



## Five Factors of Career Success

# Managing Your Screen and Audio

## To Minimize the Control Panel



Minimizes the control panel to the right side of your screen



Re-opens the control panel

## To Minimize the Presentation Area



The blue button with the white square will maximize the presentation to fill your screen



# If You Would Like to Ask a Question...

## Questions Panel



Simply type your question and click "Send". This will let the presenter know you have typed a question. The presenter may choose to answer your question through the questions panel or by responding through audio.

Can you repeat your comment on...

File View Help

**Audio**

Audio Mode: ☒ Use Telephone ☐ Use Mic & Speakers

Dial: +1 800 555 1212  
Access Code: 227-984-025  
Audio PIN: 70  
If you're already on the call, press #70# now.  
(and [additional numbers](#) ..)

**Questions**

[Enter a question for staff]

Send

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**Please Take A Minute to Complete Our Evaluation**



- Once you or the presenter exits the webconference, you will be directed to an evaluation that will automatically load in your web browser.
- Please take a minute to provide your thoughts on the presentation.

**Thank You!**

# Today's Speakers



**Abbey Pober**

*Operations Specialist*

Center for Cooperative Education  
and Career Development



**Chawney Weis**

*Operations Coordinator*

Center for Cooperative Education  
and Career Development



## College of Architecture, Design and Construction Management

- Architecture
- Construction Management
- Industrial Design
- Interior Design

## College of arts and sciences

- Applied Mathematics
- Business Management
- Computer Information Systems

## College of engineering and technology

- Biological Engineering
- Biomedical Engineering
- Civil Engineering
- Computer Engineering
- Computer Networking
- Computer Science
- Electrical Engineering
- Electromechanical Engineering
- Engineering – Interdisciplinary
- Mechanical Engineering



	Fall	Spring	Summer
1 <sup>st</sup> Year	Classes	Classes	Off
2 <sup>nd</sup> Year	Classes	Classes	Optional Co-op
3 <sup>rd</sup> Year	Classes	Required Co-op I	Classes
4 <sup>th</sup> Year	Required Co-op II	Classes	Classes





# Developing an experiential learning program and using Symplicity to implement it.

## Establishing your EL program

- Identify purpose
- Work with academics to develop goals and outcomes

## Managing through your office

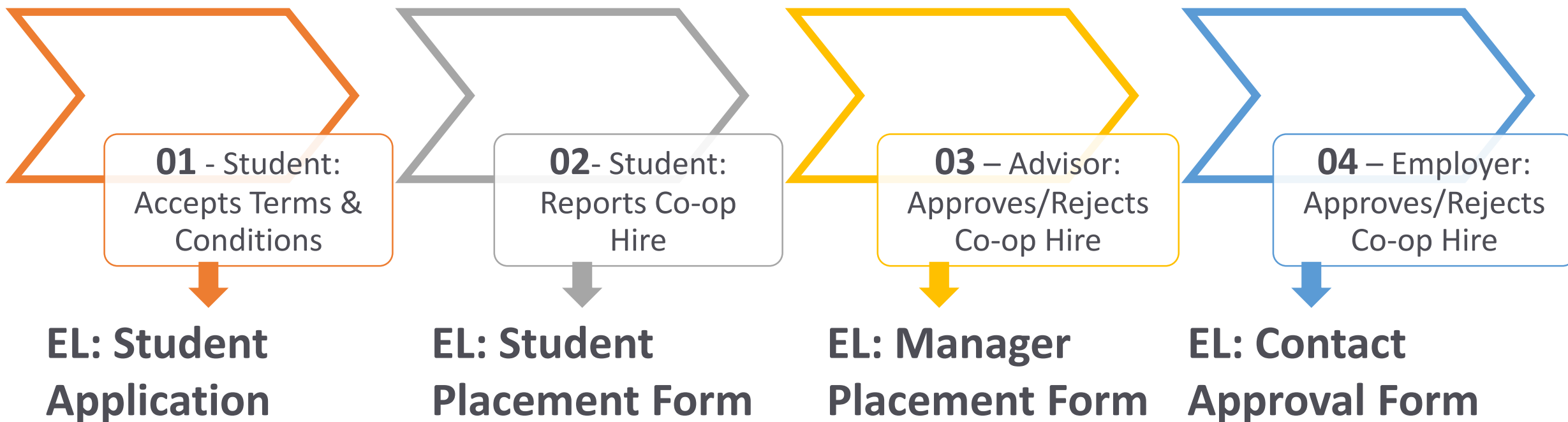
- Develop assessment strategy reflecting established goals
- Evaluate staffing workflow & responsibilities

## Utilizing Symplicity to implement

- Create assessments using form builder
- Customize picklists
- Map questions to majors via system settings



## Reporting A Hire Workflow







## Engineering Program Outcomes

### (a) Ability to apply knowledge of mathematics, science, and engineering.

Performance Criteria	Unsatisfactory 1	Developing 2	Satisfactory 3	Exemplary 4
A1. Ability to apply knowledge of mathematics	Lacks basic awareness in solving simple mathematics problem(s) in engineering context	Basic awareness of using basic mathematics tools in solving simple problem(s) of engineering context	Capable of solving problem(s) in applying advanced mathematics	Proficiently applies mathematics to solve problem(s) exceeding the requirements
A2. Ability to apply knowledge of science	Lacks basic awareness of science and its role in engineering application	Basic awareness of applying science to solve simple problem(s)	Capable of solving problem(s) applying advanced knowledge	Proficiently applies this knowledge of engineering to solve problem(s) exceeding the requirements
A3. Ability to apply knowledge of engineering	Lacks basic awareness of engineering approach in solving simple problem(s)	Basic awareness of formulating solutions of simple problem(s) using basic engineering approach	Capable of solving problem(s) applying advanced knowledge	Has solid formulation of science, and actively explores their role in engineering



# Student-Directed Learning Goals

## CO-OP LEARNING GOAL #1

### Goal

What do I want to learn?

I hope to learn the fundamentals of networking, that is networking in regards to the use of telecommunication protocol across physical mediums.

What will I do to achieve my Learning Goal?

I will achieve my Learning Goal by communicating about the subject with my fellow employees, both within in and outside of my department. Beyond communication, I will also research the subject on my own time as to prepare relevant questions for my conversations.

How will I demonstrate what I have learned?

I will demonstrate what I have learned by applying my new networking knowledge to several of my upcoming classes, such as Database Management Systems, Computer Networks for Engineers, Computer Architecture, The Internet of Things (EPIC Elective) and Engineering Digital Signal Processing.



Over the course of your **current** co-op term, rate your level of change for each professional and technical skill.

Ability to apply knowledge of mathematics, science, and engineering. \*

Ability to design and conduct experiments as well as to analyze and interpret data. \*

Ability to design a system, component, or process to meet desired needs within realistic constraints. \*

i.e., economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

Ability to identify, formulate, and solve engineering problems. \*

Broad education necessary to understand the impact of engineering solutions. \*

i.e. in a global, economic, environmental, and societal context.

## Assessing Engineering Program Outcomes



# Setting Up Your Evaluations: Form Builder



- Emails
- Users / Groups
- System Settings
- Picklists
- Quicklinks
- Import Data
- PDF Queue
- Email Queue

- **Form Builder**





# Setting Up Your Evaluations: Form Builder

## Form Builder

Forms

Practice Editor

Section

Label

Q Apply Search

▼  
Experiential Learning  
Experiential Learning Application  
Experiential Learning Employer Evaluation  
Experiential Learning Midterm Evaluation  
Experiential Learning Objective  
Experiential Learning Program Evaluation  
Experiential Learning Self Evaluation  
Experiential Learning Semester Report  
Faculty  
Faculty Note  
Family Member

Sub-System

Last Modified

▼

to



# Setting Up Your Evaluations: Form Builder

**Form Builder: Student Interface - Exp. Learning Self Eval.** [← Back](#)

Save DraftPreviewPublishCancel

Add FieldsAdd Section

[How Do I Do This?](#)

**STUDENT SELF EVALUATION**  
In the following evaluation reflect on your co-op experience and assess the skills you developed and used on the job.

**Student\***

First and Last Name

**Employer\***

Provide the name of the company.

**Co-op Work Location: City or Town\***  
(Custom Field)

Add Blurb

**Co-op Work Location: State/Province or Country\***  
(Custom Field)

Add Blurb

**Last Date of Work (co-op)\***  
(Custom Field)

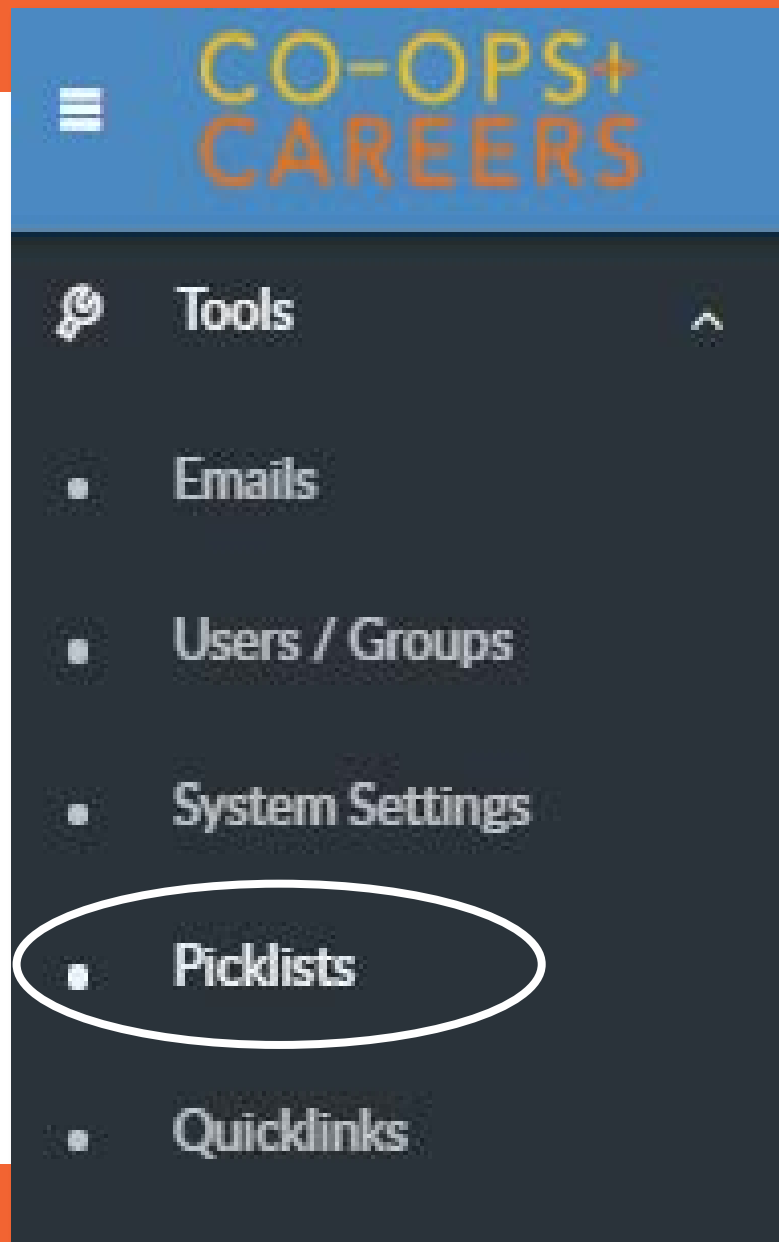
SelectClear

What was the last day you were "on the job"?





## Setting Up Your Evaluations: Pick Lists





# Setting Up Your Evaluations: Pick Lists

Keywords

searches display name and description.

experiential learning categories

 Apply Search

 Clear

 Save Defaults

Batch Options 

Items 1-3 of 3



Display Name 



Experiential Learning: Employer Evaluation Categories



Experiential Learning: Program Evaluation Categories



Experiential Learning: Student Self-Eval Categories





# Setting Up Your Evaluations: Pick Lists



## Instructions

- To add an item, click the + icon. To edit an existing value, click on it.
- To change the ordering, use the up/down icons on the side.
- To delete/merge the row(s), select the checkboxes and select a Batch Tool action.
- Please wait while the system updates all objects that utilize this picklist, which may take a few minutes.
- When export picklist both archived and active items are included in csv file with archived column as an indicator.

Batch Tool:	Delete ▾	
Pick Label	<input type="checkbox"/>	<input type="checkbox"/>
Increased Significantly	<input type="checkbox"/>	<input type="checkbox"/>
Increased Slightly	<input type="checkbox"/>	<input type="checkbox"/>
No Change	<input type="checkbox"/>	<input type="checkbox"/>
Decreased Slightly	<input type="checkbox"/>	<input type="checkbox"/>
Decreased Significantly	<input type="checkbox"/>	<input type="checkbox"/>

Sort

✓ Save

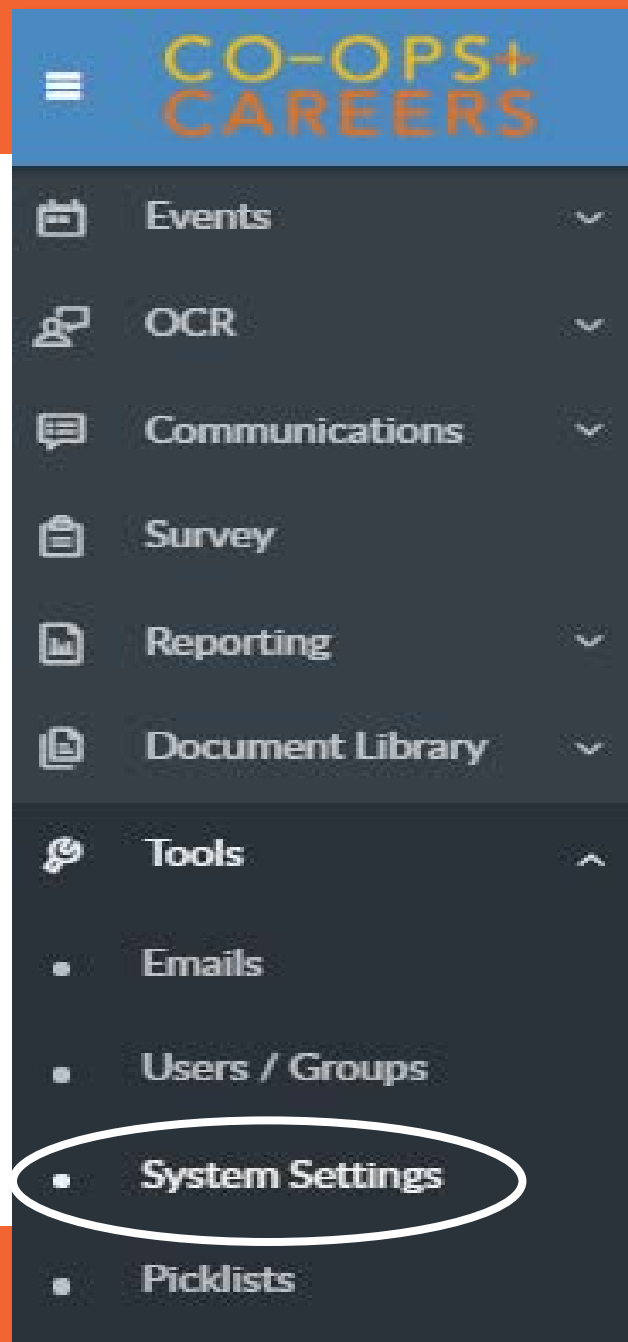
➤ Submit

Export

✕ Cancel



# Mapping Evaluation Questions





# Mapping Evaluation Questions

## System Settings

Configuration/.. Up	Employers/Co...	Events	Faculty	Jobs	Manager Interface	OCR/OCI	OneStop	Quicklinks	Students/Alum..	Supplemental Modules	Careers By Symplicity App	Search
Communicatio...	Calendar	Career Outcomes	Co-op/Exp. Learning	Invoices	Kiosks	Library	ProNet	Resume Books	Surveys	Mgmt. Dashboard		
General	Evaluation Forms	Co-Curricular Transcript	Exp. Learning Policy									
Student Self Evaluation Form...	Program Evaluation Form...	Employer Evaluation Form...										



✓ Save Selections

↺ Reset

### 1. Student Self Evaluation Form: Fields Dependency on Major

Please set the Student Self Evaluation form fields dependency on student major. If no value selected, it will show to all majors.

Field Name	Targeted Major(s)
Co-op Work Location: City or Town	<input type="text" value="[select]"/>
Co-op Work Location: State/Province or Country	<input type="text" value="[select]"/>
Last Date of Work (co-op)	<input type="text" value="[select]"/>
Completion Certification	<input type="text" value="[select]"/>
Overall, how would you rate your current co-op experience?	<input type="text" value="[select]"/>
Describe your work assignment for this co-op term.	<input type="text" value="[select]"/>
Describe your major accomplishments and contributions.	<input type="text" value="[select]"/>
Discuss how you met your Co-op Learning Goals. What obstacles prevented you from achieving unmet goals?	<input type="text" value="[select]"/>
Attachment(s)	<input type="text" value="[select]"/>

# Mapping Evaluation Questions





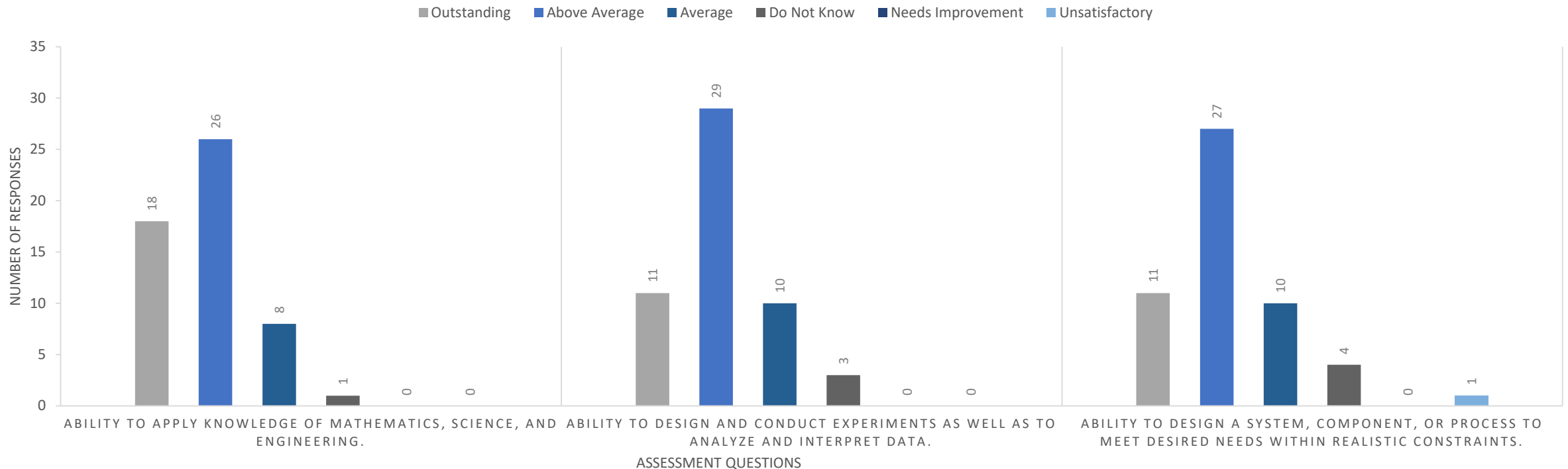
# Mapping Evaluation Questions

Ability to parse unfamiliar problems and identify possible methods of solution.	Applied Mathematics
Ability to apply mathematics in a professional setting.	Applied Mathematics
Ability to apply assessment, management, and leadership principles.	Facility Planning and Management
Ability to plan, manage, and lead projects.	Facility Planning and Management
Ability to apply financial management tools.	Facility Planning and Management
Ability to manage building systems, facility operations, occupant services, and maintenance operations.	Facility Planning and Management
Knowledge of fundamental business principles.	Business Management
Application of quantitative decision-support tools.	Business Management
Ability to address real world problems.	Business Management
Ability to apply knowledge of mathematics, science, and engineering.	Biomedical Engineering Civil Engineering Computer Engineering Electrical Engineering Electromechanical Engineering Interdisciplinary Engineering Engineering1 Mechanical Engineering Mechanical Engineering Technology



# Tying feedback to accreditation

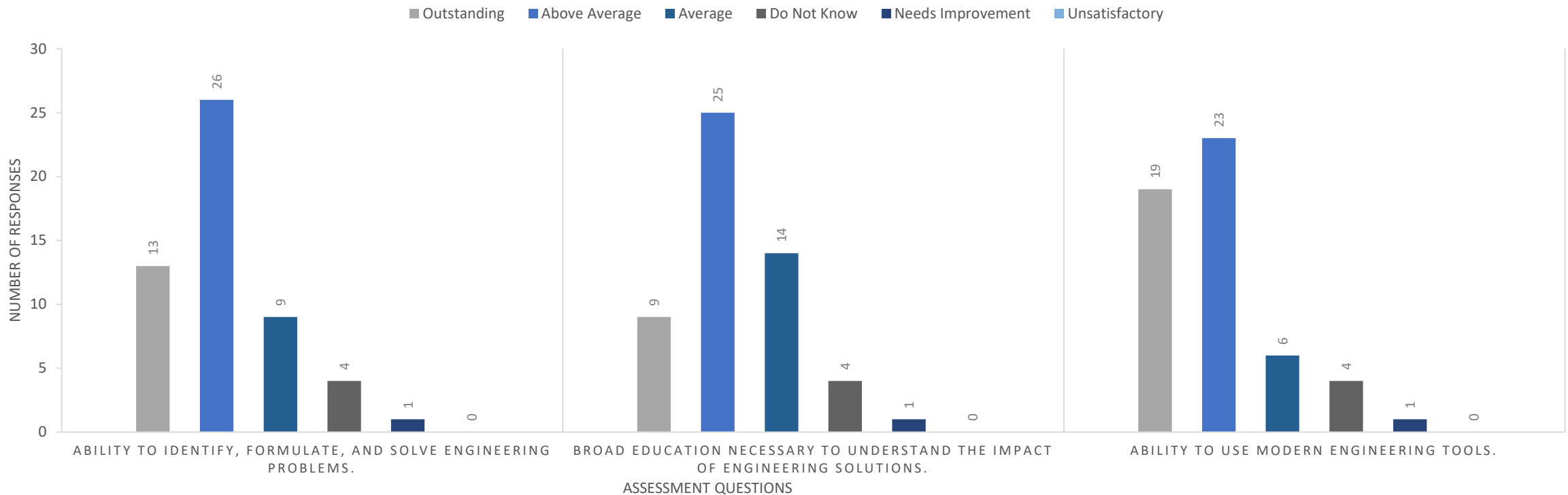
## TECHNICAL KNOWLEDGE & SKILLS PART I





# Tying feedback to accreditation

## TECHNICAL KNOWLEDGE & SKILLS PART II





# Build your own assessment matrix

- Go to your school website
- If you have a Business Management Major, see if learning outcomes are posted on your school's website
- Create your own matrix

Business Management Learning Outcomes:	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Demonstrate knowledge of fundamental business principles					
Use quantitative decision-making tools					
Address real world problems					
Explain global dimensions of business					
Manage several tasks simultaneously, set priorities and allocate time efficiently to meet deadlines					
Stay current in this field					
Identify and solve problems					
Plan and organize my activities					
Demonstrate appropriate behaviors based upon the work culture					
Write effectively both formally and informally					
Speak effectively to individuals and groups					
Listen effectively					
Demonstrate ability to work in a group toward shared goals					
Identify sources of conflict and work toward resolving it					
Demonstrate ability to adapt to changes					
Demonstrate ability to synthesize information from multiple sources					
Recognize different ways to meet objectives, recognizing potential negative outcomes and monitoring progress					



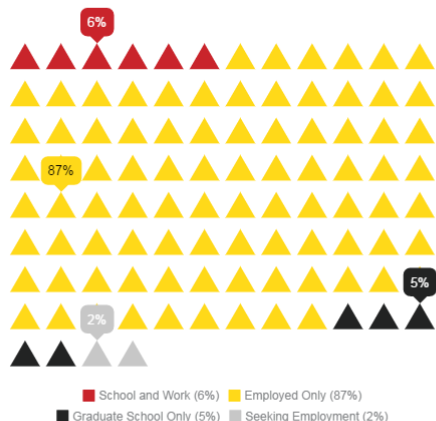
## WENTWORTH

INSTITUTE OF TECHNOLOGY

### Class of 2016

Day Degree Recipients

**Within Six Months of Graduation,  
98% of Graduates are Employed, in Graduate School, or Both**



**\$58,000**  
Median  
Starting  
Salary

#### Top Employers

BAE Systems Inc  
BOND  
CyberArk  
Dell EMC  
Draper  
Erland Construction  
J.C. Cannistraro LLC  
Raytheon  
Shawmut Design & Construction  
Turner Construction

**Knowledge of 66% of the Class**

**92%**

Of Those Employed  
Are Working in  
Their Academic  
Field of Study

**98%**

Are Working  
and/or Attending  
Graduate School.

**58%**

Received an Offer of  
Full-Time Employment  
from Their Co-op  
Employer

## Career Outcomes

← 6 month  
and  
5 year →

## Post Graduation



## WENTWORTH

INSTITUTE OF TECHNOLOGY

### THE CLASS OF 2011

THEN

AND

NOW



\$48,149

Average Salary

\$71,646

84%

Work Related to Major

91%

26%

Graduate School

34%

**Within Six Months of Graduation,  
75% of Our Graduates Found a Job Related to Their Academic Field**

**92%**

Are confident in  
the workplace.

**85%**

Believe their  
Wentworth tuition  
was a worthwhile  
investment.

**67%**

Reported having  
greater technical  
knowledge and skills  
compared to their non-  
Wentworth peers.

**53%**

Reported having  
received a promotion  
faster than their non-  
Wentworth peers.

Five-Year Post-Graduation Survey Results Obtained 2016





# Assessing Class of 2016 undergraduate learning outcomes using first destination survey.

<i>Business Management</i>	<b>None</b>	<b>Limited</b>	<b>Some</b>	<b>Average Amount</b>	<b>Very Much</b>
<i>Locate and critically evaluate information for its appropriateness and validity</i>	-	-	3	8	7
<i>Communicate effectively in written formats</i>	-	-	2	9	7
<i>Communicate effectively in oral formats</i>	-	-	3	9	6
<i>Communicate effectively in visual formats</i>	-	1	4	12	1
<i>Evaluate information and solve problems using analytical tools and skills</i>	-	-	3	8	7
<i>Identify the traits of good leadership</i>	-	-	2	5	11
<i>Work effectively in teams</i>	-	-	2	4	12
<i>Recognize ethical issues and apply ethical perspectives/concepts</i>	-	-	3	6	9
<i>Explain the sustainable use of human, physical, and economic resources</i>	-	-	4	9	5
<i>Recognize and identify historical and contemporary societal and global issues</i>	-	-	7	7	4







# Where to find our presentation and handouts in the client neighborhood:

Neighborhood > Training > Cheetsheets And Manuals > Search: 2017 Symposium

## Presenters:

Chawney Weis

Abbey Pober

[coopsandcareers@wit.edu](mailto:coopsandcareers@wit.edu)



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