5 = highest, 4 = high, 3 = middle, 2 = low, 1 = lowest. If no information is given, please mark - in the box and please provide additional comments (if any).

0	50	55	60	65	70	75	80	
	F	D	D+	C	C+	B	B+	A
1 = ไม่เป็นที่พอใจ	2 = พอใช้	3 = พอใจ	4 = ดีมาก	5 = ดีเยี่ยม				
Unsatisfactory	Fair	Satisfactory	Very good	Outstanding				

4. When the evaluation is finished, please put this document in an envelope with a "CONFIDENTIAL" seal and give it to the student to return it to Bioenergy and Biochemical Refinery Program or send the form to beb@sci.tu.ac.th as soon as the student gets back to the university.

**To: The Director of the Bioenergy and Biochemical Refinery Program**

This is the report on the evaluation of co-op student's performance

### General Information

Full Name of Student \_\_\_\_\_ Student ID No. \_\_\_\_\_

Bioenergy and Biochemical Refinery Program, Faculty of Science and Technology, Thammasat University

Name of Employer/Organization \_\_\_\_\_

Full Name of Evaluator \_\_\_\_\_

Position \_\_\_\_\_ Department \_\_\_\_\_

Email \_\_\_\_\_ Telephone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## Guide for rubric scoring (0 to 3)

Points	Description for scoring rubric
3	Student clearly understanding of concept, use effective strategies to get accurate result, and use logical thinking to arrive at conclusion
2	Student use appropriate strategies to arrive result, and show thinking skill to arrive at conclusion
1	Student has limited understanding of a concept, ineffective strategies, and attempt to show thinking skill
0	Student lack of understanding concept, no attempt to use strategies, and no understanding

Items	Score (0 to 3)	Remarks
<b>Work Accomplishments</b>		
<b>1. Workload (Quantity of Work)</b> The student completed all the assigned work within the given time limit, comparing favorably with other students.		
<b>2. Quality of Work</b> The student has completed the work thoroughly and carefully with good attention to detail. Tasks are performed and completed on or before the due date.		
<b>Knowledge and Abilities</b>		
<b>3. Academic knowledge</b> The student is equipped with sufficient academic knowledge to perform the work assigned.		
<b>4. Learning ability and knowledge application</b> Quick to learn and understand the information as well as how it works, putting l knowledge into practical applications.		
<b>5. Operational knowledge and expertise</b> After the work supervisor showed the student what to do soon as co-op work starts, the student is able to do the job correctly whether on the field or in the laboratory.		
<b>6. Critical analysis and decision making</b> The student makes better decisions with fast and careful analysis of information and issues before actually deciding. The student can solve immediate problems and can decide on his/her own.		
<b>7. Management and planning</b> The student has the ability to organize, set priorities, and manage the job well as planned. He/she can improve, develop and adjust the plan for various situations suitably and successfully.		

<b>8. Communication and presentation skill</b> The ability to communicate in speaking, writing, and presentations - communicating in clear, concise, accurate, easy to understand, step by step manner without causing confusion. The student knows when to ask for inquiries for a better performance result and is able to explain or describe work results clearly.		
<b>9. Language Development and Culture Abroad</b> The student can use English and work with foreigners. (Assessments are for workplaces with foreign employees or those using a foreign language to communicate.)		
<b>10. Suitability to Job Position</b> The student has proven himself/herself suitable for the job position and job description assigned to him/her.		
<b>Responsibility</b>		
<b>Items</b>	<b>Score (0 to 3)</b>	<b>Remarks</b>
<b>11. Responsibility and Reliability</b> The student can work to achieve his/her aims with emphasis on successful task completion. He/She willingly accepts work outcomes and is capable of conducting his/her assigned routine work and the works of others independently.		
<b>12. Interest in work and perseverance</b> The student demonstrates interest and enthusiasm with the job at hand. He/She works with diligence, with much effort, and willingness to overcome any obstacles they may encounter.		
<b>13. Creativity, Initiative or Self Starter</b> After initial guidance, the student is able to tackle routine work on his/her own without further instructions. The student volunteers to help others and asks for more work within allowed time frames.		
<b>14. Response to supervision</b> The student is willing to receive orders or commands, comments and criticism without showing discomfort or annoyance. The student shows adaptability and flexibility according to the comments and criticisms received.		
<b>Personal Characteristics</b>		
<b>15. Personality, Attitude and Adaptation to Society</b> Has a pleasant personality and behaves appropriately showing positive attitude, maturity and humility. Observes good manner in dressing and appropriate verbal interactions, punctuality and has the ability to adapt to the workplace society.		
<b>16. Interpersonal Skills</b> The student is capable of working as part of a team, building strong interpersonal relations and is well-liked by their peers or co-workers.		

<b>17. Self-confidence</b> The student is capable of solving problems, coping well in times of obstacles and challenges in life, has faith in one's ideas and capabilities, knows how to make a good decision, has one's self. a good common sense, trusts one's ability, is dynamic, efficient and can rely on one's self.		
<b>18. Leadership</b> The student has the ability to influence others to cooperate, knows persuasive guidance, can uphold people to work together to achieve the objectives and can supplement acceptable concepts.		
<b>19. Discipline and follow the corporate culture</b> The student is keen to learn the rules and regulations of the organization and follow them willingly, including procedures set by the Human Resources Department (such as taking leave, sick leave, etc.), as well as following general regulations, safety, security procedures and quality control.		
<b>Items</b>	<b>Score (0 to 3)</b>	<b>Remarks</b>
<b>20. Morality and ethics</b> The student is trustworthy, honest, helpful and hospitable.		
<b>21. Team working</b> The students able to work on the team purpose, processes, roles, good team relationships, intergroup relations, problem solving, passion and commitment, skills and learning		

Please provide additional comments on the student's

22. Strengths of student	23. Improvement Needed

**24. Once this student graduates, will you consider offering him/her employment?**  
(Please mark ☒ )  
☐ Yes      ☐ May be      ☐ No

**25. Overall summary of the student's quality (Please mark ☒ )**

- ☐ 5 = Outstanding      ☐ 4 = Very good      ☐ 3 = Satisfactory  
☐ 2 = Marginal      ☐ 1 = Unsatisfactory

**26. Further Feedback for BEB Cooperative Education****(5 Points = Highest 1 = Lowest)**

Post Assessment	(Score = 1 to 5)
<b>26.1 Cooperative Education is beneficial for your company</b>	
26.1.1 Benefits from the students' workmanship	
26.1.2 An opportunity to choose or hire some personnel	
26.1.3 An opportunity to collaborate with university in the future	
<b>26.2 About program curriculum</b>	
26.2.1 To make Cooperative Education as a compulsory course for all students	
26.2.2 Prepare workshop for student before going to workplace	
26.2.3 Co-op student must work at least 15 weeks	
<b>26.3 The implementation process of Cooperative Education</b>	
26.3.1 Coordination with BEB program	
26.3.2 Make appointments in advance with the instructor's supervisor and the supervision was performed during the appointed time	
26.3.3 The number of instructor's supervisions is sufficient	
26.3.4 The quality of the supervision of the instructors	
26.3.5 Satisfaction with the service provider/coordinator of BEB	

**27. Benefits from the co-op students' performance or co-op projects**

27.1 The performance results / co-op student projects are being utilized in the workplace or not

- ☐ Yes (Please skip to item 27.2)
- ☐ Not yet utilized at the moment but is expected to be useful in the future (Please skip to item 27.2)
- ☐ The performance results / co-op student projects do not contribute much to the workplace

27.2 The performance result/co-op student project is expected to be used in the workplace

through these varied future uses (you can have more than one choices)

- ☐ performance planning
- ☐ setting a budget
- ☐ reduce operating costs
- ☐ personnel training
- ☐ manufacturing process/operation
- ☐ designing equipment/tools
- ☐ other, if any.....

**28. Other comments**

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Signature .....
(.....)
Job title .....
Date .....

**Remarks:**

Please fill out the evaluation form within the time limit. The BEB will not allow students to pass if the assessment is late.