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**A STATISTICAL ANALYSIS OF STUDENT AND
EMPLOYER COOP EVALUATION FORMS**

By
Aminah Virani

A Project submitted to the
Faculty of the School of
Food, Hotel and Travel Management
at
Rochester Institute of Technology
in partial fulfillment of the requirements
for the
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School of Food, Hotel and Travel Management
Department of Graduate Studies

M.S. Hospitality-Tourism Management
Presentation of Thesis/Project Findings

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Evaluation Forms

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ABSTRACT

This study developed a computer program from the Statistical Package for the Social Sciences (SPSS), in order to obtain an objective analysis of information received from student and employer evaluation forms presently in use by the School of Food, Hotel and Travel Management and the Coop and Placement Office at Rochester Institute of Technology (RIT). The purpose for doing this study is for giving the Coop and Placement Office a means for collecting, monitoring and tracking pertinent information from students and employers involved in cooperative education (coop). An analysis is given for the 1993 data inputted into the SPSS program. This data illustrates useful information available through the use of an SPSS program. The following information is found in this study:

- 60% of all students doing coops were from the Hotel concentration.
- 46% of students worked in a Hotel.
- 31% worked in the Food industry.
- The average wage of coop students was between \$5-\$7 per hour.
- Majority of students were located in the state of New York.
- 55% of students claimed to have difficulties on their coops.

Due to the difficulty in quantifying the qualitative data (comment sections), suggestions are made for future use through information gained from the comment section.

A brief history and definition of cooperative education is provided. This is so the reader and researcher can be familiar with the value of cooperative education. An informal benchmark of the evaluation process with three Universities: Drexel University, in Pennsylvania, University of Cincinnati, and Waterloo University in Canada are presented in this study.

Minor changes to the existing survey are suggested, in order to make the survey more compatible with the SPSS program. A description of constructing an effective survey is presented for future consideration to the evaluation process for the Coop and Placement Office and the School of Food, Hotel and Travel Management at RIT.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE STUDY

Introduction

Rochester Institute of Technology (RIT) is nationally recognized as a leader in cooperative education (coop). RIT has the fourth oldest and fifth largest coop program in the United States. More than 2,500 coop students are employed each year by some 1,300 employees coast-to-coast and overseas. In 1912 the School of Food, Hotel and Travel Management was the first to establish a coop program at RIT.

Today the emphasis on cooperative education throughout RIT is highly recognized and critical to its reputation in the educational realm. With student enrollment on the increase, Universities all over the country have to take advantage of their competitive edge. For the School of Food, Hotel and Travel Management it is essential that a continued relationship exists with their coop partners. Setting goals, making decisions and having a means of communication between employer and student employee is vital for continuous improvement for the coop program. For this reason, a formal measuring tool is needed to evaluate the

efficiency and effectiveness of the student coop experiences.

Presently there is no formal statistical tool used to analyze and evaluate the evaluation forms filled out by students and their employer. This measurement tool will be presented in this study.

Background

Cooperative education at RIT is designed to integrate practical work experience and classroom studies. It allows students to "learn and earn." The Food, Hotel and Travel Management program at RIT consist of five undergraduate majors which all include coop as part of their requirements: Food Management, Food Marketing and Distribution, Hotel and Resort Management, Travel and Tourism Management and Nutrition Management.

All Food, Hotel and Travel Management students complete a minimum of one year of courses before they are eligible to start their coop work experience. Coop work must be career related, paid and full-time employment. A typical work block is three months long, although students in the third or fourth year of school may work a "double block" of six months.

Since 1912 the coop program has expanded into eleven other schools at RIT. RIT's basic objective is to provide its career oriented students with quality education as well as diversified social and complementary learning experiences. RIT's academic programs are designed to meet the needs of industry and business, in addition to those of its students.

Being the fifth largest coop program in the United States, RIT's coop has plenty of room for growth. Presently there are few educational institutions that use a computer program for collection, monitoring and/or tracking its evaluation data. This study will develop a statistical program to enhance the evaluation process of the coop system.

The information provided in this study will be a channel for better monitoring evaluation forms presently used by coop students and employers in the Food, Hotel and Travel Management program.

Problem Statement

The School of Food, Hotel and Travel Management collects evaluation forms from students and their employers. A simple one page evaluation form is provided

by the Coop and Placement Office at the end of the work block. These forms are checked then filed manually. This process takes much time and tends to produce inaccuracies. A statistical program that will be a means for efficient and effective data reduction does not exist. A quantitative measure for analysis and assessment of the coop program in the School of Food, Hotel and Travel Management does not exist.

Purpose Statement

The purpose of this study is to design and test a computer program that analyzes statistical data for the evaluation process in the School of Food, Hotel and Travel Management. This program is referred to as the Statistical Package for the Social Sciences (SPSS). The design of this program will be customized for the evaluation forms presently in use by student and employer.

Significance of the Study

A review of the coop evaluation process indicates that there is no computer program for statistical analysis. Having a program design like SPSS can be an asset to the coop program. The output of such data would

aid in making change and help in strategic decisions for the future of coops at RIT. SPSS gives continuous access to collected data, and therefore eliminates time usually spent on manual collection and analysis of data.

All these factors help pinpoint potential problems and areas that should have a concentration on change. Some indicative examples would be: Do coop employers pay more wages to its male students than its female students? What are average wages of students on coop? Are there more male or female students on coops? What percentage of students use the coop office when searching for a job? What majors get the most coop opportunities and so on. These questions can be key indicators for change to the present coop system.

Methodology

The population of this study will be student employees from the Food, Hotel and Travel Management School at RIT and employers of coop students. The questionnaire is already developed and in use. Evaluation data is collected from 193 employers and/or student forms from 1993. Both questionnaire forms, for employees and employer use a Likert type format, check-list and a comment section.

The SPSS computer program will be designed to tally a quantitative measure of different variables concerning experiences of coops by student employees and their employer. Once the program is developed, it will be tested and presented in this project.

Definitions of Terms

CLOSE-ENDED: Questionnaire items in which the respondent is provided with standardized answers to choose from.

CROSSTABS: Produces tables showing the joint distribution of two or more variables that have limited number of distinct values.

COOPERATIVE EDUCATION: The access to alternate academic study with full-time paid employment that is planned, evaluated and directly related to your career goal.

DESCRIPTIVE RESEARCH: Systemic analysis and description of the facts and characteristics of a given population of event of interest.

FREQUENCY DISTRIBUTION: A description of the number of times the various attributes of a variable are observed in a sample.

LIKERT SCALE: A type of composite measure developed by Rensis Likert in an attempt to improve the levels of measurement in social research through the use of standardize response categories in survey questionnaire.

MEAN: The arithmetic average of all scores in the data set.

OPEN-ENDED: Questionnaire items that ask correspondents to supply their own words.

STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

(SPSS): A computer program used to analyze statistical data.

Assumption

Rochester Institute of Technology does not use a SPSS program to evaluate experiences of coop participants.

Scope and Limitation

A limitation of this study will be the inputted data that is from 1993. The questionnaire is already developed and in use, therefore the computer program will be customized for the questionnaires. Due to the difficulty in quantifying some qualitative data, i.e., open-ended comment sections of the surveys will not be utilized in this computer program. This SPSS program will be used for Food, Hotel and Travel Management students only.

Long Range Consequences

If the SPSS program runs correctly the Coop and Placement Office and the School of Food, Hotel and

Travel Management can make use of the data when evaluating future changes to its program. Future development of the evaluation system can be conducted further. An example would be to enhance the questionnaire for better processing into the computer program. This would aid in the decision process and a better understanding of cooperative education for the School of Food, Hotel and Travel Management at RIT.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Cooperative education is a vital part of RIT's educational make up. For many students the coop program offered at RIT is a deciding factor in choosing schools to attend. Because of this importance, the concentration on constant improvement to the coop program is essential.

The first section of this review gives a brief history of cooperative education, benefits of coops, defines coop and identifies principals common to most coops.

The second part will illustrate the changes of evaluation process from two Community Colleges and make reference to other Universities and their evaluation process.

The third section will review the construction of an effective survey. This section is provided for future consideration to the Coop and Placement Office and the School of Food, Hotel and Travel Management.

Herman Schneider instituted the nation's first cooperative education program in the college of Engineering at the University of Cincinnati in 1906. Northeastern University established its cooperative program in 1909, in their college of Engineering. In 1921 Antioch College inaugurated its coop program in their Liberal Arts curricula (Heinemann, Wilson, Heller, and Craft, 1981, 3-4).

Since the birth of cooperative education, coops have become a vital program for many educational institutions. What is cooperative education? For this project, cooperative education refers to the integration of classroom theory with practical work experience under which students have specific periods of class attendance and specific periods of employment (Collins and Cohen, 1977). The key elements of this definition is consistent throughout other literature on cooperative education. The following principals are found in most coop programs. They are the following:

- Coops call for work experience that are productive in nature and an essential part of the overall educative process.

- Coops provide work assignments that relate to students' field of study and/or to student's career interests.
- Coops incorporate (more than one period of) supervised employment of sufficient duration to enable students to have a full learning experience and to make it economically and practically feasible to employers.
- Coops includes standards of performance and means of assessment so that the educational institution may accredit or certify the experience by its degree requirements.
- Coops presents work experience that vary in complexity and responsibility vis-a-vis students' academic progress (Heineman, Wilson, Heller and Craft, 1981,2-3).

These five factors indicate a triad relationship. The three partners in a true 'cooperative' program are the student, the coop employer and the University (Houze and Simon, 1981,1). Each participant has their own reason for participating in a coop program. The benefits for each are numerous(see tables 2.1, 2.2, 2.3),

TABLE 1

COOP ADVANTAGES FOR THE STUDENT

- * Adding work to the study program develops confidence, maturity, responsibility and skill in human relations.
- * While still in college, students may insure greater career satisfaction by sampling fields before making a commitment and gain an experimental learning experience.
- * By graduation, the student may have more than a year of professional experience.
- * Provides useful employment contacts.
- * The student earns part of the cost of his education.
- * The experience gained by the student should command a higher salary upon graduation and develop the potential to advance rapidly.
- * Helps the student bring together classroom instruction and employment experience by bridging the gap between theory and practice.
- * Provides a form of career counseling.
- * Permits a coop coordinator personal interest and follow up on each student in the program.

Source: Cooperative Education System of Education University of Cincinnati, study series, 31.

TABLE 2

COOP ADVANTAGES FOR THE EMPLOYER

- * A year round flow of qualified talent provides an opportunity to test and select persons with needed abilities.
- * Promising students are evaluated with an eye toward potential permanent employment after graduation with recruitment test, namely job performance.
- * Brings new ideas and skills into the organization.
- * The professional staff is motivated toward continuous learning in order to keep up with student questions.
- * Enables line department personnel to act as trainer and also be exposed to new ideas from students.
- * Gives opportunity to present a positive company image to the University community and the community at large.
- * Allows an employer to influence college programs through interaction with University Faculty and Students.

Source: Cooperative Education System of Education University of Cincinnati, study series,33.

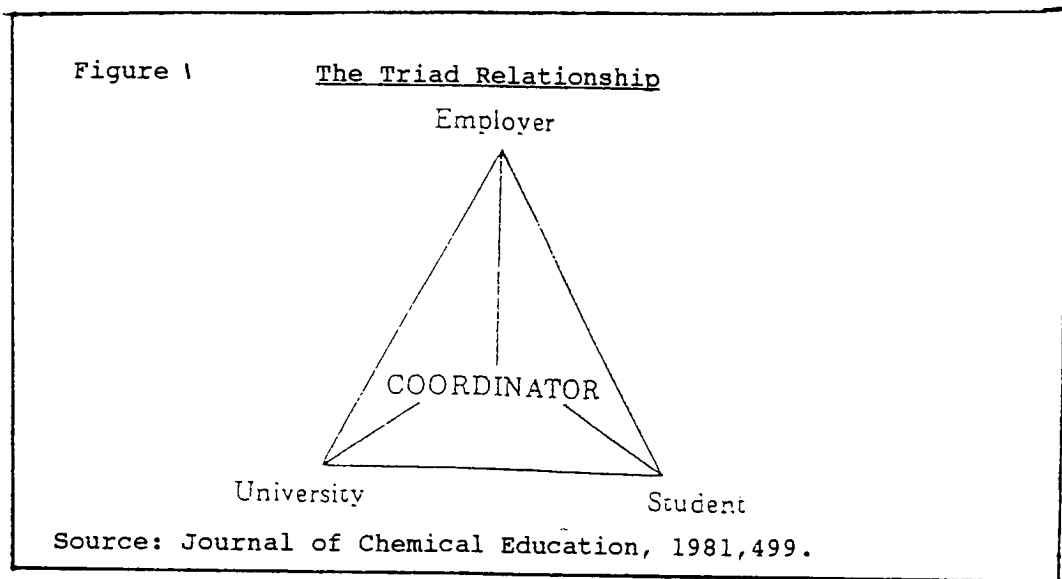
TABLE 3

COOP ADVANTAGES FOR EDUCATIONAL INSTITUTIONS

- * Provides a learning experience that cannot be duplicate on campus.
- * Students return to classes with up to date information on employers practices and new technology, thereby, helping to keep the curriculum relevant.
- * Gives a vehicle for the establishment of positive relationship and integration between the University and employment communities.
- * Recruits new students to the University.
- * Can increase satisfaction, thereby, increasing retention in the college program.
- * Provides for a wider college community interchange and support.
- * As the program develops, the teaching faculty can maintain a closer relationship with business industry, and the professions.
- * Facilitates the process of placing graduates.

Source: Cooperative Education System of Education University of Cincinnati, Study Series, 34.

although it can be non-effective if there does not exist a mutual relationship between the three partners.



The link between the three partners is the coop coordinator (see figure 2.1). The coop coordinator acts as the "focal point" of the triangle. The university, student, and employer are at its apex. The coordinator provides a link between each and all of the partners.

In a nation wide study the following fundamental factors were found in most coop programs. These key points are:

- Cooperative education is endorsed by participating institutions, employers and students.
- Participation in cooperative education

contributes significantly to the career preparation of students.

- Cooperative education is a mechanism for student financial aid.
- Cooperative education is cost-effective for students and employers.
- Cooperative education constitutes a program cost for institution of higher education (Frankel, Cohen, and Dean, 1978)

The literature found on the benefits of coops is overwhelming. However, most literature is anecdotal and thus lacks statistical evidence (Mead, 1992, 24). It seems that with the backing of statistical data, cooperative education at Rochester Institution of Technology would aid in determining the effectiveness of meeting goals and objectives of the institution.

Coop Evaluation Process

Evaluation information is extremely valuable to a coop office. In an article by Kane and Wilson, they underline the important function of being a coop coordinator and the importance of being up to date with employee and student needs. The evaluation process is crucial in this respect.

"When students return to school, the coordinator

helps them evaluate their work experience, articulate what theory they have learned, and review and revise their goals and objectives. In possession of updated student and employer feedback, the coordinator can reassess the program and determine whether the program is meeting its objectives, or, in fact, if those objectives are still valid (Kane and Wilson, 1981, 499)".

This implies that coordinators must constantly have access to information from both student and employer. This information is more effective if it is accessible and maintained in a computer program that tabulates evaluation feedback from both student and employer.

The initial focus of this study is to develop a SPSS program for the surveys already in use for the Coop and Placement Office. The literature search for this topic indicates a lack of research material concerning statistical data gathering for Universities involved in cooperative education. However, two articles do exist that have some discussion about colleges and their own evaluation feedback process.

One of the reports is a document developed by the staff at Edison Community College in Florida for collecting and using follow-up information. The reason behind this report is to evaluate the program and to improve guidance services. Objectives of their

evaluation process, are the following:

- (1) Does the program meet current "state of the art" objectives?
- (2) Are the standards compatible with the needs of local employers?
- (3) Do students completing the program feel comfortable on the job with the skills they have mastered?(Newton,1981,5).

This report makes suggestions as to the responsibilities of a coop coordinator. An emphasis is placed on,

"Supervision of the education, maintenance and use of elements in the student information system which pertains to placement and follow-up including the design of required forms and survey instruments (Newton,1981,24)."

The need for constant information gathering from student and employer is stressed as vital because it enhances the skill for identifying and securing appropriate employment commitments.

The other article that has discussion on surveys and coop experience is a report put together for improving the response of employers to follow up surveys. The article stresses that it is vital to get employer information because it helps in the process of updating and curriculum changes, this in turn makes students more compatible with job requirements.

Their 'new' procedures did increase the response rate (Lawton,1986,5). Areas that are investigated are survey instruments, their cover letter and current procedure.

According to suggestions taken from Berdie's text, two considerations are given to the Brevard Community College evaluation process. The changes that are made, are to visually make the questionnaire shorter and appealing to the employer, to shorten , personalize and include an explanation in the cover letter, of why the recipient should do the survey (see appendix A). Results from this study are not dramatic but changes are directly responsible for an improved response rate (Florida State Department of Education,1986,8).

Other research done for this project was personal interviews and requests to other Universities for viewing their present evaluation forms (see table 2.4). The schools were chosen on the basis that they have a large cooperative education emphasis. These schools include Drexel University in Pennsylvania, University of Cincinnati and University of Waterloo in Canada.

Drexel University's evaluation forms are found on a computer disk given to each coop student. The student has access to a computer and fills out the form

| TABLE 4 SURVEY INFORMATION FROM DIFFERENT COOP UNIVERSITIES | | | | | |
|--|--|---|---|-----------------------------------|---|
| SCHOOL | NAME OF FORMS | DEMOGRAPHIC INFORMATION | QUESTIONNAIRE SECTIONS | RESPONSE SET-UP | COORDINATOR SECTION |
| DREXEL UNIVERSITY | 1. You have never been on coop | name ID Major Class Address & phone location job search info. | demographic career development | comment yes/no likert scale | date reviewed comment section signature |
| | 2. You are returning & planning future coops | name ID major class address & phone | demographic coop employment coop job evaluation coop planner career development | comment yes/no likert scale | date reviewed comment section signature |
| | 3. You are returning from final coop | name ID major class address & phone | demographic employment coop evaluation student summary career services | comment yes/no likert scale | date reviewed comment section signature |

TABLE 4 (CONTINUED)

| SCHOOL | NAME OF FORM | DEMOGRAPHIC INFORMATION | QUESTIONNAIRE SECTIONS | RESPONSE SET-UP | COORDINATOR SECTION |
|--------------------------|----------------------|---|---|-----------------------------------|--------------------------|
| UNIVERSITY OF CINCINNATI | 1.Student Report | name major year of grad. address | demographic about job supervision co-workers self evaluation explain relevancy | comment likert scale | brief notes signature |
| | 2.Employer Appraisal | address job description | position performance work habits problem check list attendance punctuality overall performance characteristics growth & develop. | comment likert scale yes/no | |
| | 3.Senior Evaluation | name ID sex major birth date | advisor relations overall program overall perspective comment section | likert scale | |

TABLE 4 (CONTINUED)

| SCHOOL | NAME OF FORM | DEMOGRAPHIC INFORMATION | QUESTIONNAIRE SECTIONS | RESPONSE SET-UP | COORDINATOR SECTION |
|------------------------|---|---|---|-------------------------|---------------------|
| UNIVERSITY OF WATERLOO | 1. Student Performance evaluation by employer | name ID company name term worked | 18 sections, fill out only those that apply | likert scale comment | |

| TABLE 4 (CONTINUED) | | | | | |
|-----------------------------------|--|--|---|---------------------------------------|--------------------------|
| SCHOOL | NAME OF FORMS | DEMOGRAPHIC INFORMATION | QUESTIONNAIRE SECTIONS | RESPONSE SET-UP | COORDINATOR SECTION |
| ROCHESTER INSTITUTE OF TECHNOLOGY | 1. Employer's evaluation of coop student | address student name major grad year work period work dates wage | demographic quality of work competence ability to learn initiative reliability judgment attitude personal relations communication overall performance | comment likert scale check list | coordinator sign date |
| | 2. Student Report | name major quarters worked company name pay | 3 essay questions satisfaction rating how obtain coop student sign | comment likert scale check list | coordinator sign date |

immediately on the computer. The forms (see appendix B) are separated into three sections. The student fills out the section that best describes their situation. (interview with Gary Hamme, Dean of Cooperative Education and Career Services).

University of Cincinnati uses a "student report" (see appendix C). This report has to be filled out by the student at least three days before a required interview with the coordinator after the students work period. The employer fills out an employer appraisal form. All students are evaluated by their employers in an "employer appraisal" form. This form is mailed to the employer each quarter by the Division of Professional Practice. After the employer completes the form, it is mailed to the student's Coop advisor who reviews the ratings with the student and uses this form as a basis for counseling and advising the student regarding individual professional development. An overall performance rating of "satisfactory" or better on the coop assignments is one of the requirements for receiving a coop quarter grade of "S". The student also fills out an anonymous "senior evaluation form" done on a computer card, rating their experience with the coop office (interview Sam Sovilla, Director of Division of Professional Practice).

The University of Waterloo sends out an "Employer's Evaluation of Cooperative Student" (see appendix D) form around the mid point of the term. This form becomes part of the students' official coop record and is a means for assessing and recording the students' performance on the job.

Constructing an Effective Questionnaire

The purpose of having an evaluation survey is to find out what kind of coop experiences the student and employer has had, how they correspond to the program objectives and the students objective and how the student and employer feels about the coop experience. In order to achieve this an 'appropriate' survey form is needed (see table 2.5).

A important factor for a high response rate is the motivation behind filling out the survey (Berdie, Anderson, Niebuhr, 1986, 19). In the case of coop students in the School of Food, Hotel and Travel Management at RIT, students have the strong motivating factor of meeting their requirements for graduation.

A key point made in Berdie, Anderson and Niebuhr on data analysis and fundamental for future consideration

TABLE 5

A SUMMARY OF FACTORS FOR CONSTRUCTING AN EFFECTIVE SURVEY

- * Begin with 'nonthreatening' questions first.
- * Group items, i.e., those that deal with a specific topic or those that use the same response options should go together.
- * Make smooth transitions between sections, avoiding the appearance of a series of unrelated 'quiz' questions.
- * Do not put important items at the end of a questionnaire.
- * Number questionnaire items.
- * Put an identifying mark on each page of the form so that if one page should get separate from the rest, it can be reattached.
- * Put the name of the form in bold type on the front page of the questionnaire.
- * Make the questionnaire "appealing to the eye" and easy to complete as possible.
- * Include brief but clear instruction for completing the form. Construct questions so they do not require extensive examples. Print all instructions in boldface or italics.
- * Arrange the questionnaire so that the place where respondents mark their answers is close to the question, which encourage fewer mistakes.
- * Avoid using the word 'questionnaire' or 'checklist' on the form itself.
- * Put the name and address of the person to whom the form should be returned on the questionnaire even if you include a self address return envelope.
- * Before asking a question, be sure the respondent is capable of giving an accurate answer.
- * Be sure the question clearly indicates whether it requires a factual answer or opinionative answer.
- * Balance all scales used in the response options. Include an equal number of options on each side of the middle rating.

SOURCE: Berdie, Anderson, Niebuhr, 1986, 19-39.

to this study is that preparing a survey should be done keeping in mind procedures that will facilitate data analysis. This will save time and inaccuracies during data collecting and analysis (Berdie, Anderson and Niebuhr, 1986, 64).

Because this study customized the computer program for the questionnaire, this may result in the inability to analyze data from particular survey items, because the survey format is not suitable for computer analysis, i.e., open ended comment sections found on both student and employer form. Although, all is not lost from the information found in these comment sections. Open-ended questions give general information which are difficult than objective questions to tabulate. However, open-ended questions are useful in a 'pretest' to determine which response options to include in future objective surveys (Berdie, Anderson, Niebuhr, 1986, 37).

"Computer analysis requires the development of a thorough and precise method of response coding. If you know which computer programs will be used for the analysis, you should devise a coding system consistent with the requirements of both these programs and the computer to be used" (Berdie, Anderson, Niebuhr, 1986, 64).

THE SPSS

This project made use of the SPSS reference guide and Babbie's SPSS guide for students. These sources and assistance from Ms.Lo-Yi Chung, a software specialist and assistant professor at RIT were used for the purpose of writing a SPSS computer program. SPSS can now be used for obtaining an objective data analysis from evaluation forms in present use by the Coop and Placement Office in the School of Food, Hotel and Travel Management.

CHAPTER III

RESULTS AND DISCUSSIONS

The focus of this study is to design and test a SPSS program. This program will be customized for the two evaluation surveys in use. Each survey is one page (see appendix E). A standard survey is used for all employers involved with RIT coops. The student evaluation survey is specially tailored for students in the School of Food, Hotel and Travel Management.

In order to begin the computer program, raw data had to be compiled. For this situation information is taken from the Coop and Placement Office from forms that were filled out for the 1993 summer quarter. Two files were given to the researcher. One file has all the employer evaluation forms and the other is all student evaluation forms.

The next step was to match the right employer form with the right student form, and place them together. At this stage the matching forms were stapled and coded from 001 to 109. This was done by pencil on the top right hand side of the employer form.

Construction Of The SPSS Program

Once this was done, the next stage of this project was to code all quantitative information on each form and give them a variable number for the SPSS program (see appendix F).

The information taken from the Employer forms are the following:

- variable 01 student sex
- variable 02 student major
- variable 03 graduation year
- variable 04 quarter worked
- variable 05 company type
- variable 06 wage
- variable 07-17 rating categories
- variable 18 sex of evaluator.

The following information is from the Student form:

- variable 19-25 rating categories
- variable 26 how obtained coop.

Comment Sections

Once these 26 variables were placed in the SPSS program, it was decided that due to the useful information found in the comment section of each form, the researcher would try to quantify this qualitative

information.

This was a process of going through each answer in each comment section and attempting to identify 'like' words. This was done for the purpose of clustering words and making them value labels for SPSS. However, once the process was finished the researcher strongly felt that the words were too ambiguous and the fear of the researchers bias would skew the results. It was then decided to make a variable that gave the option of 'yes' or 'no' answer for identifying if the comment sections were filled out. There were some words that did come up often in the comment section and will be referred to in the recommendation section of this chapter, for future updating of survey evaluation forms. The third question on the student survey referring to "student difficulties" was easily given the value of 'yes' or 'no' and thus used as variable 30. Therefore, the following information is added in the SPSS program:

- variable 27 location of employment
- variable 28 employer comment section filled out

Variables 27 and 28 are taken from the employer form. Information from variable 29 and 30 are taken from the student form, they are:

- variable 29 student comment section

filled out.

·variable 30 student difficulties.

Note that useful comments were also made for variable 30 that could not be quantified.

At this stage all 109 matched surveys were inputted into the SPSS program. There were still 40 employer and 44 student forms that could not be matched. After a thorough search, it was decided to input this data in the SPSS program and leave blanks for the missing information. This missing information begins with data entry number 110 to 193. The data print out shows the missing information in columns 23-30 because student forms could not be found. From column 11-22 there is missing information because there were no employer forms. Column 8 has missing information throughout because two spaces were given to indicate what quarters students worked and if they did a double block.(see appendix G). It is important to note that there is useful information given in the comment section and thus should not be disregarded.

The final stage was to run the program. Once the program ran without any errors a reading of basic statistical information was taken, this is found in the finding section of this project. An attempt was also

made to utilize the option of crosstabs to see if there is any apparent sex discrimination of students involved with coops in the 1993 summer quarter. These results are found in the next section.

Findings and Analysis

This section illustrates the information found by making use of a SPSS program. According to the results developed by the SPSS program the following information is found for students involved in coops for the 1993 summer quarter. Fifty-seven percent of students on coops came from the Hotel concentration (see figure 3.1). This information compliments the information found in variable 05, which indicates that 45.8% of companies that hire coop students were Hotel companies (see figure 3.2).

The average wage for majority 1993 coop student was between five and seven dollars. The second largest group got paid between three and five dollars (see figure 3.3).

Employers Rating Of Student

Employers rating of students, or variable 07 to

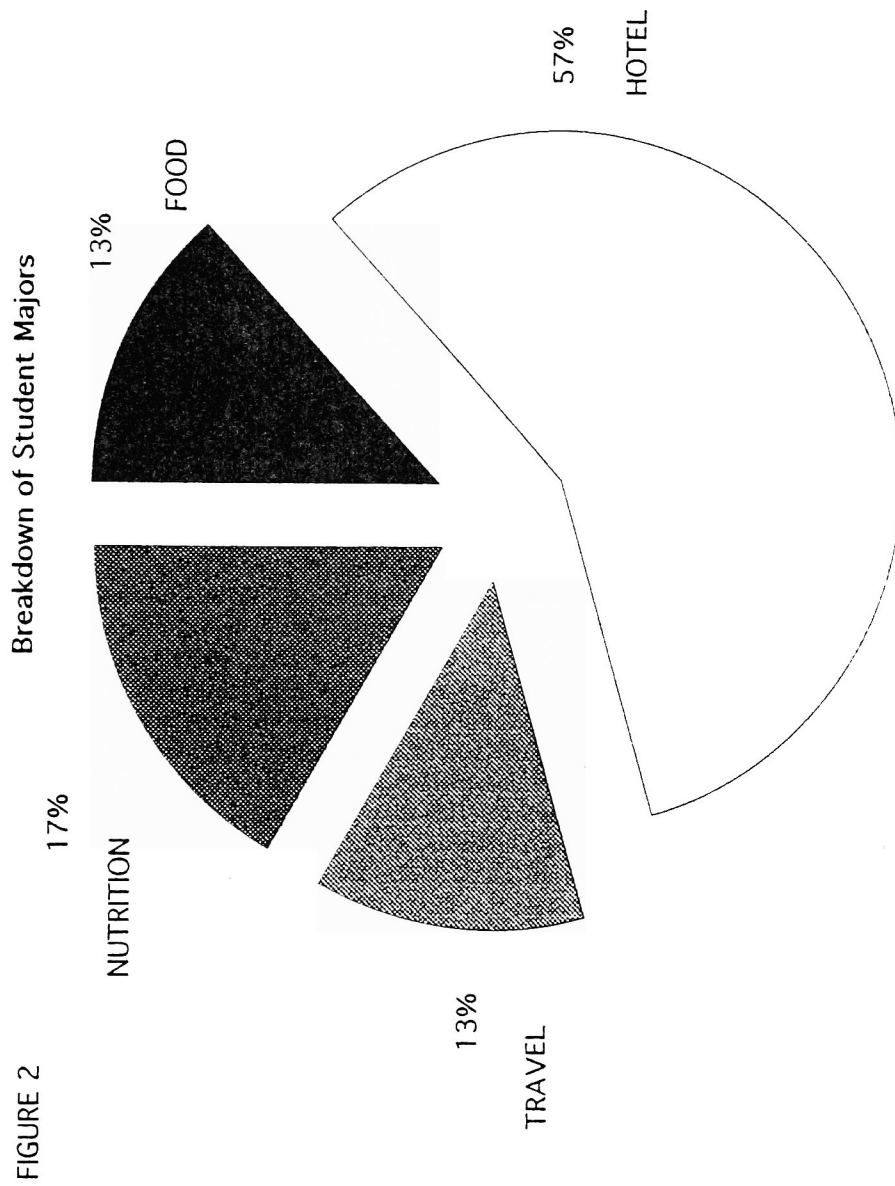
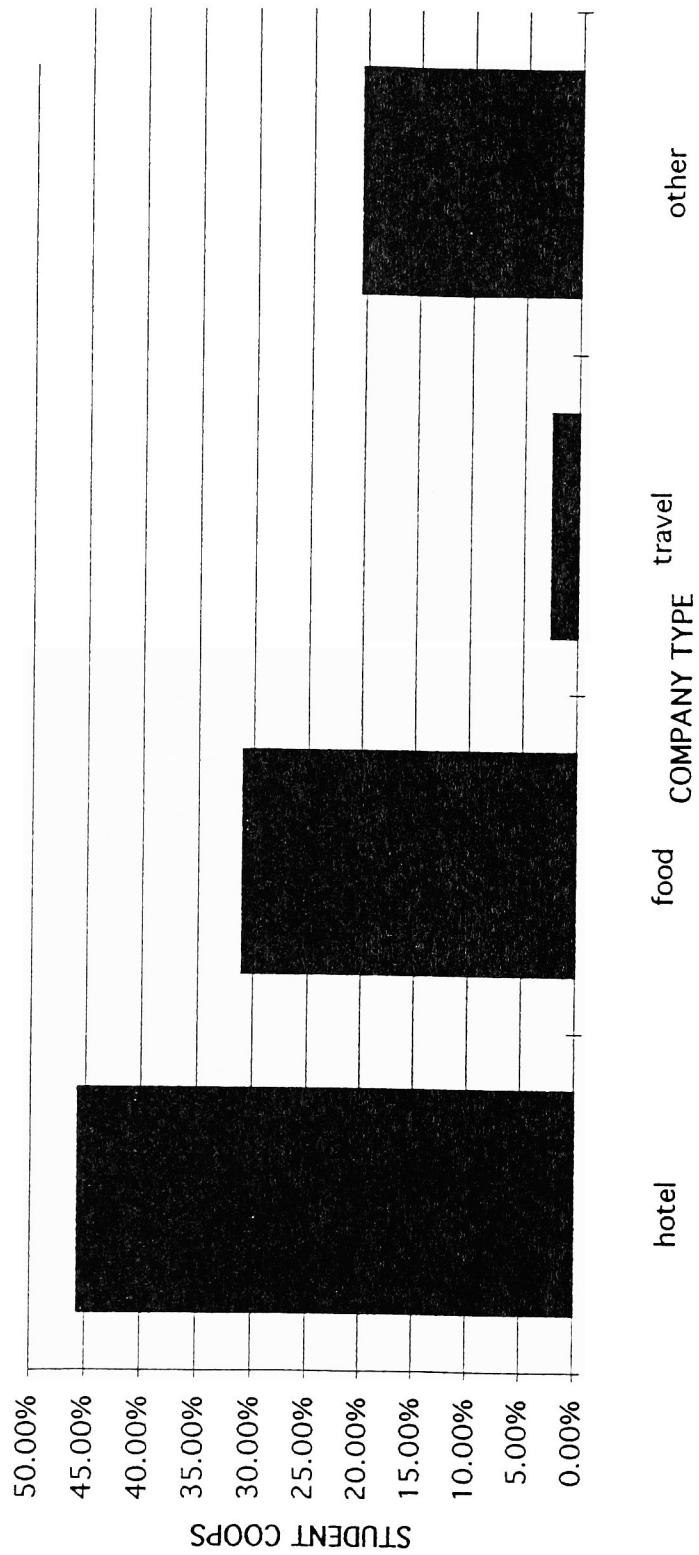


FIGURE 3
Type of Company Students Worked for



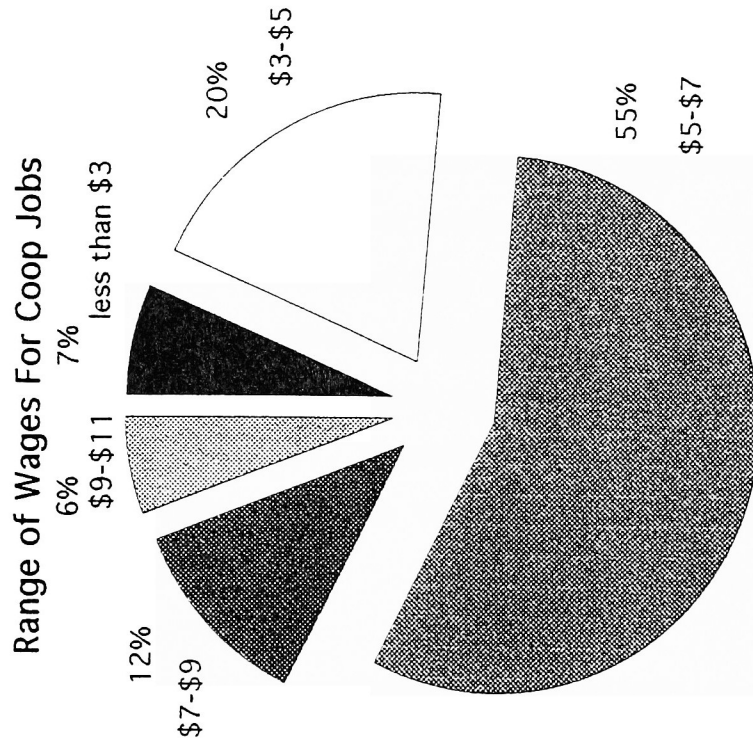


FIGURE 4

variable 17 on the SPSS program ranged between excellent and very good. The least percentage for a very good rating is in the 'initiative' category (see table 3.1). This table tends to imply that RIT coop students in the School of Food, Hotel and Travel Management tend to impress employees with their reliability, attitude and relation development on their coop job.

Variables 19, 20, 23, 24, 25 and 26 are students ratings of different characteristics of their coop experience. Note that the ratings of 'somewhat dissatisfied' and 'somewhat satisfied' was labeled by the researcher and not included on the survey form (see student form, appendix E). Therefore, the forms may be misinterpreted differently on this ambiguous rating scale by the student.

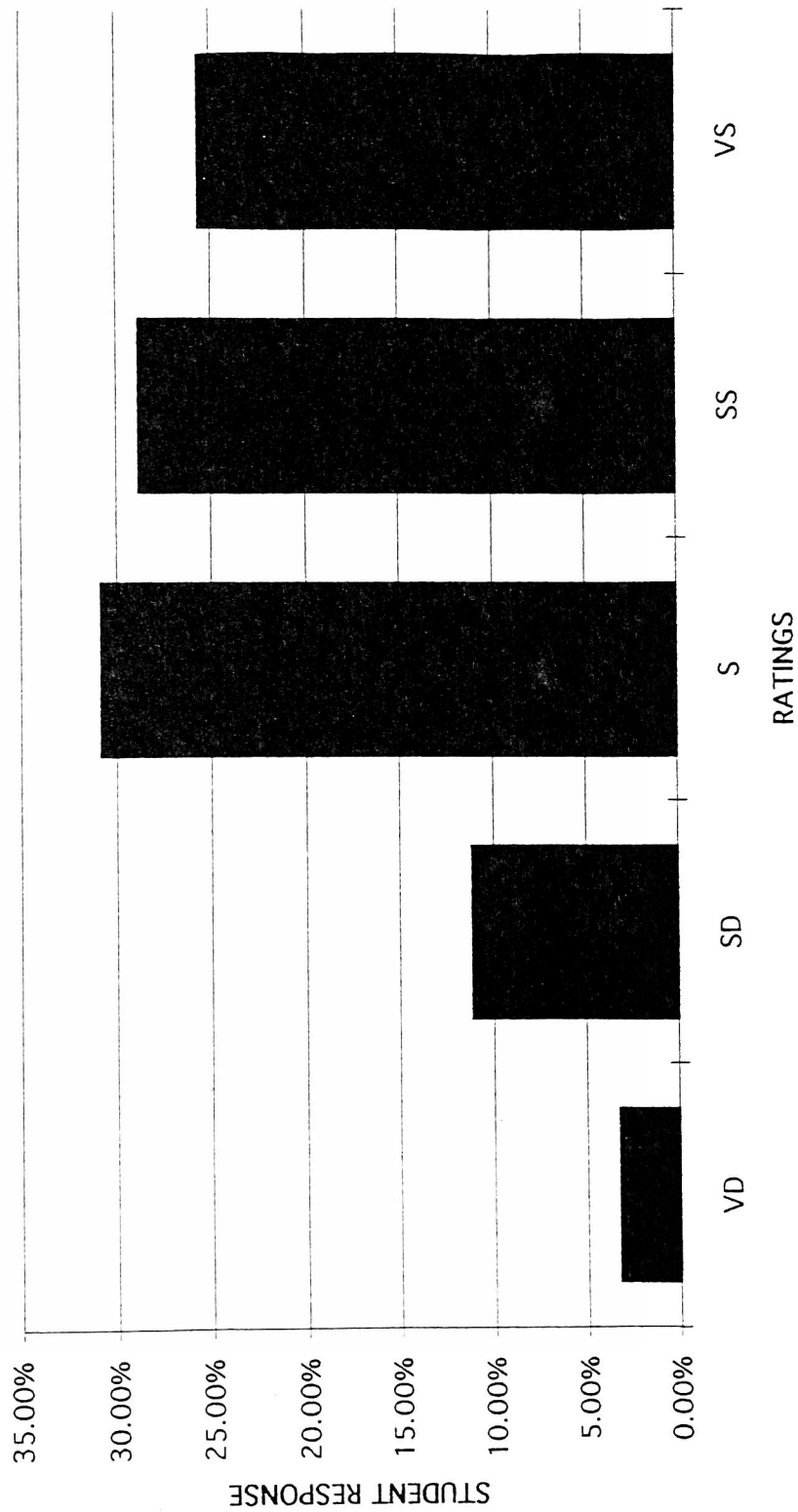
Using the labels "somewhat dissatisfied" and "somewhat satisfied" the following results were found: Students tended to rate their 'job responsibility' between satisfactory and somewhat satisfactory (see figure 3.4).

When the student was asked if their job involved their career interest, majority said they were somewhat satisfied (see figure 3.5).

| TABLE 6 EMPLOYER'S RATING OF STUDENTS JOB CHARACTERISTICS | | | | | |
|---|-----------|-----------|---------|----------|------|
| <div><div></div><div>RATINGS:</div></div> <div>CHARACTERISTICS:</div> | EXCELLENT | VERY GOOD | AVERAGE | MARGINAL | POOR |
| | | | | | |
| ACCURATE & THOROUGH | 42% | 45% | 11% | 1% | 1% |
| VOLUME & RATE | 41% | 43% | 15% | 1% | 0% |
| COMPETENCE | 40% | 45% | 14% | 1% | 0% |
| ABILITY TO LEARN | 50% | 38% | 11% | 1% | 0% |
| INITIATIVE | 35% | 42% | 19% | 3% | 1% |
| RELIABILITY | 61% | 26% | 9% | 3% | 1% |
| JUDGMENT | 39% | 43% | 15% | 3% | 0% |
| ATTITUDE | 58% | 29% | 11% | 1% | 1% |
| RELATIONS | 58% | 30% | 10% | 1% | 1% |
| COMMUNICATION | 43% | 39% | 17% | 1% | 0% |
| OVERALL | 51% | 37% | 11% | 1% | 0% |

FIGURE 5

Student rating of their Job Responsibility



VD=VERY DISSATISFIED
SD=SOMEWHAT DISSATISFIED
S=SATISFIED
SS=SOMEWHAT SATISFIED
VS=VERY SATISFIED /

FIGURE 6

Student Rating of their relationship between the Coop and their Career Interests



VD=VERY DISSATISFIED
SD=SOMEWHAT DISSATISFIED
S=SATISFIED
SS=SOMEWHAT SATISFIED
VS=VERY SATISFIED

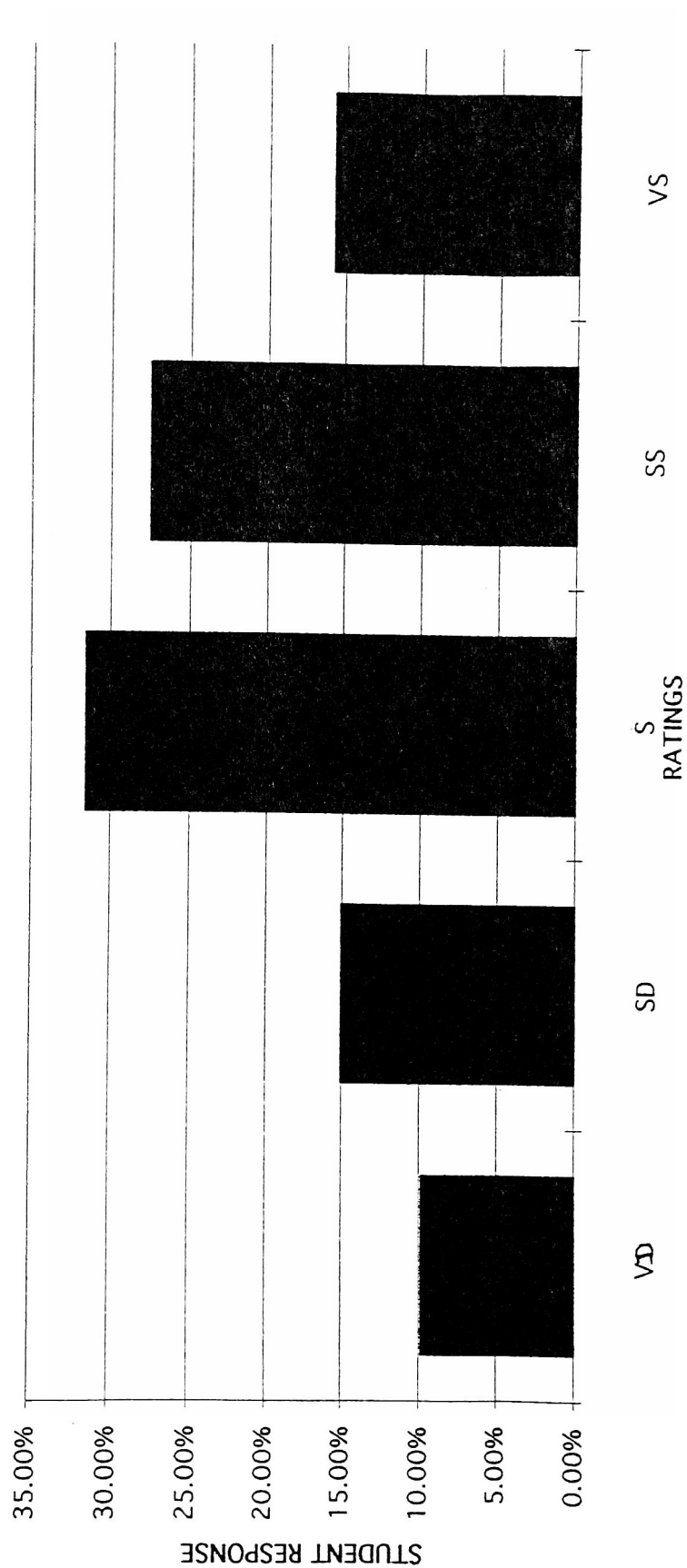
Students feelings about their wage, ranged between satisfied and somewhat satisfied (see figure 3.6).

In terms of 'job search preparation', majority of students (39.3%) gave a satisfactory rating. The second highest rating (23.7%), although not overwhelming, was somewhat dissatisfied (see figure 3.7). The same is also found when the student rated their coop coordinator. The satisfaction rating is 32.3% and somewhat dissatisfied rating at 26.6% (see figure 3.8).

When the students were asked how they obtained their coop job, an overwhelming majority credited their own effort at 63.2%. The use of the coop office rated at 23%, which was the second highest rating (see figure 3.9).

FIGURE 7

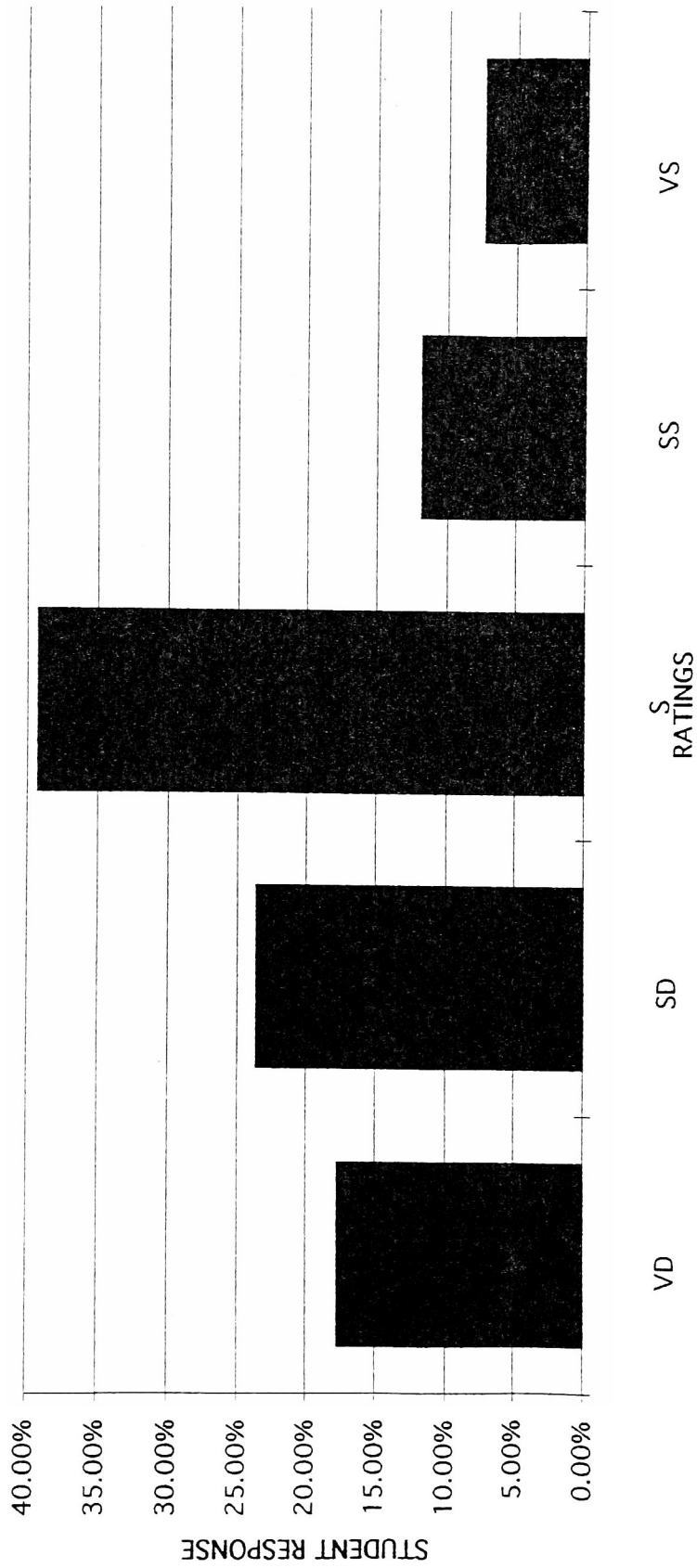
Student Rating on their Coop Pay



VD=VERY DISSATISFIED
SD=SOMEWHAT DISSATISFIED
S=SATISFIED
SS=SOMEWHAT SATISFIED
VS=VERY SATISFIED

FIGURE 8

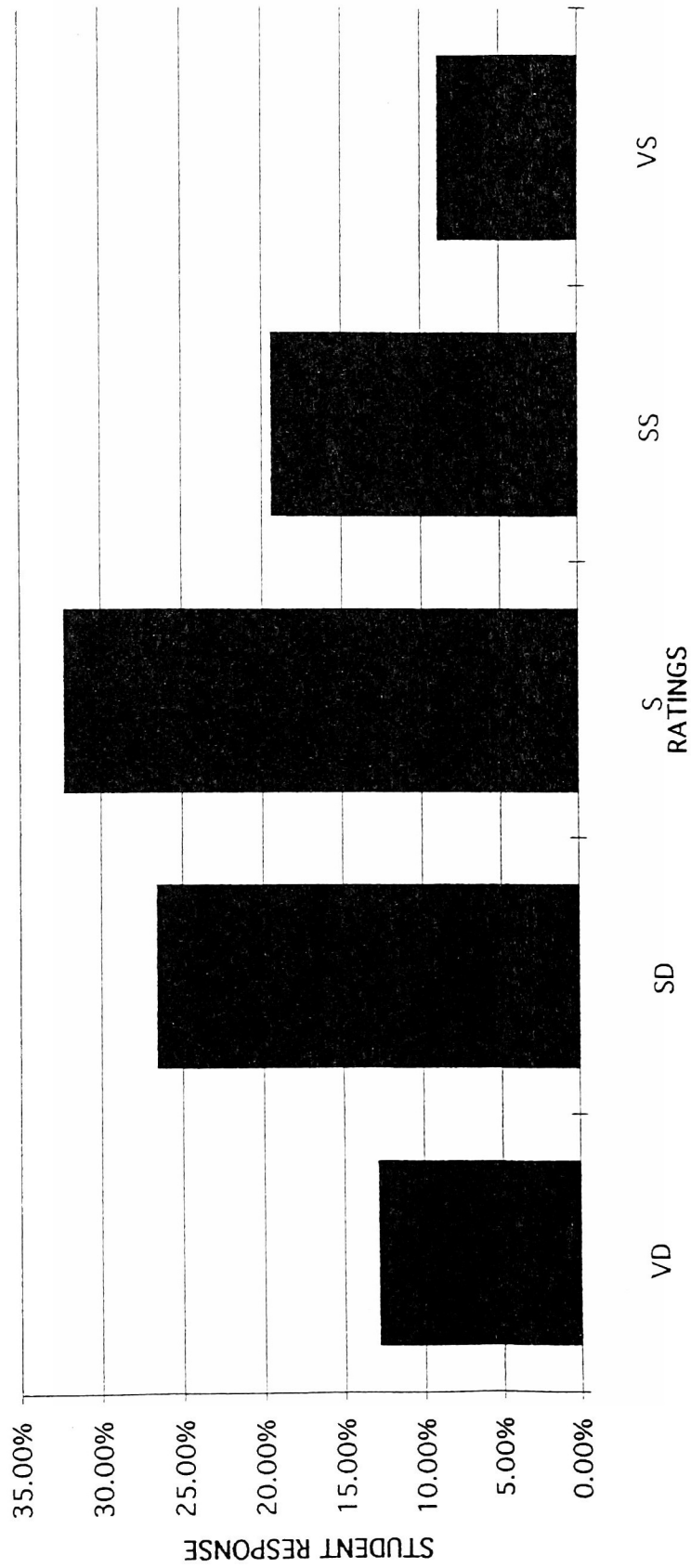
Student Rating of Job Search Preparation through Coop Office



VD=VERY DISSATISFIED
SD=SOMEWHAT DISSATISFIED
S=SATISFIED
SS=SOMEWHAT SATISFIED
VS=VERY SATISFIED

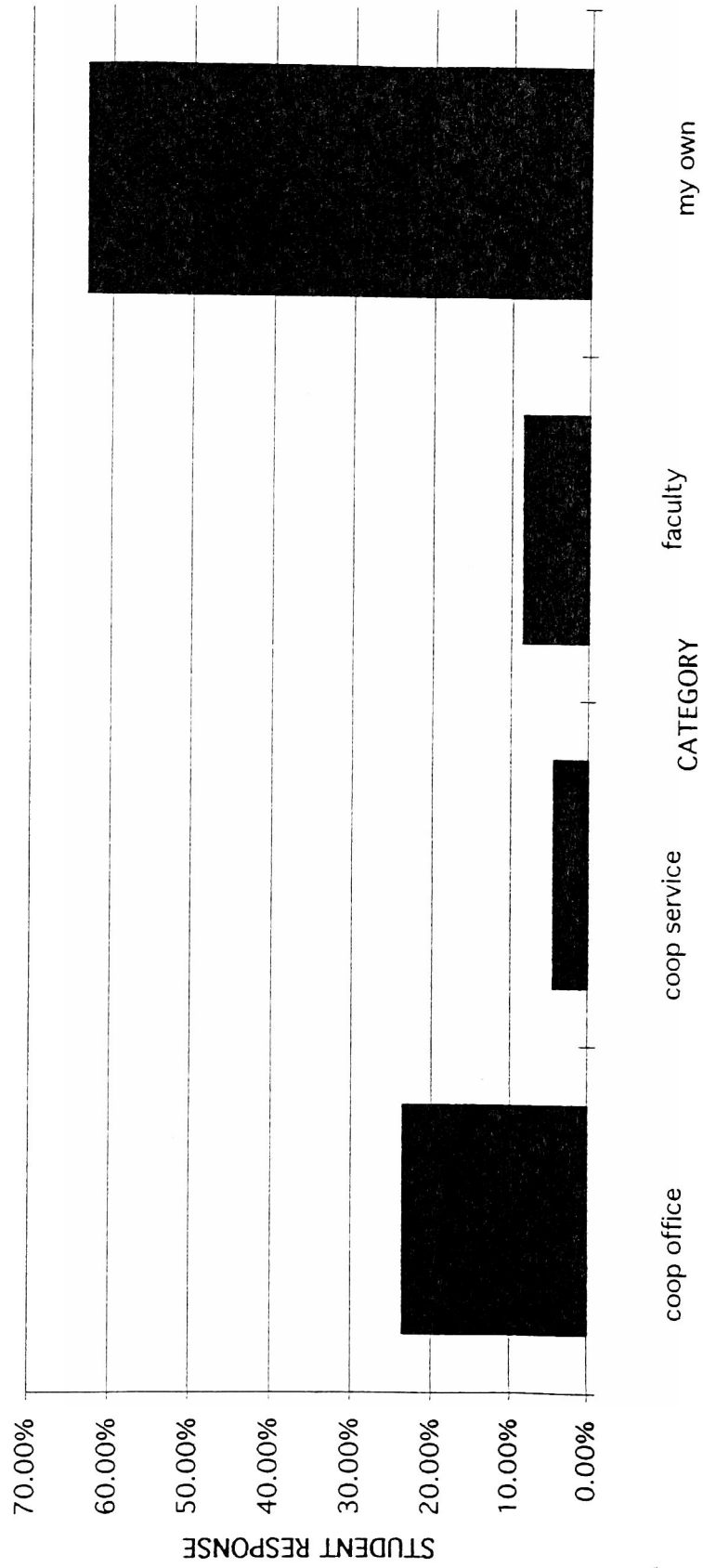
FIGURE 9

Student Rating on Assistance from Coordinator



VD=VERY DISSATISFIED
SD=SOMEWHAT DISSATISFIED
S=SATISFIED
SS=SOMEWHAT SATISFIED
VS=VERY SATISFIED

FIGURE 10
Breakdown of How Student Obtained Coop



CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

The following conclusion and summary can be made from this project. The use of a SPSS program documented a trend of information received by 193 coop student and/or employer. If there is continuous use of this SPSS program then the Coop and Placement Office with collaboration of the School of Food, Hotel and Travel Management will be able to identify reoccurring trends from quarter to quarter and decide if significant changes can enhance the coop program at RIT.

The following summary was illustrated for the 1993 coop experience by student and employer:

- There were more female students doing coops
- About 60% of all students doing coops are from the Hotel concentration
- 43% will graduate in 1994
- 16% did a 'double block' coop
- 46% of students worked in a Hotel
- 31% of students worked in the Food Industry

- Majority of students average wage was between \$5-\$7 per hour
- Employers rating of their coop student ranged from excellent to very good
- Overwhelming majority of students were located in the state of New York
- Students rating of their coop experience indicated a satisfactory level
- 55% of students said they had some sort of difficulties on their coop job
- Majority of students say they found their coop job on their own.

The crosstabs that were tested was to see if there were any overwhelming differentiation with sex of student. The crosstabs illustrated no apparent gender bias.

Recommendation

The following recommendations are suggested from this project. The need for minor changes to the existing survey forms will enhance the evaluation process for the Coop and Placement Office.

- (1) There are no labels for #2 and #4 on the Likert

scale rating in the student survey form. Making labels for the Likert scale will eliminate misinterpretations of the survey.

- (2) For the same scale, changing the order of the survey response choices from negative to positive to positive to negative.

e.g. Very Satisfied

Somewhat Satisfied

Satisfied

Somewhat Dissatisfied

Very Dissatisfied.

- (3) Change comment section into a Likert scale, with words found often in the existing comment sections. The words that tended to come up often for question one, regarding major achievements on the student form are:

-better understanding of the business

-communication skills

-supervision skills

-technical skills

-other...

For question two, regarding contribution to personal development, the following was said often:

-general knowledge about the industry

- confidence
- learned to make decisions
- become service oriented

For question three, on student difficulties:

- long hours
- lack of computer knowledge
- personality problems
- language problems
- scheduling
- supervision
- favoritism
- pay
- lack of support
- other....

For employer comments:

- well prepared
- lack of clinical experience
- good background
- quick learner
- well organized
- needs more experience
- hard worker
- adjusts well
- professional
- dedicated
- flexible

-teamplayer

-needs to focus on details.

- (4) Another recommendation is to have the information of what quarter(s) the student worked and what number coop the student is on. This helps indicate if the student changes companies and/or the field they coop for.

The above recommendations are emphasis on minor changes to the existing survey forms. These changes will make the survey forms more compatible with the SPSS program. However, if one wants to measure specific items, i.e., is the coop experience enhancing specific learning objectives of the School of Food, Hotel and Travel Management? Then, more research is needed for what kinds of questions to ask for what specifically is to be measured. Therefore, a clear definition of what is to be measured can help produce a more sophisticated measuring tool for future use for the Coop and Placement Office at RIT.

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APPENDIX A

Revised Cover Letter for Brevard
Community College

May 13, 1986

v1

Dear v2:

As an employer of former students or graduates of Brevard Community College, you have a right to expect the best. BCC wants to understand your requirements and design the most appropriate preparatory experiences for our students. We need to keep abreast of changing technology and procedures. You are our most important source of this essential information.

We appreciate constructive criticism and will get busy to change and improve our programs if you will help identify BCC failings as well as strengths.

Please take a few brief moments to complete the single-page enclosed questionnaire in relation to the preparation received by v3 and return it in the stamped, self-addressed envelope. By doing so, you will be helping to build a resource of fully qualified candidates to meet your future needs.

Thank you for your assistance.

Sincerely,

Robert E. Lawton, Director
Educational Research and Planning

bp

Enclosure

APPENDIX B
EVALUATION FORMS FROM DREXEL UNIVERSITY

Employment Summary & Planner



V 1.2 September 1, 1992

Co-op and
Career Services Center

OK



Employment Summary & Planner

Proceed to questionnaire
by indicating your status:

- ☐ Student who has never been on co-op employment.
- ☐ Student returning from co-op and planning future co-op employment.
- ☐ Student returning from final co-op employment.

Reminder!

This questionnaire must be brought with you to a personal meeting with your coordinator
Call (215)895-2185 to schedule appointment.

When -

Freshmen and upperclass students-

Prior to the preregistration deadline. (date available at Co-op, 222-Main)

Seniors and last-time co-ops-

During the term immediately following co-op employment.

Be sure to bring this questionnaire with you
on a floppy disk to the personal meeting.

*Both completion of this questionnaire and the personal meeting
with your coordinator are co-op graduation requirements.*

OK

Employment Summary & Planner

**Use this
layout if...**

You have never been
on co-op employment

Answer all questions.
Scroll to proceed through entire questionnaire.



Student Information Update

Student Name

Student ID number - Use format (*123456789* no hyphens)

Academic major - non-numeric (i.e. Accounting, Electrical Engineering, etc.)

Class

☐ Freshman ☐ Pre-junior ☐ Senior
☐ Sophomore ☐ Junior

Current (school) address

Street Address

City, State, Zip Code

Current (school) telephone number

Home (permanent) telephone number



Co-op Employment Planner

During which terms are you scheduled for co-op?

☐ Fall ☐ Winter ☐ Spring ☐ Summer

What types of positions will you be considering?

Will you have use of a car for co-op?

☐ Yes ☐ No

Can you relocate for your co-op experience?

☐ Yes ☐ No

Geographic preferences (Check all that apply)

- | | | |
|--|------|---|
| <input type="checkbox"/> Philadelphia | are: | <input type="checkbox"/> Baltimore |
| <input type="checkbox"/> South Jersey | | <input type="checkbox"/> Washington, D.C. |
| <input type="checkbox"/> North Jersey | | <input type="checkbox"/> Other |
| <input type="checkbox"/> New York City | | |

If you checked "other" in the prior question, please list cities (locations)

Describe your job search strategy? (i.e. *Fast Ads* process, independent job search, family network, etc.)



Career Development

Are you considering changing academic majors?

☐ Yes ☐ No

If yes, to what new major?

Realistically, what is the "best situation" for your next co-op experience in order to lead you in the career direction you want to go?

What will you require, other than more experience, to get you where you want to go professionally? (i.e., specific courses, advanced degrees, apprenticeship, a network of contacts, certification, membership in professional societies, etc.)

Have you identified someone doing what you ultimately want to do and discussed your interests with them?

☐ Yes ☐ No

Which campus or community activities, organization(s), etc. should you get involved with now to help you realize your career aspirations?

Coordinator use

Date reviewed (format m/d/y)

Year/Term co-op employment started (eg. 923, 924, etc.)

Coordinator comments

Coordinator initials

Employment Summary & Planner

**Use this
layout if...**

You are returning from
co-op and are planning
future co-op employment.

Answer all questions.

Scroll to proceed through entire questionnaire. ↓



Student Information Update

Student Name

Student ID number - Use format ("123456789" no hyphens)

Academic major - non-numeric (i.e. Accounting, Electrical Engineering, etc.)

Class

| | | |
|---------------------------------|----------------------------------|------------------------------|
| <input type="radio"/> Freshman | <input type="radio"/> Pre-junior | <input type="radio"/> Senior |
| <input type="radio"/> Sophomore | <input type="radio"/> Junior | |

Current (school) address

Street Address

City, State, Zip Code

Current (school) telephone number

Home (permanent) telephone number



Co-op Employment Summary

Current co-op employer name

Location of work - (city, state)

Department in which employed

Supervisor's Name

Your job title

Month employment began

- ☐ January ☐ July
☐ February ☐ August
☐ March ☐ September
☐ April ☐ October
☐ May ☐ November
☐ June ☐ December

Year employment began

- ☐ 1992 ☐ 1998
☐ 1993 ☐ 1999
☐ 1994 ☐ 2000
☐ 1995 ☐ 2001
☐ 1996 ☐ 2002
☐ 1997 ☐ 2003

Duration of this co-op employment (# of months)

 Numeric value please.

Total months of co-op experience completed (including this co-op)

 Numeric value please.

Number of hours worked per day

 Numeric value please.

Starting time

Number of days worked per week

Numeric value please.

Gross weekly salary (before taxes, deductions)

Numeric value please.

Other compensation (i.e. bonus, commission, etc.)
Please supply details.

Shift work required?

☐ Yes ☐ No

Overtime required?

☐ Yes ☐ No

Hours of overtime per week (average).

Numeric value please.

If you traveled out of town as part of your job, list locations

What was the purpose of that travel?

Was a car required to perform your co-op job?

☐ Yes ☐ No

How did you commute to work?

Is public transportation available?

☐ Yes ☐ No

Did you commute from the Drexel campus?

☐ Yes ☐ No

Estimated commute time from the Drexel campus (minutes).

Numeric value please.

If you worked for an employer in a location away from Philadelphia, and you wish to share housing information about that area with other Drexel students, please describe your housing arrangements and list the name, phone number and address of a person a future co-op may contact to obtain housing information.

Did your employer assist you in securing housing?

☐ Yes ☐ No



Co-op Job Evaluation

Respond to the items in this section by checking the numerical ranking which best describes your feelings.

10 is highest or best.

5 is average or as expected.

0 lowest or least desirable.

Opportunity to demonstrate own initiative

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Quantity of work assigned

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Training provided by employer

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Responsibility

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Variety of assignments

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Challenge of the work assigned

☐0 ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

Development of communication skills

☐0 ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

Development of interpersonal skills

☐0 ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

Development of technical skills

☐0 ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

Quality of supervision

☐0 ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

Employer's interest and commitment to training co-ops

☐0 ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

Overall job satisfaction

☐0 ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

How accurate was the employer's *Fast Ads* job description?

☐0 ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

For the following questions, use as much space as necessary:

Brief description of your position as it will appear on your updated resume.

Describe the best features of your position and employer.

Describe any drawbacks of your position and employer.

Additional comments



Co-op Employment Planner

During which terms are you scheduled for co-op?

☐ Fall ☐ Winter ☐ Spring ☐ Summer

Do you plan to return to your current employer for your next co-op?

☐ Yes ☐ No

Do you wish to remain a candidate for your last job while interviewing for other positions?

☐ Yes ☐ No

Does your current employer know of your plans for your next co-op?

☐ Yes ☐ No

What types of positions will you be considering?

Will you have use of a car for co-op?

☐ Yes ☐ No

Can you relocate for your next co-op experience?

☐ Yes ☐ No

Geographic preferences (Check all that apply)

☐ Philadelphia area ☐ New York City ☐ Other
☐ South Jersey ☐ Baltimore
☐ North Jersey ☐ Washington, D.C.

If you checked "other" in the prior question, please list cities (locations)

Describe your job search strategy? (i.e. *Fast Ads* process, independent job search, family network, etc.)



Career Development

Was this co-op experience relevant to your career objectives?

☐ Yes ☐ No

Are you considering changing academic majors?

☐ Yes ☐ No

If yes, to what new major?

Realistically, what is the "best situation" for your next co-op experience in order to lead you in the career direction you want to go?

What will you require, other than more experience, to get you where you want to go professionally? (i.e., specific courses, advanced degrees, apprenticeship, a network of contacts, certification, membership in professional societies, etc.)

Have you identified someone doing what you ultimately want to do and discussed your interests with them?

☐ Yes ☐ No

Which campus or community activities, organization(s), etc. should you get involved with now to help you realize your career aspirations?

Coordinator use

Date reviewed (format m/d/y)

Year/Term co-op employment started (eg. 923, 924, etc.)

Coordinator comments

Coordinator initials

Employment Summary & Planner

**Use this
layout if...**

You are returning
from your
final co-op.

Answer all questions.
Scroll to proceed through entire questionnaire.



Student Information Update

Student Name

Student ID number - Use format ("123456789" no hyphens)

Academic major - non-numeric (i.e. Accounting, Electrical Engineering, etc.)

Class

| | | |
|---------------------------------|----------------------------------|------------------------------|
| <input type="radio"/> Freshman | <input type="radio"/> Pre-junior | <input type="radio"/> Senior |
| <input type="radio"/> Sophomore | <input type="radio"/> Junior | |

Current (school) address

Street Address

City, State, Zip Code

Current (school) telephone number

Home (permanent) telephone number



Employment Summary

Co-op Employment Summary

Current co-op employer name

Location of work (city, state)

Department in which employed

Supervisor's Name

Your job title

Month employment began

- ☐ January ☐ July
☐ February ☐ August
☐ March ☐ September
☐ April ☐ October
☐ May ☐ November
☐ June ☐ December

Year employment began

- ☐ 1992 ☐ 1998
☐ 1993 ☐ 1999
☐ 1994 ☐ 2000
☐ 1995 ☐ 2001
☐ 1996 ☐ 2002
☐ 1997 ☐ 2003

Duration of this co-op employment (# of months)

Numeric value please.

Total months of co-op experience completed (including this co-op)

Numeric value please.

Number of hours worked per day

Numeric value please.

Starting time

Number of days worked per week

Numeric value please

Gross weekly salary (before taxes, deductions)

Numeric value please.

Other compensation (i.e. bonus, commission, etc.)
Please supply details.

Shift work required?

☐ Yes ☐ No

Overtime required?

☐ Yes ☐ No

Hours of overtime per week (average).

Numeric value please.

If you traveled out of town as part of your job, list locations

What was the purpose of that travel?

Was a car required to perform your co-op job?

☐ Yes ☐ No

How did you commute to work?

Is public transportation available?

☐ Yes ☐ No

Did you commute from the Drexel campus?

☐ Yes ☐ No

Estimated commute time from the Drexel campus (minutes).

Numeric value please.

Employment Summary

If you worked for an employer in a location away from Philadelphia, and you wish to share housing information about that area with other Drexel students, please describe your housing arrangements and list the name, phone number and address of a person a future co-op may contact to obtain housing information.

Did your employer assist you in securing housing?

☐ Yes ☐ No

Respond to the items in this section by checking the numerical ranking which best describes your feelings.

10 is highest or best.

5 is average or as expected.

0 lowest or least desirable.

Opportunity to demonstrate own initiative

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Quantity of work assigned

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Training provided by employer

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Responsibility

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Variety of assignments

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Challenge of the work assigned

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Development of communication skills

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

00 01 02 03 04 05 06 07 08 09 10

Development of interpersonal skills

00 01 02 03 04 05 06 07 08 09 10

Development of technical skills You are returning

00 01 02 03 04 05 06 07 08 09 10

Quality of supervision

00 01 02 03 04 05 06 07 08 09 10

Employer's interest and commitment to training co-ops

00 01 02 03 04 05 06 07 08 09 10

Overall job satisfaction

00 01 02 03 04 05 06 07 08 09 10

How accurate was the employer's *Fast Ads* job description?

00 01 02 03 04 05 06 07 08 09 10

For the following questions, use as much space as necessary:

Brief description of your position as it will appear on your updated resume.

Describe the best features of your position and employer.

Describe any drawbacks of your position and employer.

Additional comments



Graduating Student Summary

Summarize your perceptions of the Co-operative Education component as part of your total academic experience at Drexel.

Career Plans (Indicate all those applicable.)

- ☐ Accepted full-time employment
- ☐ Currently considering a job offer
- ☐ Attending graduate school (part or full time)
- ☐ Applying to graduate school (part or full time)
- ☐ Military service
- ☐ Other
- ☐ Seeking Employment

If you indicated "Other", please specify

If you accepted full-time employment, enter the name of your employer (i.e. employer name).

If you are currently employed, did you work for this employer as a co-op student?

- ☐ Yes ☐ No

If you are currently considering a job offer, enter the name of the employer (i.e. company name).

If you are currently considering a job offer, did you work for this employer as a co-op student?

- ☐ Yes ☐ No

Career Services's Programs available to graduating students.

- Career advising/counseling sessions.
- Skills workshops
 - Job hunting
 - Interview preparation.
 - Practice Interviews
- Employer on-campus interviewing program
- Off-campus resume referral
- Immediate opening job postings
- Annual fall Job Fair
- Current job opportunities database

- Graduating student database for employers

Coordinator use

Date reviewed (format m/d/y)

Year/Term co-op employment started (eg. 923, 924, etc.)

Coordinator comments

Coordinator initials

APPENDIX C

Evaluation forms from University of Cincinnati



University of Cincinnati
Division of Professional Practice
Mail Location 115
Cincinnati, Ohio 45221

Student Report

Reports must be submitted at least 3 school days prior to your required interview following your work quarter.

Practice Quarter _____ 19 _____

(Aut., Wtr., Spr., Sum.)

Covering your 1-2-3-4-5-6-7-8 Practice Quarter

Date _____

Name _____

Major _____

Year of Grad. _____

Section _____

Current Address _____

Phone () _____

Permanent Address _____

Phone () _____

Employer _____

Employer's Address _____

Phone () _____

Branch (if more than one) _____

Name and Title of Your Immediate Supervisor (Department Head, Section Chief, etc.) _____

Name and Title of Individual with Overall Responsibility for Coordinating the Co-op Program for Your Employer _____

Date Started Work _____

Date Ended Work _____

Rate of Pay \$ _____ /Gross per month (Please convert hourly or weekly wages before withholding to "gross income per month". Formula: Gross weekly rate times 4.33 equals gross monthly.)

If hourly, please list hourly rate also: \$ _____ /per hour

Department Assigned To _____

Summarize the general responsibilities of your department

Briefly list the major responsibilities and duties allocated to you while on your assignment

List any noteworthy job-related accomplishments or achievements during your assignment

What do you consider the best features of your last assignment?

Were you able to observe what graduates in your field do?

Yes ☐ No ☐

Comment

What might you do during your next work term to enhance your learning and career growth?
(Specify several objectives)

Confidential

Available to U.C. faculty and administration only

Position Appraisal

A primary objective of the Professional Practice Program is to provide the student with an opportunity to develop skills in a realistic environment under the guidance of senior members of the chosen profession. This section has been structured to assist you in appraising your experiences on your current practice quarter. Careful analysis of the experiences provided by this assignment will be helpful in placing your training in a proper perspective. CIRCLE THE MOST APPROPRIATE ANSWER.

Supervision

1. Is your immediate supervisor(s) of assistance in your developing an effective working relationship with co-workers?
Frequently If Needed Seldom Never
2. Does he/she appear interested in you as an individual?
Always Frequently Sometimes Seldom Never
3. Does he/she give or provide for adequate training?
Always Frequently Sometimes Seldom Never
4. Does he/she motivate you to improve yourself?
Always Frequently Sometimes Seldom Never
5. Do you receive adequate instruction or assistance from your supervisor in the conduct of your work?
Always Frequently Sometimes Seldom Never

If the answer is seldom or never, explain:

Co-Workers

1. Do you get along well with your co-workers?
Always Frequently Sometimes Seldom Never
2. Is there enough work to keep the employees busy?
Always Frequently Sometimes Seldom Never
3. Interest in employing organization demonstrated by co-workers appears to be:
Excellent Good Average Fair Poor
4. My co-workers display a willingness to improve themselves in their job:
Always Frequently Sometimes Seldom Never
5. We communicate effectively with each other:
Always Frequently Sometimes Seldom Never
6. Cooperation among my co-workers in accomplishing the work is:
Excellent Good Average Fair Poor

If the answer is seldom, never or poor, explain:

Self

1. Do you feel you are performing work of value to your employer?
Always Frequently Sometimes Seldom Never
2. My academic preparation for this assignment is:
Excellent Good Average Fair Poor
3. Do you or did you receive adequate training in your job?
Always Frequently Sometimes Seldom Never
4. The understanding I have of my job duties and responsibilities is:
Excellent Good Average Fair Poor
5. Does the work atmosphere allow for the expression of your ideas?
Always Frequently Sometimes Seldom Never

If the answer is seldom, never or poor, explain:

Division of Professional Practice
Mail Location 0115
University of Cincinnati
Cincinnati, OH 45221-0115

Employer Appraisal of Professional Practice Student

Location of student assignment _____
(Number) (Street) (City) (State) (Zip Code)

Department(s) _____

Please describe the essential functions and duties of the student's work assignment for the current quarter:

Based on your professional experience, how would you evaluate this co-op job from the following two perspectives. Please circle one choice for each:

1. The above position provides important skill development and learning for anyone majoring in this student's *specific discipline*. Please relate to the academic major (e.g. chemical engineering, interior design, english) rather than to a specialized function of the professional field, e.g. "production," "marketing research," etc. or an overly broad categorization such as "engineering," "design," or "business."

Always Most of the Time Frequently Sometimes Occasionally Never

2. The above position provides important skill development and learning directly related to this student's apparent current career goals, regardless of major field of study:

Always Most of the Time Frequently Sometimes Occasionally Never
Have not discussed her/his specific career goals with student

Current Quarter Employment Dates:

From _____ To _____

PURPOSE

The Professional Practice Program of the University of Cincinnati extends the student's education beyond the limitations of classroom teaching and curriculum by providing a structured sequence of progressively more challenging lessons learned on assignments in direct association with senior members of their profession. The person who supervises the student on practice assignments has the serious responsibility of reporting to the individual their performance level, limitations, potential and developmental needs. The professional practice employer thus cooperates with the faculty co-op adviser in planning the student's program and providing counsel in connection with his/her professional career objectives. This communication is essential for the development of individual talent and the continual upgrading of performance. The evaluation will be used for counseling purposes and will be a part of the student's permanent record.

APPRAISAL INSTRUCTIONS

This form should be completed by the individual in the best position to evaluate the employee's training. The evaluation consists of two basic parts:

(I) PERFORMANCE RECORD

The completion of Part I is to be based wholly on the employee's performance as related to the standards of the job. In completing this section the rater should consider the student's performance as compared with other students of comparable academic level and with other personnel assigned the same or similarly classified jobs. The employee's potential should not play a part in the evaluation of performance.

(II) PROFESSIONAL DEVELOPMENT

In Part II emphasis should be placed on the student's relative strengths and weaknesses as they affect overall professional development. The evaluation of present performance (Part I) only indicates how well the student is doing on their present job. By considering the student's strong points and limitations, guidance can be provided to enhance achieving maximum professional potential.

Appraisals should be made only on those sections where the supervisor feels reasonably competent to judge the individual accurately. Raters are encouraged to qualify their evaluations in areas where further information would be helpful, by utilizing the spaces provided for comments.

I. PERFORMANCE RECORD

The areas of performance listed in this section are generally applicable to most positions. The rater is encouraged to add specific items, cite examples, or write explanations where necessary to clarify meaning.

- A. **POSITION PERFORMANCE:** Assign a numerical value from 1 to 5 in the PROFILE column of the following chart to reflect the relative strengths and weaknesses of the student in each performance category. Please leave a blank space for any category which does not correspond to the student's assignment and on which you do not have sufficient information to make an evaluation.

| Numerical Value | Performance Description |
|-----------------|--|
| 1 | (Outstanding) — the best, or one of the best trainees you have ever supervised in this category. |
| 2 | (Very Satisfactory) — above average but not outstanding. |
| 3 | (Satisfactory) — average ability, commensurate with the demands of the position. |
| 4 | (Barely Satisfactory) — lacking in some important respects or generally below average. |
| 5 | (Unsatisfactory) — due to attitude, lack of ability or failure to use it, or any other cause. |

| CATEGORY | Profile | COMMENTS, EXAMPLES, OBSERVATIONS |
|--|---------|----------------------------------|
| 1. Volume of Work Produced | | |
| 2. Quality of Work Produced | | |
| 3. Analytical Ability | | |
| 4. Sensitivity to problems and ability to resolve..... | | |
| 5. Accuracy and thoroughness | | |
| 6. Ability to work under pressure | | |
| 7. Effectiveness in oral communications | | |
| 8. Effectiveness in written communications | | |
| 9. Original and creative thinking | | |
| 10. Ability to learn | | |
| 11. | | |

- B. **WORK HABITS:** Check column which best describes the student's individual work habits. Please evaluate each characteristic individually.

| CATEGORY | Above Average | Average | Below Average | Comments, Examples, Observations |
|---|---------------|---------|---------------|----------------------------------|
| 1. Effective in preparing and organizing work | | | | |
| 2. Takes the initiative, a self-starter | | | | |
| 3. Has ability to adjust to non-routine assignments..... | | | | |
| 4. Keeps constructively busy and mentally alert | | | | |
| 5. Has healthy attitude towards organization, company objectives and policies | | | | |
| 6. Is cooperative in working relationships with others..... | | | | |
| 7. Exhibits diligence and perseverance | | | | |
| 8. Performs tasks with industry and drive | | | | |
| 9. Demonstrates a willingness to accept responsibility.... | | | | |
| 10. | | | | |

- C. **PROBLEM CHECK LIST:** Listed below are various categories of problem behavior which from an overall perspective, may at times be characteristic of even the most outstanding professional. In consideration of the student's total performance, indicate those characteristics, that may have had a negative effect on overall effort. This information is helpful to the faculty Career Counselor in efforts to assist students with their professional development. CHECK ONLY THOSE CATEGORIES THAT ARE APPLICABLE.

| CATEGORY | Occasional Problem | Serious Problem |
|---|--------------------|-----------------|
| Limited Technical Ability | | |
| Poor Attitude | | |
| Lack of Experience | | |
| Personality Conflicts | | |
| Personal Problems | | |
| Negative Reaction to Criticism | | |
| Inability to transfer academic training to job requirements | | |
| Negative Reaction to Supervision | | |

| CATEGORY | Occasional Problem | Serious Problem |
|---|--------------------|-----------------|
| Lack of Initiative | | |
| Poor Health | | |
| Immature | | |
| Lack of interest in company or organization | | |
| Lack of interest in job | | |
| Inappropriate Grooming | | |
| Career goals not clearly defined | | |

Comments (Explanations or Examples)

.....

.....

.....

****IMPORTANT FOR ALL EMPLOYERS TO COMPLETE THE SECTION BELOW****

ATTENDANCE: ☐ Regular ☐ Irregular **PUNCTUALITY:** ☐ Regular ☐ Irregular

OVERALL PERFORMANCE:

| (A) Outstanding | (B) Very Satisfactory | (C) Satisfactory | (D) Barely Satisfactory | (F) Unsatisfactory |
|--------------------|--------------------------|---------------------|----------------------------|-----------------------|
| | | | | |

II. PROFESSIONAL DEVELOPMENT

- A. **PERSONAL CHARACTERISTICS** that will help or hinder the student's professional development. Consider such categories as: business maturity, personal appearance and habits, authority acceptance, self-reliance, physical vigor, dependability, desire for self-improvement, adaptability, leadership abilities, enthusiasm, honesty, acceptance of constructive criticism, and willingness to adjust self-interest to group interests. (Other applicable characteristics may be added by the rater.)

Positive

Negative

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| _____ | _____ |
| 2. _____ | 2. _____ |
| _____ | _____ |
| 3. _____ | 3. _____ |
| _____ | _____ |

B. GROWTH & DEVELOPMENT

1. Does this student appear to be making satisfactory progress for his/her stage of development?
YES ☐ NO ☐ If "no" please explain:

2. What suggestions do you have for this student which might increase his/her value to the organization and further his/her professional development?

3. Are there any specific courses or special training that should be taken by this student that would be especially helpful in his or her effort to achieve career goals?

Rated by: (Preferably Immediate Supervisor) _____

Title: _____ Department _____ Date _____

Reviewed by Program Administrator or Unit Manager _____

Title: _____ Department _____ Date _____

Rate of Pay at Beginning of Period _____ Latest change in rate of pay was from \$ _____

to \$ _____ effective _____

This report has been discussed with the student ☐ YES ☐ NO

Student's Signature _____

DO NOT SIGN - THIS PROGRAM EVALUATION WILL NOT BE ASSOCIATED WITH YOUR NAME IN ANY WAY.

SENIOR EVALUATION PROFESSIONAL PRACTICE PROGRAM

The questions below pertain only to your participation in the Professional Practice Co-op Program at the University of Cincinnati, therefore, your answers should only reflect your evaluation of the co-op unit. Since college, academic department, curriculum, and the Career Development & Placement Department policies are not under the authority or administration of the Co-op Division, you should not consider these areas in completing this form.

Unless otherwise specified, fill in the responses on the answer sheet which best indicate your appraisal of your experience.

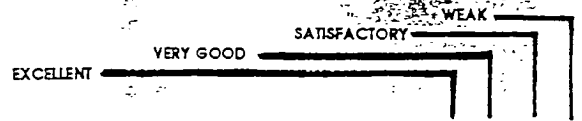
A. This section relates only to your appraisal of your working relationship with your Co-op Adviser and not to broader aspects of the Program. Other program areas will be assessed in Section C.

1. Co-op Job Referral and Placement - Select the statement that best characterized your Co-op Adviser (if you had more than one Professional Practice Adviser, please respond regarding your latest Adviser only):
 - (1) appeared to have an equitable system and professional approach in the process of referring me to co-op job opportunities
 - (2) on occasion, I had some concerns about his/her rationale in the process of referring me to co-op job opportunities, but generally felt that his/her process was appropriate
 - (3) for the most part I was dissatisfied with his/her referral process but I believe he/she tried very hard to be helpful to students
 - (4) provided no co-op job referral or placement activities
 - (5) for the most part I was dissatisfied with his/her referral process and question his/her commitment to improve the system for student referrals
2. In the area of co-op leads and referrals to employers, my Professional Practice Co-op Adviser: (related to my field below should be distinguished from related to a specific personal area of interest)
 - (1) was regularly able to provide me with one or more co-op job leads related to my field at those times when I was in the placement process
 - (2) was generally able to provide me with at least one solid job lead related to my field, but not in every case
 - (3) was for the most part not helpful; I had little choice but to develop my own job leads, my co-op adviser generally had nothing available
 - (4) was for the most part not deeply involved; I developed my own job leads; my co-op adviser had positions available, but they were not in my preferred geographical location or were not related to a very specific career interest of mine, or would not have been practical for me from a financial or personal point of view
 - (5) was not involved; I had arranged in advance for my own co-op job either through a personal contact prior to entering the Program or as a result of sponsorship by a company

B. In the area of advising and monitoring my development from co-op positions, my Professional Practice Co-op Adviser was: (please rate each statement)

- | | | | | | | |
|----|---|-----------|-----------|--------------|------|--|
| | | EXCELLENT | VERY GOOD | SATISFACTORY | WEAK | |
| | | | | | | |
| 3. | prompt for my scheduled appointments | (1) | (2) | (3) | (4) | |
| 4. | prepared for the quarterly interview by having reviewed my Student Practice Quarter Report and my Employer-Appraisal of Professional Practice Students if available | (1) | (2) | (3) | (4) | |
| 5. | Interested in me as a person by being sensitive to my feelings and concerns | (1) | (2) | (3) | (4) | |

Section B. (cont'd): please rate each statement.

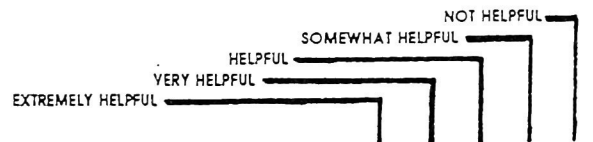


- | | | | | | |
|-----|---|-----|-----|-----|-----|
| 6. | willing to listen to my problems | (1) | (2) | (3) | (4) |
| 7. | assisted in defining my career interests | (1) | (2) | (3) | (4) |
| 8. | helpful in defining alternatives, developing plans and making adjustments relative to my performance on, and development through, my practical experience | (1) | (2) | (3) | (4) |
| 9. | knowledgeable concerning job-seeking techniques | (1) | (2) | (3) | (4) |
| 10. | based upon my needs, able to encourage me to assume responsibility for my decisions | (1) | (2) | (3) | (4) |
| 11. | normally available for additional student consultation | (1) | (2) | (3) | (4) |
| 12. | effective in providing guidance for students | (1) | (2) | (3) | (4) |
| 13. | EVALUATE THE <u>OVERALL</u> PERFORMANCE OF YOUR CO-OP ADVISER | (1) | (2) | (3) | (4) |

C. This section relates to the overall co-op program (procedures, communications, work experiences, services, etc.) and thus should be distinguished from your appraisal of your involvements with your Co-op Adviser.

14. The Division of Professional Practice serves large numbers of people, nearly 3,800 students and 1,200 employers annually. To meet accreditation standards and to facilitate providing equitable services for all program participants, it is necessary to establish those procedures and policies that will enhance the achievement of important objectives, even though such standards may at times conflict with the personal preferences of individual students. Despite necessary structure, which exists to varying degrees in all large units on the campus, efforts must be made to maintain concern for the individual student. In the perspective of your overall experience at UC, how would you compare Professional Practice with other large campus units in their concern for the individual student (i.e., responsiveness of office personnel when visiting the Division, time allocated to you for discussion of personal problems, etc.):
- (1) the best or one of the best in concern for the individual student
 - (2) above average; for the most part, the faculty and staff seemed more interested in me as an individual than most other large campus units
 - (3) average; I feel that Professional Practice's attitude toward the individual student is no better or no worse than other large campus units
 - (4) below average; for the most part the faculty and staff seemed less interested in me as an individual than most other large campus units
 - (5) the worst or one of the poorest in concern for the individual student
15. From the time I first entered the Professional Practice Co-op Program at UC as a freshman or sophomore, to my recent completion of the Program, my overall impression is that the learning opportunities available from my co-op work experiences:
- (1) significantly improved in many respects
 - (2) steadily increased over the years
 - (3) remained about the same (which is generally satisfactory)
 - (4) remained about the same (which is not so good)
 - (5) steadily declined over the years

Please use the following rating scale to evaluate the extent your overall Co-op Experience helped you in each of the following areas:



- | | | | | | | |
|-----|--|-----|-----|-----|-----|-----|
| 16. | defining your career plans and aspirations | (1) | (2) | (3) | (4) | (5) |
| 17. | developing specific professional skills related to your academic major | (1) | (2) | (3) | (4) | (5) |
| 18. | Increased your understanding of concepts taught in your school classes through varied co-op job responsibilities and exposures | (1) | (2) | (3) | (4) | (5) |
| 19. | Improved your after-graduation job opportunities | (1) | (2) | (3) | (4) | (5) |
| 20. | enhanced your personal and social growth | (1) | (2) | (3) | (4) | (5) |
| 21. | co-op income helped to defray college expenses | (1) | (2) | (3) | (4) | (5) |
| 22. | Increased your knowledge of the things you need to do to be successful in your area of career choice | (1) | (2) | (3) | (4) | (5) |
| 23. | received exposure to some options available in your career field | (1) | (2) | (3) | (4) | (5) |
| 24. | received exposure to professionals working in functions related to your studies | (1) | (2) | (3) | (4) | (5) |
| 25. | Increased your interest in your academic studies | (1) | (2) | (3) | (4) | (5) |

D From an overall perspective:

26. I feel that the availability of the co-op program:
- (1) provided me with a better overall education than I would have received from a traditional college education
 - (2) did not affect the quality of my education one way or the other
 - (3) was less beneficial than a traditional education program
27. Assuming you had a brother or sister considering study in your field and that you would encourage him/her to enroll at UC, would you also recommend that he/she include participation in co-op if he/she had a choice?
- (1) yes
 - (2) no
28. If your answer to question # 27 was yes, please skip this question and go to the next page. If your answer was no, please indicate reason you would not recommend co-op.
- (1) Quality of the Professional Practice Program
 - (2) Feel that a traditional college program without co-op is more advantageous for students
 - (3) Other factors (broader University or college issues, personal considerations, etc.)
 - (4) Other: _____

E. Fill in your responses in the space provided.

The one area that I believe is the strongest aspect of the Professional Practice Program is: _____

The one area that needs the most improvement is: _____

UPON COMPLETION OF THIS SURVEY, PLEASE RETURN THIS FORM TO THE DIVISION OF PROFESSIONAL PRACTICE
RECEPTIONIST, (IN THE LOBBY OF THE OLD CHEMISTRY BUILDING),
AND SIGN THE NECESSARY DOCUMENTATION.

APPENDIX D

Student Performance Evaluation form from
University of Waterloo (Canada)

Co-operative Student Performance Evaluation

University of Waterloo
Co-operative Education & Career Services



Student _____

ID Number _____

Company _____

Term: ☐ Sept.-Dec. ☐ Jan.-April ☐ May-Aug. Year _____

To the Employer and/or Supervisor of Co-operative Education Students

The evaluation process is most beneficial to a student's personal and career development. Consequently, students are interested in the supervisor's assessment of job performance and welcome constructive criticism. Your observations will assist us in further counselling the student at the return-to-campus interview.

This form should be completed by the individual in the best position to evaluate the student's training, work and attitude. We encourage the supervisor to provide a mid-term evaluation of the student to enhance the overall effectiveness of the evaluation process. Please discuss your evaluation with the student and ask for his/her written response to your appraisal.

We would appreciate your returning the completed original form to the University prior to the last day of the work term. In order to complete the co-op program successfully, students must satisfy a number of requirements including the satisfactory completion of their work terms. We require the completed evaluation from the supervisor to grant the credit for the work term. We ask that you provide the student with a copy of the completed evaluation and invite you to retain one for your records as well.

Your hiring of our co-op students is vital to the success of our program. You have contributed to the University of Waterloo becoming the largest co-operative education institution in the world with an enrollment of close to 10,000 co-op students each year. We sincerely thank you for your interest in our students and for participating in preparing them for the challenges of the world outside the classroom.

Co-operative Education & Career Services
University of Waterloo
Waterloo, Ontario
N2L 3G1
Telephone (519) 888-4026
Facsimile (519) 746-4103

N.B. PLEASE COMPLETE ONLY THOSE CATEGORIES WHICH ARE APPLICABLE TO THE STUDENT'S PERFORMANCE.

Interest In Work

- | | | | | |
|--|---|--|---|---|
| <input type="checkbox"/> High interest. Very enthusiastic. Takes pride in doing work well. | <input type="checkbox"/> More than average amount of interest and enthusiasm. | <input type="checkbox"/> Satisfactory amount of interest and enthusiasm. | <input type="checkbox"/> Interest spasmodic. Occasionally enthusiastic. | <input type="checkbox"/> Little interest or enthusiasm shown. |
|--|---|--|---|---|

Initiative

- | | | | | |
|--|--|--|--|--|
| <input type="checkbox"/> Self-starter. Asks for additional work. | <input type="checkbox"/> Displays initiative consistently. | <input type="checkbox"/> Acts voluntarily in routine situations. | <input type="checkbox"/> Relies on others. Must be told frequently what to do. | <input type="checkbox"/> Lacks initiative. Waits to be told what to do next. |
|--|--|--|--|--|

Planning and Organizing

- | | | | | |
|--|--|---|--|---|
| <input type="checkbox"/> Does an outstanding job of planning and organizing work and time. | <input type="checkbox"/> Plans and organizes work and time very effectively. | <input type="checkbox"/> Does normal amount of planning and organizing. | <input type="checkbox"/> More often than not fails to plan and organize work and time effectively. | <input type="checkbox"/> Consistently fails to plan and organize work and time effectively. |
|--|--|---|--|---|

Ability to Learn

- | | | | | |
|-------------------------------------|---|-----------------------------------|---|--------------------------------|
| <input type="checkbox"/> Excellent. | <input type="checkbox"/> Above average. | <input type="checkbox"/> Average. | <input type="checkbox"/> Below average. | <input type="checkbox"/> Slow. |
|-------------------------------------|---|-----------------------------------|---|--------------------------------|

Quality of Work

- | | | | | |
|--|--|---|--|---|
| <input type="checkbox"/> Excellent; very few errors. | <input type="checkbox"/> Good; few errors. | <input type="checkbox"/> Satisfactory; has normal number of errors. | <input type="checkbox"/> Marginal; more than average number of errors. | <input type="checkbox"/> Unsatisfactory; frequent errors. |
|--|--|---|--|---|

Quantity of Work

- | | | | | |
|--|---|---|---|---|
| <input type="checkbox"/> Excellent productivity. | <input type="checkbox"/> Good productivity. | <input type="checkbox"/> Satisfactory productivity. | <input type="checkbox"/> Marginal productivity. | <input type="checkbox"/> Unsatisfactory productivity. |
|--|---|---|---|---|

Creativity

- | | | | | |
|---|--|--|--|---|
| <input type="checkbox"/> Continually offers new ideas; extremely imaginative. | <input type="checkbox"/> Frequently offers new ideas; imaginative. | <input type="checkbox"/> Has average imagination and a reasonable number of new ideas. | <input type="checkbox"/> Rarely offers new ideas; limited imagination. | <input type="checkbox"/> Appears unimaginative. |
|---|--|--|--|---|

Judgment

- | | | | | |
|--|--|--|---|--|
| <input type="checkbox"/> Decisions always based on thorough analysis of the situation. | <input type="checkbox"/> Usually makes good decisions. | <input type="checkbox"/> Decisions are satisfactory in routine situations. | <input type="checkbox"/> Decisions often based on inadequate analysis of the situation. | <input type="checkbox"/> Decisions are not usually dependable. |
|--|--|--|---|--|

Problem Solving Skills

- | | | | | |
|---|---|--|---|---|
| <input type="checkbox"/> Highly adept and innovative. | <input type="checkbox"/> Adept at solving problems. | <input type="checkbox"/> Satisfactory problem solving abilities. | <input type="checkbox"/> Exhibits marginal problem solving abilities. | <input type="checkbox"/> Exhibits inadequate problem solving abilities. |
|---|---|--|---|---|

Dependability

- | | | | | |
|---|---|--|---|--|
| <input type="checkbox"/> Reliable in any situation. | <input type="checkbox"/> Reliable in most situations. | <input type="checkbox"/> Reliable in routine situations. | <input type="checkbox"/> Somewhat unreliable; frequently needs supervision. | <input type="checkbox"/> Unreliable; requires close supervision. |
|---|---|--|---|--|

Interpersonal Behaviour (underline appropriate phrase(s))

- | | | | | |
|---|--|---|---|--|
| <input type="checkbox"/> Always works in harmony with others. An excellent team worker. Contributes to group relationships and effectiveness. | <input type="checkbox"/> Congenial and helpful. Works well with associates. Seen as an asset in furthering co-operation and group harmony. | <input type="checkbox"/> Relations with others are harmonious under normal circumstances. | <input type="checkbox"/> Sometimes antagonizes others. Tends to be uncommunicative. | <input type="checkbox"/> Frequently quarrelsome, causes friction. Uncommunicative and withdrawn to the point of having an adverse effect on group. |
|---|--|---|---|--|

CECS JUNE 92 1326-1



Response to Supervision

- | | | | | |
|---|---|--|---|--|
| <input type="checkbox"/> Responds maturely, positively and promptly to suggestions and criticism from supervisor. Very open-minded. | <input type="checkbox"/> Accepts suggestions and criticism from supervisor willingly. | <input type="checkbox"/> Accepts suggestions and criticism from supervisor in a satisfactory manner. | <input type="checkbox"/> Accepts suggestions and criticism from supervisor reluctantly. | <input type="checkbox"/> Often responds negatively to suggestions and criticism from supervisor. |
|---|---|--|---|--|

Communication – Written (including work reports, if applicable)

- | | | | | |
|---|--|---|--|---|
| <input type="checkbox"/> Exceptionally clear, well organized and concise. | <input type="checkbox"/> Clear, organized and concise. | <input type="checkbox"/> Satisfactory writing skills. | <input type="checkbox"/> Sometimes encounters difficulty in writing clearly and concisely. | <input type="checkbox"/> Inadequate writing skills. |
|---|--|---|--|---|

Communication – Verbal

- | | | | | |
|--|--|--|---|--|
| <input type="checkbox"/> Exceptional verbal expression; clear, well organized and easily understood. | <input type="checkbox"/> Clear and understandable. | <input type="checkbox"/> Satisfactory verbal skills. | <input type="checkbox"/> Sometimes encounters difficulty in speaking clearly and concisely. | <input type="checkbox"/> Inadequate verbal skills. |
|--|--|--|---|--|

Leadership Qualities

- | | | | | |
|--|--------------------------------|--|------------------------------------|---|
| <input type="checkbox"/> Excellent, ability to motivate and direct others. | <input type="checkbox"/> Good. | <input type="checkbox"/> Satisfactory. | <input type="checkbox"/> Marginal. | <input type="checkbox"/> Presently lacks ability to motivate and direct others. |
|--|--------------------------------|--|------------------------------------|---|

Adaptation to Formal Organizations, Rules and Policies

- | | | | | |
|---|---|---|---|---|
| <input type="checkbox"/> Fully adaptable to recognized organizational structures, rules and policies. | <input type="checkbox"/> Good adaptation to recognized organizational structures, rules and policies. | <input type="checkbox"/> Satisfactory adaptation to recognized organizational structures, rules and policies. | <input type="checkbox"/> Sometimes had difficulty adapting to recognized organizational structures, rules and policies. | <input type="checkbox"/> Adapts poorly to recognized organizational structures, rules and policies. |
|---|---|---|---|---|

Overall Performance

Student's Job Title _____

- | | | | | |
|------------------------------------|-------------------------------|---------------------------------------|-----------------------------------|---|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Marginal | <input type="checkbox"/> Unsatisfactory |
|------------------------------------|-------------------------------|---------------------------------------|-----------------------------------|---|

- ☐ **Outstanding** (This section of the form is reserved only for those few students who have distinguished themselves by their unique contribution, brilliance or exceptional performance. Your written comments are required below in order to register the grade of Outstanding.)

| |
|--|
| |
| |
| |
| |
| |
| |

Areas of Strength**Areas for Development**

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |

Please use the back of this form to offer additional comments.

Employer's Comments

A. Comment on the student's overall performance including, if possible, suggestions for additional academic or work exposure:

B. Comment on the student as a potential candidate for the following work term (if applicable):

C. Comment on the student as a potential candidate for permanent employment following graduation (if applicable):

Student's Comments

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

Evaluated By (Supervisor's Signature)

Title

Date

Student's Signature

Title

Date

Endorsed By (Management/Human Resources Signature)

Title

Date

APPENDIX E

Evaluation forms from Rochester Institute of
Technology



Rochester Institute of Technology
Office of Cooperative Education and Placement

Bausch & Lomb Center
Post Office Box 9887
Rochester, New York 14623-0887
716-475-2301 716-475-6901
Fax 716-475-5476

EMPLOYER'S EVALUATION OF COOPERATIVE EDUCATION STUDENT

EMPLOYER:

(5) company type
(27) location of employment

STUDENT'S NAME

(1) SEX

MAJOR

GRAD. YEAR

WORK PERIOD

(2)

(3)

(4)

DEPARTMENT STUDENT ASSIGNED TO: _____ WORK DATES: _____ TO _____

STUDENT'S TITLE AND RESPONSIBILITIES: _____

WAGE RATE: \$ (6) PER _____

For each category, please indicate with a check mark (✓) the rating level that most closely represents the co-op student's performance during the current work period.
Comments are particularly helpful.

| CATEGORY | EXCELLENT | VERY GOOD | AVERAGE | MARGINAL | POOR | COMMENTS |
|---|-----------|-----------|---------|----------|------|----------------------|
| QUALITY OF WORK: Accurate and thorough. (7) | | | | | | |
| QUANTITY OF WORK: Volume and rate. (8) | | | | | | (23) COMMENT SECTION |
| COMPETENCE: Applies experience and training. (9) | | | | | | |
| ABILITY TO LEARN: Grasps and retains new skills and concepts. (10) | | | | | | |
| INITIATIVE: Originates ideas and seeks new responsibilities. (11) | | | | | | |
| RELIABILITY: Dependable and conscientious. (12) | | | | | | |
| JUDGEMENT: Reasoning ability and common sense. (13) | | | | | | |
| ATTITUDE: Willingly accepts assignments. (14) | | | | | | |
| PERSONAL RELATIONS: Cooperative, works effectively with others. (15) | | | | | | |
| COMMUNICATION SKILLS: Written and verbal. (16) | | | | | | |
| OVERALL PERFORMANCE (17) | | | | | | |

PLEASE COMMENT ON THE FOLLOWING AREAS:

TECHNICAL/PROFESSIONAL PREPARATION:

STRENGTHS:

RECOMMENDED AREAS FOR IMPROVEMENT:

ANY ADDITIONAL COMMENTS:

EVALUATOR NAME (Please Print)

TITLE

DATE

SIGNATURE

98

Rochester Institute of Technology
School of Food, Hotel, and Travel Management

FRONT: 20-92
=

Cooperative Education Work Experience Report

Instructions: 1. Answer all questions. Attach additional pages if needed.
2. Submit completed form to your co-op coordinator within two weeks of your return to school.

Name _____ Today's Date _____

Major (circle) ISMH ISMF ISMT ISMA ISMD ISMM

Quarter(s) Worked (circle) F W SP SU School Year 9__ / 9__

Company Name _____

Supervisor _____

Quarters with this company _____ Pay per hour \$ _____

Briefly describe your co-op job and major achievements in the job:

29

How did this co-op position contribute to your professional development and knowledge of your career field?

Did you encounter any difficulties in this co-op experience? Please explain.

30

(over)

BACK PAGE

Satisfaction Rating:

In order for us to continually improve our service to you, please rate each area below and include comments and suggestions.

| 1 | 2 | 3 | 4 | 5 | NR |
|--|---|---|---|---|--|
| Very Dissatisfied. Did not meet my expectations. | | Satisfied. Basically met my expectations. | | Very Satisfied. Exceeded my expectations. | NR No Rating. I did not use this service. |

- Change to Rating to require to require*
- | | Rating (circle one) | Comments |
|--|---------------------|-----------------------|
| (19) 1. My co-op job responsibilities and tasks: | 1 2 3 4 5 NR | |
| (20) 2. The relationship of my co-op job to my career interests: | 1 2 3 4 5 NR | |
| (21) 3. The geographic location of my co-op job: | 1 2 3 4 5 NR | |
| (22) 4. Housing arrangements during my co-op job: | 1 2 3 4 5 NR | <i>labeled things</i> |
| (23) 5. My co-op wages: | 1 2 3 4 5 NR | |
| (24) 6. Job search preparation provided through Co-op and Placement workshops and materials: | 1 2 3 4 5 NR | |
| (25) 7. Assistance from my co-op coordinator: | 1 2 3 4 5 NR | |

I obtained my co-op position in the following manner: (Check the appropriate box)

- (26) The job was listed in the Co-op and Placement Office:
(Either in the job listings or on the interview calendar) ☐
- The job was not directly listed in the Co-op and Placement Office, but I was assisted in getting it by using the services in the Co-op and Placement Office (individual counseling, seminars, resource materials, etc.) ☐
- The job was referred to me by a faculty member. ☐
- I found the job on my own (I did not use any services in the Co-op and Placement Office and did not obtain assistance from any faculty member) ☐

Please feel free to attach an additional page if you would like to comment further on your co-op experience or services of the Co-op and Placement Office.

Student Signature _____

Coordinator Signature _____ Date _____

Office Use: signed original to F. deNormand ☐ copy to co-op folder ☐

APPENDIX F

SPSS Program for RIT's Evaluation Forms


```

0"z0wUNNUMBERED
SET WIDTH=80
TITLE FHT COOP EVALUATIONS
FILE HANDLE COOP/NAME='COOP.DAT'
DATA LIST FILE=COOP/
    VAR01 1 VAR02 2 VAR03 3-6 VAR04 7-8 VAR05 9 VAR06 10 VAR07 11 VAR08 12
    VAR09 13 VAR10 14 VAR11 15 VAR12 16 VAR13 17 VAR14 18 VAR15 19 VAR16 20
    VAR17 21 VAR18 22 VAR19 23 VAR20 24 VAR21 25 VAR22 26 VAR23 27 VAR24 28
    VAR25 29 VAR26 30 VAR27 31-32 VAR28 33 VAR29 34 VAR30 35
VARIABLE LABELS VAR01 'SEX'
    VAR02 'MAJOR'
    VAR03 'GRAD YEAR'
    VAR04 'QUARTER WORKED'
    VAR05 'COMPANY TYPE'
    VAR06 'WAGES'
    VAR07 'ACCURATE AND THOROUGH'
    VAR08 'VOLUME AND RATE'
    VAR09 'COMPETENCE'
    VAR10 'ABILITY TO LEARN'
    VAR11 'INTIATIVE'
    VAR12 'RELIABILITY'
    VAR13 'JUDGEMENT'
    VAR14 'ATTITUDE'
    VAR15 'RELATIONS'
    VAR16 'COMMUNICATION'
    VAR17 'OVERALL PERFORMANCE'
    VAR18 'SEX OF EVALUATOR'
    VAR19 'JOB RESPONSIBILITY'
    VAR20 'COOP AND CAREER INTEREST'
    VAR21 'LOCATION'
    VAR22 'HOUSING'
    VAR23 'PAY'
    VAR24 'JOB SEARCH PREPARATION'
    VAR25 'COOP CORDINATOR'
    VAR26 'HOW OBTAINED COOP'
    VAR27 'LOCATION OF EMPLOYMENT'
    VAR28 'EMPLOYER COMMENT SECTION FILLED OUT'
    VAR29 'STUDENT COMMENT SECTION FILLED OUT'
    VAR30 'STUDENT DIFFICULTIES'
VALUE LABELS VAR01 1'MALE' 2'FEMALE'/
    VAR02 1'FOOD' 2'HOTEL' 3'TRAVEL' 4'NUTRITION'/
    VAR03 1'YEAR'/
    VAR04 1'SUMMER' 2'FALL' 3'WINTER' 4'SPRING' 5'DOUBLE BLOCK'/
    VAR05 1'HOTEL' 2'FOOD' 3'TRAVEL' 4'OTHER'/
    VAR06 1'LESS THAN 3' 2'$3-$5' 3'$5-$7' 4'$7-$9' 5'$9-$11'
    6'MORE THAN $11'/
    VAR07 TO VAR17 1'EXCELLENT' 2'VERY GOOD' 3'AVERAGE' 4'MARGINAL'
    5'POOR'/
    VAR18 1'MALE' 2'FEMALE'/
    VAR19 TO VAR25 1'VERY DISSATISFIED' 2'SOMEWHAT DISSATISFIED'
    3'SATISFIED' 4'SOMEWHAT SATISFIED' 5'VERY SATISFIED'
    6'NO RATING'/
    VAR26 1'COOP OFFICE' 2'COOP OFFICE SERVICES' 3'FACULTY'
    4'MY OWN'/
    VAR27 1'AK' 2'AL' 3'AR' 4'AZ' 5'CA' 6'CO' 7'CT' 8'DE' 9'FL' 10'GA'
    11'HI' 12'IA' 13>ID' 14'IL' 15'IN' 16'KS' 17'KY' 18'LA' 19'MA'
    20'MD' 21'ME' 22'MI' 23'MN' 24'MO' 25'MS' 26'MT' 27'NC' 28'ND'
    29'NE' 30'NH' 31'NJ' 32'NM' 33'NV' 34'NY' 35'OH' 36'OK' 37'OR'
    39'RI' 40'SC' 41'SD' 42'TN' 43'TX' 44'UT' 45'VA' 46'VE' 47'WA'
    48'WI' 49'WV' 50'WY' 51'CANADA' 52'INTERNATIONAL'/

```

```
VAR28 TO VAR30 1'YES' 2'NO'/  
FREQUENCIES VARIABLES=VAR01 TO VAR30 /HIST=PERCENT(5)/  
STATISTICS=ALL  
FILE HANDLE COOP/NAME='COOP.OUT'  
FINISH
```

APPENDIX G

SPSS Data file of RIT's 1993 summer quarter coops

0"zow2419961 422321113123224333334232111
 2419931 42111111111112435 333434111
 2419941 452111212111115555422434111
 2419951 441212212212115455524334111
 2419951 431111111111124535422434111
 1419941 221111221112113344433434112
 2419941 242112212122225555422331111
 1419961 231221112112114455411434111
 1419931 431221111122 14444422434112
 2419951 441121111111113344411431111
 1419951 232322212133214235222431112
 1419941 431111111111 13233422434112
 2419941 23222211211123355311434111
 2419941 12333232322 323341543133111
 1419935 25233232223221333141 334112
 2319941 233322442321312233334434111
 2319951 42222322112225443333234112
 1319945 331111111111 5554433234112
 23 1 23111111111112553542313411
 1319951 4 22111111111154335 434112
 2319941 321112121112115435255134111
 2319941 1332333333333123333 452111
 2319941 131111111111125452412333111
 2319945 1 3223312212253245 434111
 319941 4 2111212111115355233434112
 1119951 121211121112123435133434111
 2119941 231111212122 2 345233434111
 1119935 151212112121113445532431111
 1119935 4 1121112112125454333150111
 1119941 241221212111 4354321419112
 1119961 211111311111121243133409111
 2119951 22223233322 213255122334111
 1119945 44121111112114355333451111
 2119955 2322223222232144554 434112
 211993 231111111111113445222434111
 1119951 232222322222153553 434111
 1119961 4 3332524443313351333121111
 2 19931 43333333333332455 423334112
 2119951 24312111111111554 4 434112
 1119945 231111111111115335433434112
 2119941 22333342332331352 144434112
 1219945 133333233332322355333140111
 22 1 1312211122212 423523 109112
 219935 12212322122221325 2 434112
 2219931 13111121111111434124 134111
 2219951 12322223224211231455134111
 1219961 131122112112124444423434111
 1219961 122222342213214445454134112
 2219951 122322223222214445334434111
 2219945 14111121111112555 422434112
 1219931 13112121111112555 32 439112
 1219941 222133232212212245144322111
 2219941 1322332122232135333 434112
 2219931 43211111111111555555 434112
 2219945 2322211121222134333 434111
 2219955 132221222223214555443443112
 1219941 421111111111 5555555452111
 2219945 23111111111123444423434111
 2219951 13111111111114555233434111
 219961 442212112332224545534434111

1219941 132232212112223453332434112
1219951 12222232212321434 35523411
221995 21111111111111332 4 3434111
1219941 23322322332321544 411434112
1219941 122222312223 2234441143411
2219911 131111111111124545534234112
2219931 132211212333225555343434112
2219941 131112212212114334354133111
2219931 431111111111125554334 34112
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2219931 43122121111111344433343411
2219931 1 222232333333455 444434112
1219931 23122121111213233211 434111
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2219941 1322222222221 555440112
1219951 13222221211212343333 43411
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1219945 131211111111154555 434112
2219941 131211313 1212344432 434111
1219955 2311111111111242444 434112
21995 1 23322111112 33351 45211
2219961 12111111111115445223134111
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2219951 14111111111112445442 434112
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2219941 2122222222222 4344522408112
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1419941 44212111111211 341
2419941 43333222322321 341
2319961 13222222222222 341
2319931 12111111111111 341

| | | |
|---------|----------------|-------------|
| 1319941 | 33221212211112 | 341 |
| 2119941 | 25222232221111 | 341 |
| 2119951 | 21111121111111 | 071 |
| 1119921 | 21333344353332 | 311 |
| 1119961 | 23112121111111 | 341 |
| 2219931 | 23111121112111 | 271 |
| 2219941 | 23111111121212 | 341 |
| 1219941 | 2 222222211121 | 341 |
| 1219941 | 24111111211211 | 511 |
| 1219931 | 24211111212211 | 341 |
| 1219951 | 23112211222222 | 341 |
| 1219961 | 2 222222212221 | 341 |
| 1219941 | 1 111111111112 | 401 |
| 1219931 | 1334 234322232 | 341 |
| 2219961 | 1 111111111212 | 191 |
| 1219941 | 13221121221121 | 331 |
| 1219941 | 14222131311221 | 341 |
| 1219951 | 4322222222221 | 341 |
| 1219941 | 23211211211211 | 341 |
| 1219961 | 1222222222221 | 342 |
| 1219931 | 132223332212 2 | 341 |
| 1219931 | 23112122212211 | 341 |
| 1219941 | 1 111111111111 | 342 |
| 1219931 | 233244224233 2 | 381 |
| 1219931 | 12222122112121 | 341 |
| 1219941 | 13111111111212 | 341 |
| 1219931 | 43333334334332 | 341 |
| 1219941 | 13222232221111 | 341 |
| 2 | 3 15 | 44355341 12 |
| 1 | 1 23 | 31143223 11 |
| 1 | 2 12 | 33332514 11 |
| 24 | 4 4 | 444 3334 12 |
| 24 | 1 43 | 345 3423 12 |
| 24 | 5 5 | 54555231 12 |
| 14 | 1 24 | 553531 4 11 |
| 14 | 1 13 | 1 553451 11 |
| 14 | 1 23 | 54543214 12 |
| 4 | 5 45 | 32235351 11 |
| 12 | 1 12 | 55334114 12 |
| 23 | 4 15 | 44355341 12 |
| 23 | 2 15 | 44355341 11 |
| 13 | 1 42 | 245 5121 11 |
| 3 | 1 3 | 33433351 12 |
| 13 | 2 42 | 33551341 12 |
| 13 | 1 12 | 42212 51 11 |
| 3 | 1 33 | 55554344 12 |
| 13 | 1 1 | 23311351 11 |
| 13 | 1 13 | 45533221 12 |
| 23 | 1 42 | 343414 1 11 |
| 23 | 1 23 | 323 3124 11 |
| 21 | 4 3 | 22111324 12 |
| 21 | 1 14 | 42535321 11 |
| 21 | 2 11 | 44535321 11 |
| 21 | 5 23 | 444 3442 12 |
| 21 | 1 22 | 23343344 11 |
| 11 | 1 24 | 45555321 11 |
| 12 | 2 1 | 44544224 12 |
| 22 | 4 4 | 5544 114 12 |
| 12 | 4 2 | 44 54 4 11 |
| 22 | 1 21 | 32524531 11 |

| | | | |
|----|------|----------|----|
| 22 | 2 23 | 34444114 | 11 |
| 22 | 1 13 | 33555114 | 12 |
| 22 | 2 13 | 33331234 | 11 |
| 12 | 1 1 | 54553344 | 12 |
| 22 | 5 13 | 45553 4 | 11 |
| 22 | 1 14 | 555 4224 | 12 |
| 22 | 1 11 | 34453124 | 1 |
| 12 | 1 13 | 55324441 | 12 |
| 22 | 1 13 | 53523431 | 11 |
| 2 | 1 13 | 22542334 | 12 |
| 2 | 1 43 | 13332123 | 11 |
| 2 | 1 12 | 22542334 | 2 |