



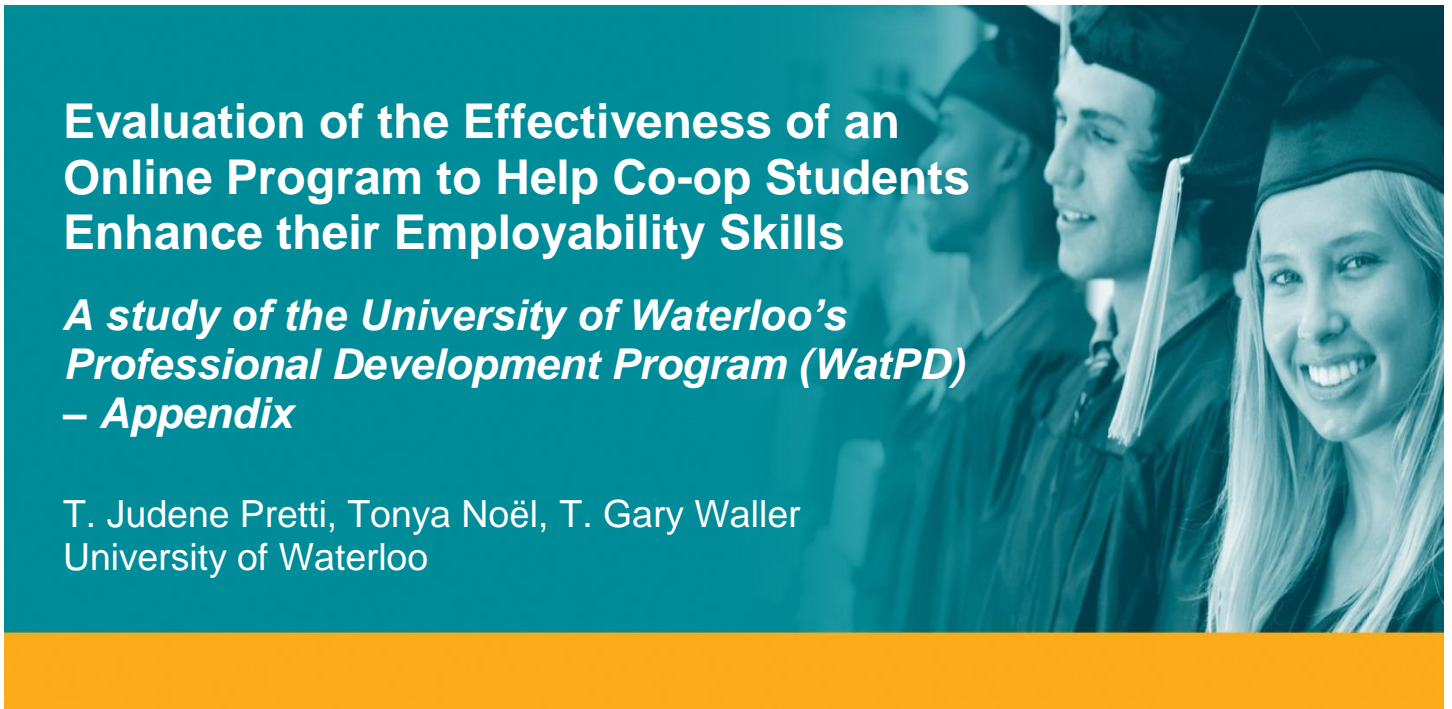
Higher Education
Quality Council
of Ontario

An agency of the Government of Ontario

Evaluation of the Effectiveness of an Online Program to Help Co-op Students Enhance their Employability Skills

*A study of the University of Waterloo's
Professional Development Program (WatPD)
– Appendix*

T. Judene Pretti, Tonya Noël, T. Gary Waller
University of Waterloo



Published by

The Higher Education Quality Council of Ontario

1 Yonge Street, Suite 2402
Toronto, ON Canada, M5E 1E5

Phone: (416) 212-3893
Fax: (416) 212-3899
Web: www.heqco.ca
E-mail: info@heqco.ca

Cite this publication in the following format:

Pretti, T. J., Noël, T., & Waller, T. G. (2014). *Evaluation of the Effectiveness of an Online Program to Help Co-op Students Enhance their Employability Skills: A study of the University of Waterloo's Professional Development Program (WatPD) – Appendix*. Toronto: Higher Education Quality Council of Ontario.



The opinions expressed in this research document are those of the authors and do not necessarily represent the views or official policies of the Higher Education Quality Council of Ontario or other agencies or organizations that may have provided support, financial or otherwise, for this project.
© Queen's Printer for Ontario, 2014

Table of Contents

Appendix A: Course Descriptions from Undergraduate Calendar	2
Appendix B: Course Development Cycle	4
Appendix C: Program Operation	5
Appendix D: WatPD End-of-Course Survey Questions	6
Appendix E: Development of the Codebook	8
Appendix F: WatPD Codebook for Qualitative Survey Comments	9
Appendix G: Overall WatPD End-of-Course Survey Results by Term	15
Appendix H: End-of-Course Survey Results Aggregated by Course.....	17
Appendix I: Winter 2012 Distribution of Coded Students' Comments	19
Appendix J: Summaries of Focus Groups and Exit Interviews	22
Appendix K: Course Pass Rates	26
Appendix L: Course Averages	28
Appendix M: Waterloo Student Performance Evaluation Form	29
Appendix N: WatPD Learning Outcomes Mapped to Dimensions of the Student Performance Evaluation.....	33
Appendix O: Performance on Specific Dimensions of the Performance Evaluation	35

Appendix A: Course Descriptions from Undergraduate Calendar

PD1: Co-op Fundamentals – required for Applied Health Sciences, Arts, Environment, Mathematics and Science

This course will explore aspects of career development related to preparing for and being successful in co-op work terms, such as understanding CECA policies and procedures, using JobMine, preparing résumés, interviewing effectively and meeting employers' expectations.

PD2: Critical Reflection and Report Writing – required for Applied Health Sciences, Arts, Environment, Mathematics and Science

This course will develop students' analytical, critical thinking, and report writing skills by focusing on critical reflection and thinking, analysis, and best practices in report writing. This course will lead students through the creation of a report to the co-op guidelines for work-term reports.

PD3: Communication – elective for all

In this course, students will come to understand the nature and function of communication, particularly communication in the workplace, with a view to assessing, monitoring, and improving their own communications skills. At the end of this course, students will be equipped to converse cordially with peers; collaborate more effectively in teams; give and receive clear instructions and messages; resolve conflicts amicably; and appreciate the ethical dimensions of workplace communication.

PD4: Teamwork – elective for all

This course provides an introduction to the processes and skills required of high-performance teams. Applications of teamwork skills to decision making, conflict resolution and leadership are discussed, and students also develop self-awareness and relational skills to improve their ability to collaborate effectively, give and receive assistance, and empower others. Personal reflection and case discussions are integrated with observations of teamwork in the co-op experience work environment.

PD5: Project Management – elective for all

This course is intended to provide students with knowledge of basic project management techniques and practices while placing these within their organizational context. Students should understand how these techniques and practices are used and the human issues in their application.

PD6: Problem Solving – elective for all

This course emphasizes that problems are opportunities for solutions that engage analytical, interpersonal, and creative skills valued in all employees and entrepreneurs. It offers a scalable model for problem solving, and demonstrates the application of the model to a range of sample problems. The course focuses on the kinds of problems that co-op students might experience in their workplaces.

PD7: Conflict Resolution – elective for all

This course will help students analyze and understand typical sources of conflict in the workplace, individual and group conflicts, mediation, negotiation, alternative dispute resolution, working with difficult people, and how to recover from conflict. Students will develop a personal vision/model of conflict and communication skills.

PD8: Intercultural Skills – elective for all (first offering Fall 2012)

This course provides students with the knowledge and skills needed to work effectively in today's culturally and linguistically diverse workplaces. Emphasis is placed on understanding how cultural values shape our everyday behaviours, attitudes, thinking processes, and communication styles. Students will examine their own cultural preferences, become familiar with key models used to describe cultures, and apply intercultural concepts and tools to analyze cultural issues in the workplace.

PD9: Ethical Decision Making – elective for all (first offering scheduled for Fall 2013)

Borrowing from philosophy, game theory, and economics, this course equips students with the theoretical knowledge required to objectively evaluate and discuss ethical issues in the workplace. It provides students with practical advice regarding how to make ethical decisions in an increasingly competitive marketplace. Topics include the ethics of profit-making, why good people make bad decisions, moral hazard, and personal responsibility in group contexts.

PD20: Engineering Workplace Skills I: Developing Reasoned Conclusions – required for Engineering

An introduction to critical thinking and communication in the workplace for co-op engineering students. Students will practise general critical thinking and communication skills to assess evidence, interpret textual and visual information, and work through ethical and professional situations. Topics include: the role of self-reflection in successful professional development, admitting ignorance to develop improved knowledge, understanding arguments, evaluating evidence, communicating conclusions and findings, recognizing and avoiding bias, and application to professional conduct.

PD21: Engineering Workplace Skills II: Developing Effective Plans – required for Engineering

An introduction to problem formulation and problem strategies in the workplace for co-op engineering students. Students will practice defining problems, developing solution plans, and creating technical and non-technical presentations of plans. Topics include: translating client requirements into technical requirements, using SWOT analysis to identify high priority problems and issues, typical solution strategies, brainstorming, appropriate use of technology, assessing potential solution strategies for risk and impact on employer, public and environment, identifying specific tasks along with their priorities, developing and following work schedules, and communication to team members, organizational members, clients, and the public.

PD22: Professionalism & Ethics in Engineering Practice – elective for all (first offering Winter 2013)

This course provides a framework for understanding professionalism and ethics within society as reflected through practice in the field of professional engineering. Course topics on professionalism include: the history of engineering and professions, the licensing of professional engineers and the certification of the practice of offering engineering services to the public, and the regulation of professional engineering in Ontario through Professional Engineers Ontario. Course topics on ethics include: the philosophy of ethics and the Code of Ethics, the philosophy of justice, and the definition and disciplining of professional misconduct. Case studies will apply these principles to workplace situations including factors such as environmental ethics, whistle blowing, conflict of interest, and health and safety.

Appendix B: Course Development Cycle

The CEC, with feedback from employers and CECA, established a set of priority topics for development into online courses. A request for proposals was distributed to the UW community and the proposals were reviewed by the CEC.

After the CEC selects a proposal for a particular course, development on the course begins. The course development team includes a course content developer selected by the CEC, an instructional designer from the Centre for Extended Learning (CEL), a web developer from CEL, and WatPD staff. Over a period of eight to twelve months, content is developed and adapted for the online environment. During this time, the development team meets many times. In the early meetings, course and weekly content objectives are set. After the content and assessments are created, meetings are held to review the content, determine details of required audio/video recordings, arrange licensing or permissions of materials referenced in the course, and discuss alternate forms of course delivery for students with limited or no internet access. Reviewing the assessments developed is one of the biggest topics for discussion. For example, are the course assessments aligned with the specified objectives? Are they appropriate in terms of time and level of difficulty for students? Are they consistent in their expectations with other WatPD courses? After this process is completed, the course is ready for its first offering.

Courses are scheduled for redevelopment every five years.

Appendix C: Program Operation

Each course has a team of people involved in its operation: an instructor, an instructional support coordinator (ISC), one or more teaching/program assistants (TPAs), and part-time markers. For each course, one of the content developers has assumed the role of the course instructor in each term. The role of the instructor is to set the course content and assessments and to provide support to the course team on the course content. This includes helping with any unusual course content questions and with training markers on assignment marking expectations. The ISC is a full-time UW staff member responsible for the day-to-day operation of the course, and supervision and evaluation of the TPAs and markers. They provide all administrative support to the course team and ensure consistency in processes from one term to the next.

Depending on the enrolment in the course, one or more TPAs are assigned. These positions are filled by full-time co-op students. TPAs are assigned to a specific course and are responsible for responding to student questions on the discussion boards and emails from students. TPAs mark assignment submissions according to the rubrics and training provided by the instructors. Their program assistant role involves working on projects in their areas of interest to support WatPD program development/enhancement. Including the Spring 2013 term, the WatPD program has employed a total of 205 co-op students as TPAs. The role that the TPAs fill is extremely important to the WatPD team. Not only are they appreciated for their commitment to quality feedback and support for students, but also for the feedback they provide to the WatPD team from their unique perspective on both the student and instructional sides of the program.

Additional marking support is provided by past TPAs, who work part-time while on academic terms, and by graduate students.

The WatPD staff work with students who need alternate accommodations for WatPD courses due to limited or no access to the internet on their work terms. The number of such cases has been quite small, no more than five to ten students per term. One solution for some of these students is to help them locate a library close to their home or workplace that offers free internet access. In the case of a remote work term location, some WatPD courses are suitable for delivery in a paper version, with the student submitting assignments by mail or in person when s/he returns to campus. In other situations, it is possible for the student to skip doing a WatPD course during his/her work term and take one during the subsequent academic term, or to take two WatPD courses in the next work term. Each case is examined individually to determine the best solution for that particular student and situation.

Appendix D: WatPD End-of-Course Survey Questions

1. Please indicate the Faculty in which you are registered:
☐Applied Health Studies ☐Arts ☐Engineering ☐Environment ☐Math ☐Science ☐Other (VPA)
2. Organization of the course content and activities:
☐Very good ☐Good ☐Satisfactory ☐Poor ☐Very poor
3. Ease of navigation through course site:
☐Very good ☐Good ☐Satisfactory ☐Poor ☐Very poor
4. Professional look of the course:
☐Very good ☐Good ☐Satisfactory ☐Poor ☐Very poor
5. Instructions for completing learning activities:
☐Very good ☐Good ☐Satisfactory ☐Poor ☐Very poor
6. Value of readings and assigned work:
☐Very good ☐Good ☐Satisfactory ☐Poor ☐Very poor
7. Ability of course content and activities to maintain student interest:
☐Very good ☐Good ☐Satisfactory ☐Poor ☐Very poor
8. Value of questions/answers posted in the Ask the Course Staff discussion forum:
☐Very good ☐Good ☐Satisfactory ☐Poor ☐Very poor ☐I did not read the "Ask the Course Staff" discussion forum
9. Objectivity and fairness in grading:
☐Very good ☐Good ☐Satisfactory ☐Poor ☐Very poor ☐I did not complete the activities
10. Online feedback received on assignments:
☐Very good ☐Good ☐Satisfactory ☐Poor ☐Very poor ☐I did not complete the marked assignments
11. Workload involved in course:
☐Too little ☐Somewhat too little ☐Just right ☐Somewhat too much ☐Too much
12. I was able to find connections between the topics discussed in the course and the experiences on my work term:
☐Strongly agree ☐Agree ☐Neither agree nor disagree ☐Disagree ☐Strongly disagree ☐I was not employed while taking PD<number>
13. This course helped me understand more clearly the elements that go into effective <course topic>:
☐Strongly agree ☐Agree ☐Neither agree nor disagree ☐Disagree ☐Strongly disagree
14. My <course topic> skills are better now, at least in part due to the course:
☐Strongly agree ☐Agree ☐Neither agree nor disagree ☐Disagree ☐Strongly disagree
15. The course prepared me for future situations in which I will need to <course topic> effectively:
☐Strongly agree ☐Agree ☐Neither agree nor disagree ☐Disagree ☐Strongly disagree

16. I read and watched the course materials:
☐ Completely ☐ Most but not all ☐ About half ☐ Very little ☐ None or almost none
17. I read the Ask the Course Staff discussion board:
☐ Daily ☐ 2-3 times/week ☐ Weekly ☐ A few times ☐ None at all
18. The total time I spent reading or watching course materials (over the 10 weeks):
☐ Less than 5 hours ☐ 5-14 hours ☐ 15-24 hours ☐ 25-34 hours ☐ 35+ hours
19. The total time I spent completing the assignments:
☐ Less than 5 hours ☐ 5-14 hours ☐ 15-24 hours ☐ 25-34 hours ☐ 35+ hours
20. Overall evaluation of the course:
☐ Very good ☐ Good ☐ Satisfactory ☐ Poor ☐ Very poor
21. I would recommend PDx to other students when choosing a professional development elective:
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
22. What were some of the main strengths of the course (in particular, can you expand on any questions where you answered 'good/very good' or 'agree/strongly agree')?
23. What were some of the main weaknesses of the course (in particular, can you expand on any questions where you answered 'poor/very poor' or 'disagree/strongly disagree')?
24. Additional comments?

Appendix E: Development of the Codebook

Step 1: A WatPD co-op student conducted the research on qualitative methods and used a grounded theory approach to develop the initial set of categories and codes. WatPD's program evaluation and project coordinator (PEPC) oversaw the codebook creation process and UW's instructional developer, consulting and research, was consulted regularly regarding the process. Additionally, the following resources were referenced:

Bogdan, R., & Biklen, S. (1998). *Qualitative research for education: An introduction to theory and methods*. Toronto: Allyn and Bacon.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Schwandt, T. A. (2001). *Dictionary of qualitative inquiry*. Thousand Oaks, CA: Sage.

Strauss, A. L. (1987). *Qualitative analysis for social scientists*. New York: Cambridge University Press.

Step 2: Two other co-op students were given the codebook and a set of codes and they were asked to code the samples using the definitions provided. They were also instructed to note down anything that was not clear and additional questions that they had, including differences in definition opinions. The three co-op students liaised until they reached an agreement on how the codes should be defined, and a second batch of examples was coded by the three students to ensure that the agreed-upon definitions remained reliable with a different set of feedback.

Step 3: Feedback from all of the 2009 courses was inserted into an Excel file and the co-op student who had originally created the codebook coded all of the data from that year. The two other co-op students and the PEPC each performed spot-checks on about 20% of the comments listed to ensure that consistent coding took place. Revisions were not necessary.

Since coding required a considerable investment in time, it was not performed again until winter 2010 and winter 2011.

Step 4: In winter 2011, following the addition of a new course and nearly double student enrolment due to the addition of engineering students, the codebook was updated. Additional codes were added to address comments that had not been previously received, outdated codes were deleted, and better definitions/examples were provided for some codes, so that the discussion points between the original three co-op students and the PEPC could be captured and understood by future co-op students who would be responsible for coding the data in the future.

Appendix F: WatPD Codebook for Qualitative Survey Comments

Some of the examples provided would be associated with more than one code.

Code	Definition	Example
Application		
Relevant	Having some bearing on or importance for real-world issues (encarta.msn.com) and workplace events	"Information provided in the exercises is very practical and can be used every day at work"
Irrelevant	Not applicable (encarta.msn.com) beyond the course environment	"Some of the content had very little meaning to me and my day to day activities"
Reflective	Careful thought, especially the process of reconsidering previous actions, events or decisions (encarta.msn.com)	"Teaching me to think critically about my past work"; "It taught me different ways of thinking and handling certain types of situations"
Valuable	Course is useful, important and/or worthwhile	"I believe that doing this is very critical for every co-op student"; "It's a very educational course and I've learnt a lot from it"
Useless	Unlikely to be worthwhile (encarta.msn.com) or of any value; content is seen as common sense	"I believe the course work is very redundant and simply causes the students to repeat themselves over and over"; "This is a product of a mindless bureaucracy aware of a need but afraid to make a decision about it"
Engagement		
Motivating	The act of giving somebody a reason or incentive to do something (encarta.msn.com); wanting to engage in some aspect of the course	"Some of the videos caught your attention and you WANTED to learn"; "The examples in the video further encouraged and motivated [me] to check out the additional resources page"
Discouraging	To make somebody feel less motivated (encarta.msn.com); not wanting to engage in some aspect of the course	"Because the presentations were very good I never had any motivation to read any of the other things"; "The language used in the course was somewhat condescending"
Interesting	A power, quality, or aspect that attracts attention, concern, or curiosity (encarta.msn.com)	"The course content is interesting for me to complete"; "I liked learning the actual language and terms"

Boring	Tired of and slightly annoyed by a situation that is not interesting (encarta.msn.com)	"The material is very dry"; "A lack of interests to students; should make topics and exercises more interesting"
Enjoyable	An experience that provides pleasure (encarta.msn.com)	"The plus and minus numbers in the relationships of you with the other characters are so much fun to play!"; "[I] was actually excited for each week's lesson"
Dissatisfying	Not finding enjoyment in the course	"I didn't like it at all"; "Some [topics] were unbearable"
Communication		
Feedback Positive	Satisfied with the comments (from staff) in the form of written remarks on assignments or quizzes <i>Only the written component</i>	"The timely responses and detailed feedback to questions was great"; "The main strengths of this course were that input was given to the short answers that were submitted so that we could improve our responses next time"
Feedback Negative	Dissatisfied with the comments (from staff) in the form of written remarks on assignments or quizzes <i>Only the written component</i>	"Resumes critiques did not help me get a job"; "I didn't get enough comments to help improve my resubmissions"
Support Positive	To give active help or encouragement (encarta.msn.com) through staff announcements, e-mail and discussion board posts	"All the staff are very nice"; "The TAs were prompt in responding to questions and weekly reminders to do the quizzes were helpful"
Support Negative	Inadequate help, information or clarification provided by course staff	"Reminders for the quiz and tests would be nice"; "I wish help was made more available and advertised better for clarifying key concepts in each unit"

Learning		
Understanding Material	Knowledge of a particular subject, area, or situation (encarta.msn.com); ability to take meaning away from the content being taught	"Taught how the co-op system worked"; "The lectures were very easy to understand"
Confusion of Material	Lack of clarity; misunderstanding of a situation or facts (encarta.msn.com); difficulty in understanding the content being taught	"The section on arguments was a bit confusing"; "Things could have been more detailed for better understanding"
Understanding Expectations	Clear knowledge of what is required; understanding how to complete tasks and earn a credit in the course	"Instructions were clear for assignments"; "Questions on the quizzes reflected the course material well"; "I knew exactly what I had to do each week"
Confusion of Expectations	Misunderstanding of how to complete tasks; not clear about instructions	"The first week or two I didn't know what to read or where to find all the info"; "Some of the assignment/test questions are kind of vague"
Remember	To retain an idea in the memory without forgetting it (encarta.msn.com)	"[The real life examples] helped things stick in my mind"
Forget	To fail or be unable to remember course content	"I had a difficult time remembering the exact definitions"

Activities		
Challenge Positive	Level of difficulty for graded activities (assignments, tests, etc.) is appropriate	"Assignments are fair and relate well to the material and work"; "Good assignments"
Challenge Negative	Graded activities (assignments, tests, etc.) are too difficult or too easy	"Hard tests"; "I think you could probably get away with increasing the scope and difficulty of assignments"
Workload Positive	The number and length of activities assigned to be completed is appropriate	"Never too demanding that it couldn't be worked into a busy schedule"
Workload Negative	The number and length of activities assigned to be completed is viewed as too much or too little	"Too much work!"; "It might be helpful to increase the content so students would study more than just once a week for 30 mins"
Grading Positive	The assigned marks are viewed as fair <i>Only the actual grade – not comments</i>	"The grading was fair. When a question was close to right they sometimes gave the marks anyways"
Grading Negative	The assigned marks are viewed as unfair <i>Only the actual grade – not comments</i>	"The markers are too harsh"; "It was too hard to get a perfect level 4"
Timing Positive	The amount of time allocated for completing the course and/or the individual components is appropriate	"I liked that it was self-paced because it gives more flexibility and caters to all students"; "I also liked that there was a time limit on the tests and critical thinking responses"
Timing Negative	There is either too much or not enough time given to complete the course and/or course activities	"The due date for the report is somehow a bit early"; "Grace days would be very useful"

Content		
Organization	The effectiveness of the arrangement of separate components into a coherent whole (encarta.msn.com); the layout of the course and presentation of course material	"I like how the information is now arranged between the weeks so it follows the progression of the report"; "The presentation of the content was very good"
Disorganization	A lack of organization or orderly arrangement (encarta.msn.com); poor or confusing layout and presentation of material	"The course seemed rather disjointed"; "Confusing layout somewhat. The first week or two I didn't know what to read or where to find all the info"
Professional	Having a finished or polished look and feel to the course	"I found the course to be very professionally designed"; "The slides looked cutting edge"
Unprofessional	Not having a finished or polished look and feel to the course	"It was frustrating to read the transcripts because they were full of grammatical errors incomplete sentences and sometimes spelling errors"
Recommendations	Suggestions (implied or direct) to remove or add content or media to the course	"Should include less PowerPoint and reading"; "Provide more examples that co-op students could experience or have experienced"
Focus Positive	Appreciation for the ideas concentrated on and how they are attended to in the course <i>Related to the specific ideas presented at the course level</i>	"There was a lot of psychology and philosophy I really enjoy that genre of school"
Focus Negative	Critical of the ideas concentrated on and how they are attended to in the course <i>Related to the specific ideas presented at the course level</i>	"The voice recordings were embellished too much so that my focus was no longer on problem solving, but the made up story"

Peer Interaction (PD4)		
Benefits	Successes communicating and coordinating/completing tasks with team members	"The discussion board was a good tool for team collaboration"; "online collaboration with others was a great exercise in teamwork"
Disadvantages	Difficulties communicating and coordinating/completing tasks with team members	"It was really hard to initiate communication with team members to begin"; "It didn't feel like we were making decisions as a team, instead we were just doing our own work"
Miscellaneous		
Anti WatPD	Negative comments directed towards some aspect of the WatPD program or online professional development courses in general	"The whole PD program needs to be entirely revisited"; "We shouldn't have a course while working"
Preference for WatPD	WatPD is favoured over other professional development courses	"I felt that in comparison to PDEng topics this course was more fulfilling"
Preference for WatPD alternative	Other professional development courses are favoured over WatPD	"I felt that PD20 lacked the applicability and critical thinking response that was periodically required in PDENG"
Technical	Relating to the operating of a system or technique (encarta.msn.com)	"UWACE is very slow"; "I submitted an assignment before the deadline but it somehow declined it. The submit system needs more work"

Appendix G: Overall WatPD End-of-Course Survey Results by Term

	Percent Positive Responded Very Good/Good or Strongly Agree/Agree									Weighted Score								
	W'10	S'10	F'10	W'11	S'11	F'11	W'12	S'12	F'12	W'10	S'10	F'10	W'11	S'11	F'11	W'12	S'12	F'12
General Questions																		
Organization of the course content and activities	75%	77%	74%	77%	74%	76%	75%	75%	78%	3.93	3.94	3.90	4.00	3.99	4.02	3.93	3.96	3.95
Ease of navigation through course site	67%	66%	68%	67%	65%	67%	66%	68%	70%	3.74	3.79	3.77	3.79	3.83	3.84	3.74	3.81	3.85
Professional look of the course	73%	75%	71%	73%	75%	75%	77%	80%	79%	3.86	3.93	3.83	3.88	3.96	3.96	3.98	4.05	4.00
Instructions for completing learning activities	69%	70%	73%	73%	73%	73%	69%	72%	71%	3.83	3.85	3.87	3.89	3.94	3.89	3.81	3.87	3.85
Value of readings and assigned work	58%	53%	59%	59%	58%	59%	54%	60%	54%	3.49	3.49	3.53	3.58	3.58	3.59	3.46	3.55	3.48
Ability of course content and activities to maintain student interest	43%	45%	46%	47%	46%	46%	39%	44%	44%	3.12	3.17	3.20	3.29	3.26	3.25	3.11	3.19	3.18
Value of questions/answers posted in the discussion forum	42%	67%	63%	39%	56%	40%	41%	37%	36%	3.79	3.93	3.85	3.85	3.90	3.86	3.72	3.78	3.74
Objectivity and fairness in grading	70%	76%	76%	74%	72%	72%	68%	70%	65%	3.85	3.98	3.94	3.94	3.94	3.88	3.80	3.86	3.77
Online feedback received on marked assignments	66%	73%	72%	66%	70%	67%	67%	72%	65%	3.77	3.90	3.90	3.77	3.86	3.82	3.80	3.91	3.77
Overall evaluation of the course	61%	57%	62%	62%	59%	61%	60%	64%	60%	3.49	3.53	3.58	3.64	3.60	3.62	3.54	3.60	3.56

		Percent Positive Responded Very Good/Good or Strongly Agree/Agree									Weighted Score								
		W'10	S'10	F'10	W'11	S'11	F'11	W'12	S'12	F'12	W'10	S'10	F'10	W'11	S'11	F'11	W'12	S'12	F'12
Workload	Workload (Too little ->Just right)	68%	71%	74%	77%	71%	76%	70%	74%	76%	2.64	2.67	2.74	2.78	2.74	2.77	2.79	2.73	2.78
	I read the course material (Completely or Mostly	74%	79%	76%	76%	74%	77%	75%	76%	75%	3.93	4.02	3.93	3.93	3.96	4.06	4.02	3.93	3.93
	I read the discussion board (Daily or 2-3 times/week)	30%	26%	22%	21%	23%	21%	29%	23%	25%	1.97	2.03	1.88	1.85	1.81	1.85	2.13	1.92	1.95
	The total time I spent reading or watching course materials (over 10 weeks) (<15)	*	*	*	*	*	69%	66%	68%	69%	*	*	*	*	*	13.00	13.50	13.18	13.01
	The total time I spent completing course assessment activities (over 10 weeks) (<15)	*	*	*	*	*	69%	69%	71%	73%	*	*	*	*	*	13.10	13.40	12.86	12.77
Course-Specific	I was able to apply what I learned in the course/find connections to x	69%	71%	71%	73%	70%	71%	66%	67%	68%	3.48	3.56	3.63	3.64	3.62	3.58	3.45	3.48	3.48
	This course helped me understand x	70%	71%	73%	72%	69%	71%	67%	69%	67%	3.71	3.74	3.79	3.77	3.74	3.76	3.66	3.69	3.67
	My x skills are better now, at least in part due to the course	57%	59%	61%	60%	60%	59%	56%	60%	55%	3.48	3.54	3.58	3.56	3.55	3.53	3.46	3.51	3.47
	The course prepared me for x	63%	65%	63%	64%	65%	64%	59%	62%	59%	3.56	3.60	3.62	3.64	3.63	3.62	3.52	3.57	3.51
	Would recommend PDx	64%	67%	71%	73%	57%	72%	65%	64%	55%	3.87	3.89	3.92	3.94	3.52	3.94	3.88	3.87	3.33
	N	2262	1368	2434	4111	3215	4074	3358	2671	2228	2262	1368	2434	4111	3215	4074	3358	2671	2228
	Response Rate	83%	60%	78%	71%	76%	69%	57%	55%	37%	83%	60%	78%	71%	76%	69%	57%	55%	37%

*Beginning in fall 2011, question was split between reading/watching course materials and time completing assessments

Appendix H: End-of-Course Survey Results Aggregated by Course

	Percent Positive										Weighted Score										
	PD1	PD2	PD3	PD4	PD5	PD6	PD7	PD8	PD20	PD21	PD1	PD2	PD3	PD4	PD5	PD6	PD7	PD8	PD20	PD21	
General Questions	Organization of the course content and activities	73%	66%	82%	64%	80%	81%	77%	79%	88%	79%	3.88	3.72	4.06	3.72	4.04	4.06	3.97	4.10	4.29	4.03
	Ease of navigation through course site	66%	57%	73%	56%	69%	72%	71%	69%	78%	69%	3.77	3.54	3.88	3.58	3.83	3.91	3.83	3.84	4.11	3.85
	Professional look of the course	74%	69%	80%	74%	78%	71%	73%	90%	88%	80%	3.90	3.80	4.02	3.86	4.01	3.82	3.90	4.34	4.24	4.10
	Instructions for completing learning activities	71%	64%	78%	58%	72%	80%	74%	78%	84%	65%	3.84	3.66	3.99	3.57	3.86	4.02	3.94	4.17	4.19	3.74
	Value of readings and assigned work	62%	50%	63%	49%	54%	59%	58%	65%	66%	56%	3.64	3.36	3.67	3.30	3.46	3.54	3.54	3.84	3.79	3.44
	Ability of course content and activities to maintain student interest	45%	34%	50%	38%	45%	49%	43%	70%	56%	40%	3.24	2.91	3.32	3.00	3.19	3.32	3.16	3.98	3.51	3.08
	Value of questions/answers posted in the discussion forum	44%	50%	46%	51%	43%	43%	48%	30%	36%	34%	3.80	3.70	3.87	3.89	3.83	3.82	3.88	4.00	3.76	3.75
	Objectivity and fairness in grading	64%	67%	75%	66%	78%	75%	78%	69%	71%	70%	3.70	3.75	3.94	3.76	4.01	3.93	4.01	3.90	3.92	3.89
	Online feedback received on marked assignments	68%	64%	66%	71%	75%	64%	76%	71%	62%	71%	3.82	3.69	3.74	3.93	3.96	3.73	3.99	4.03	3.68	3.91
	Overall evaluation of the course	63%	47%	66%	50%	65%	64%	66%	81%	70%	58%	3.61	3.27	3.68	3.33	3.64	3.67	3.61	4.11	3.85	3.51
Workload	Workload involved in course (TL, STL or JR)	70%	52%	78%	66%	78%	84%	78%	86%	86%	76%	2.69	2.53	2.80	2.64	2.79	2.85	2.78	2.95	2.89	2.74
	I read the course material (C or MBNA)	76%	75%	79%	66%	71%	83%	74%	77%	87%	76%	3.89	3.91	4.02	3.68	3.77	4.17	3.93	4.00	4.27	4.42
	I read the discussion board (D or 2-3 or W)	25%	31%	21%	39%	20%	16%	27%	14%	17%	15%	2.01	2.15	1.82	2.40	1.81	1.71	1.89	1.60	1.68	1.79

Evaluation of the Effectiveness of an Online Program to Help Co-op Students Enhance their Employability Skills: A study of the University of Waterloo's Professional Development Program (WatPD) – Appendix

Course-Specific	The total time I spent reading or watching course materials (over 10 weeks) (<15)	68%	56%	70%	72%	76%	76%	69%	79%	59%	64%	13.00	15.20	12.60	12.00	11.80	11.80	13.10	11.20	15.00	14.30
	The total time I spent completing course assessment activities (over 10 weeks) (<15)	70%	57%	75%	56%	80%	81%	72%	87%	79%	63%	12.90	15.50	12.30	15.70	11.30	11.00	12.80	11.00	11.70	14.60
	I was able to apply what I learned in the course/find connections to x (SA or A)	69%	60%	82%	69%	66%	74%	68%	84%	73%	59%	3.66	3.25	3.92	3.44	3.40	3.66	3.50	3.97	3.64	3.22
	This course helped me understand x (SA or A)	85%	57%	73%	61%	70%	71%	74%	88%	72%	62%	4.03	3.45	3.80	3.52	3.72	3.74	3.78	4.19	3.79	3.56
	My x skills are better now, at least in part due to the course (SA or A)	68%	52%	58%	50%	60%	59%	60%	82%	60%	54%	3.72	3.35	3.54	3.33	3.54	3.53	3.54	4.05	3.60	3.41
	The course prepared me for x (SA or A)	74%	53%	66%	57%	60%	62%	64%	81%	64%	57%	3.85	3.37	3.66	3.44	3.54	3.58	3.60	3.96	3.66	3.46
	I would recommend PDx to other students when choosing a professional development elective (SA or A)			71%	44%	73%	71%	72%	86%					3.82	3.18	3.83	3.98	3.86	4.16		
	N	5428	4240	2521	575	2586	3925	1860	58	2980	1548	5428	4240	2521	575	2586	3925	1860	58	2980	1548
	Response Rate	72%	64%	67%	58%	56%	68%	65%	41%	72%	51%	72%	64%	67%	58%	56%	68%	65%	41%	72%	51%
	Response Rate	72%	64%	67%	58%	56%	68%	65%	41%	72%	51%	72%	64%	67%	58%	56%	68%	65%	41%	72%	51%

Appendix I: Winter 2012 Distribution of Coded Students' Comments

3,358 out of 5,891 students responded to the winter 2012 end-of-course surveys. The units used when coding was one response to one open-ended question. Each survey had three open-ended questions and it was possible for one response to be coded under multiple categories.

	Application	Relevant	Irrelevant	Reflection	Value	Useless	Engagement	Motivating	Discouraging	Interesting	Boring	Enjoyment	Dissatisfying
PD1		52	41	0	294	58		0	15	14	54	19	10
PD2		26	49	8	189	107		1	38	6	82	43	31
PD20		61	49	8	129	53		5	6	96	90	101	6
PD21		35	33	0	20	29		1	7	17	62	1	6
PD3		67	22	3	112	29		4	2	55	41	25	2
PD4*		14	11	3	55	10		3	7	14	16	9	13
PD5		22	13	1	62	36		4	10	26	35	23	6
PD6		60	40	4	78	48		0	1	35	36	26	4
PD7		33	17	6	57	19		0	10	15	23	6	1
TOTAL		370	275	33	996	389		18	96	278	439	253	79

	Communication	Feedback Positive	Feedback Negative	Support Positive	Support Negative	Learning	Understanding Material	Confusion of Material	Understanding Expectations	Confusion of Expectations	Remember	Forget
PD1		55	31	15	9		29	11	16	92	2	0
PD2		35	49	48	10		83	24	31	116	2	1
PD20		12	11	21	11		90	40	26	50	2	3
PD21		32	9	20	7		26	4	21	40	0	0
PD3		24	12	17	8		50	13	37	38	0	4
PD4*		26	4	32	2		17	7	3	31	1	0
PD5		17	7	10	1		58	12	14	37	0	2
PD6		30	7	11	7		76	8	26	41	5	1
PD7		17	2	9	4		32	3	15	19	0	0
TOTAL		248	132	183	59		461	122	189	464	12	11

	Activities	Challenge Positive	Challenge Negative	Workload Positive	Workload Negative	Grading Positive	Grading Negative	Timing Positive	Timing Negative	Content	Organization	Disorganization	Professional	Unprofessional
PD1		12	19	12	46	11	38	9	37		80	44	7	12
PD2		6	16	23	77	13	10	6	41		124	93	14	9
PD20		15	23	29	6	11	19	23	34		163	27	23	7
PD21		12	8	17	16	17	14	12	4		64	19	28	17
PD3		27	6	22	16	5	7	13	35		86	55	10	26
PD4		7	15	9	4	4	14	0	3		25	31	3	2
PD5		12	3	17	14	17	6	6	23		73	46	7	3
PD6		20	16	24	16	11	17	12	23		95	35	9	24
PD7		12	14	17	26	5	5	5	23		54	15	6	1
TOTAL		123	120	170	221	94	130	86	223		764	365	107	101

	Content	Recommendations	Focus Positive	Focus Negative	Peer Interaction	Benefits	Disadvantages	Miscellaneous	Anti WatPD	Preference for WatPD	Preference for WatPD Alternative	Technical
PD1		74	107	12		0	0		4	0	0	7
PD2		46	84	66		0	0		13	0	1	9
PD20		46	75	58		0	0		5	5	0	28
PD21		18	40	20		0	0		4	4	0	2
PD3		43	45	34		0	0		7	8	0	23
PD4		17	16	11		22	26		2	0	0	20
PD5		54	76	36		0	0		14	5	1	13
PD6		19	71	45		0	0		7	10	0	20
PD7		21	40	23		0	1		8	8	0	3
TOTAL		338	554	305		22	27		64	40	2	125

Appendix J: Summaries of Focus Groups and Exit Interviews

2009 Student Interviews

The following themes and quotes were collected from 10 students who had completed their WatPD requirements and participated in interviews in 2009.

Identified Strength or Weakness	Quote
Strength and Weakness: CR/NCR grading system	<p>“...because it wasn’t graded on a letter scale – just credit/no-credit – I feel I had more say in what I could choose to take back from the program. It wasn’t just about “I need to get THIS mark” or “Will this hurt my GPA?”, it was just about learning the content.”</p> <p>[On Advice to Future Students, one student said:]</p> <p>“Honest advice? Just to do the very minimum to pass I guess, because once you finish over 50% and you do all of the assignments that you’re required to do, then you’re good to go.”</p>
Strength: Feedback	<p>“The people who marked PD assignments were really good, and they give really good feedback. So it was kind of like at least my work is being looked at carefully, and it’s not just somebody who’s just going pass, pass, pass. Somebody actually took the time to give good comments and feedback.”</p>
Strength and Weakness: Application of material	<p>“I guess the most rewarding thing was learning about different ways to solve problems. It was encouraging when I applied knowledge from the course to a specific problem in my workplace.”</p> <p>“...it doesn’t seem like I have many opportunities in the workplace to apply them. Actually for PD 3, I applied some of what I learned about voicemails and how to structure a proper memo. I guess that was applicable, otherwise really not. I wish I could say that there was more that I could apply, but unfortunately no.”</p>
Weakness: Usefulness	<p>“...a lot of it was kind of like common sense. I felt all of the courses were like that. “</p>
Weakness: Understanding value to employers	<p>“Because we have taken these PD courses we have a better knowledge and understanding. I am not sure how much employers will take this into account though.”</p> <p>“I also heard from a couple of people that PD was brought on by employers, but my employers never asked me about my PD courses or had interest in them and I wish they did because then I would feel like they were more relevant to my work term.”</p>
Weakness: Communication to students about courses/program	<p>“...because we’re the first batch so not a lot of people before us have taken those courses. So I haven’t really heard much about them.”</p>
Weakness: Courses with long readings and long assignments	<p>“Mostly the readings, because they were mundane and I didn’t feel like they taught me anything. It’s like, okay, you read this, done. I didn’t find that I learned from the readings.”</p>

2011 Focus Groups and Student Interviews

The statements below summarize the results of two focus groups of five and six students each, and 21 individual interviews with students who had completed their WatPD requirements in 2011.

- Most represented faculty: Arts (37.5%)
- UW's reputation: 24% chose to come to UW due to the benefits they would receive from UW's reputation. 24% believe UW's reputation is well-known.
- WatPD's reputation: 29.5% participants either have or believe there is an overall negative view of WatPD. 16% claim that the reputation is not important to them.
- The most popular elective course taken was PD 3 (31%).
- Reason for selecting elective course: Chose the course out of interest (25%).
- Examples of concepts taught in WatPD courses: 25.8% remember being taught written communication skills. 16.7% remember the examples.
- Topics not taught in courses: 30% would like to learn certain technical skills (e.g., Microsoft Excel/Outlook), 30% would like more applicable information (e.g., to workplace situations).
- Do students benefit from WatPD: 23.9% believe students benefit from WatPD; 25.4% believe WatPD is educational.
- Does the university benefit: 34.8% say the university does benefit. 27.2% believe WatPD makes students more employable.
- Opinion change: 40.6% viewed the courses more favourably when they started the program than they did after completing it.
- Challenges: 35.5% reported assignments being the most challenging. Time management was second at 22.6%.
- Were you able to apply concepts taught in your workplace: 21.6% applied communication skills taught, 19.6% applied problem solving skills.
- Do you think you will apply these concepts in the future: 23.5% no, 21.6% maybe, 11.7% conflict resolution.
- Suggestions to make WatPD more engaging: 21.8% suggest editing the material (e.g., make videos less "cheesy"), 20% would like more face-to-face interaction.
- Suggestions to make WatPD more applicable: 43.9% suggest editing the content.
- Advice to students: 30.6% think that students should be provided with selection tips for which courses to take (e.g., avoid the teamwork course).
- Advice for WatPD staff: 30.6% would like to see an improvement in feedback provided to students.
- Additional comments: 68.8% suggest alterations in the course design.

2013 Qualitative Results from Interviews and Focus Groups

The following summary is a result of 17 interviews with students in winter 2013 who had completed their WatPD requirements. Statements that students made are grouped into six themes: relevance of employability skills, ease of improving employability skills, role of WatPD in developing employability skills, ability to apply WatPD content in workplace context, motivation for completing WatPD courses, and interest in interacting with fellow students and course staff.

Relevance of employability skills

- employability skills help you advance in the workplace, get more projects; people want you to succeed
- professional skills play a large role in someone's work experience and their contribution to their work environment
- professional skills give UW students an upper hand over other students, because they're skills that are difficult to learn in an academic environment
- professional skills affect my work experience and environment on a daily basis

Ease of improving employability skills

- employability skills are difficult to master but very important
- everyone has room for improvement
- employability skills don't come easily to most people; able to improve them, but they must be willing
- employability skills can be difficult for some people to develop, but easy for me

Role of WatPD in developing employability skills

- WatPD courses reaffirm the importance of employability skills
- WatPD helped me recognize employability skills as actual skills, not just normal aspects of conversation
- PD courses highlighted the relevance and importance of some professional skills
- PD did not help with learning professional skills
- PD didn't affect my behaviour in workplace
- courses helped re-emphasize lessons learned in the workplace and define skills that might have been picked up unconsciously
- PD courses do not help develop employability skills, they're more like reading comprehension
- courses gave different perspectives on professional skills I wouldn't have had otherwise

Ability to apply WatPD content in workplace context

- PD courses not universally applicable depending on work environment
- courses very suited for an office environment
- some scenarios from courses applied very closely to experiences in work terms
- most lessons were easy to transfer over to the workplace
- didn't purposefully apply to work life; may have done subconsciously
- could do course without actively applying it
- courses present idealized versions of scenarios that don't effectively translate to the workplace
- course reassured me that problems were normal for people to experience
- able to integrate concepts into work life
- PD courses helped communicate with upper management and sr. employees
- difficult to apply concepts that are taught online, couldn't apply majority of concepts taught
- didn't absorb concepts
- no trouble applying lessons to the workplace because mostly common sense
- courses taught some things that wouldn't have been picked up over the course of the work experience
- able to apply lessons, but thinks that other students easily detach and fail to apply similar lessons
- some courses are easy to take lessons and apply to workplace; some courses it is more difficult

Motivation for completing WatPD courses

- wasn't motivated to finish course; minimize time spent on it
- courses not taken seriously
- treated courses like obligations
- courses caused grief when work term location meant limited access to the internet
- courses are "busy work" requiring time but not much thought
- courses are so basic that they are meaningless
- courses tedious and poorly designed
- assignments sometimes left until last minute and rushed
- elective courses much more useful than required PD1 and PD2 courses

Interest in interacting with fellow students and course staff

- frustrated when I had to work with other students
- prefer independence in courses and didn't use the discussion boards
- didn't interact much with other students in the course, but occasionally reached out to administrative staff for clarification and communication

Appendix K: Course Pass Rates

Figure 1: WatPD Required Course Pass Rates

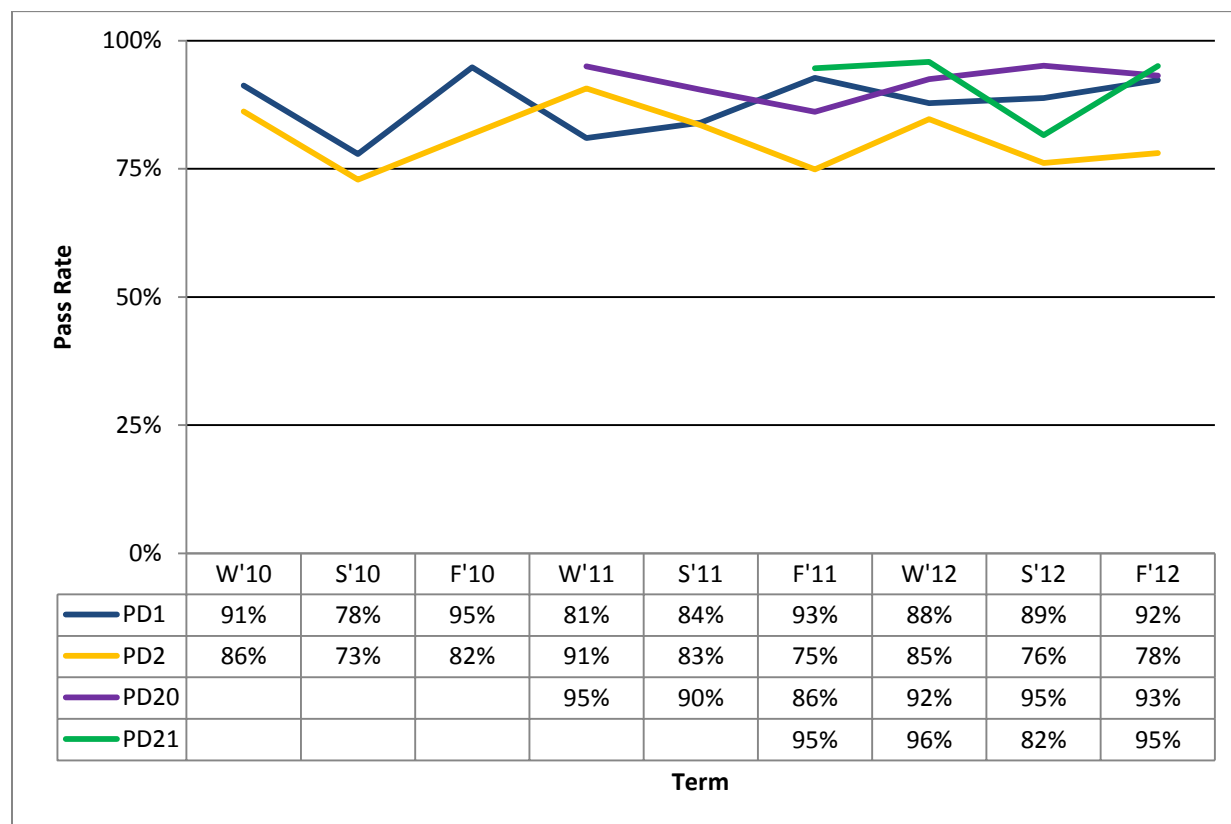
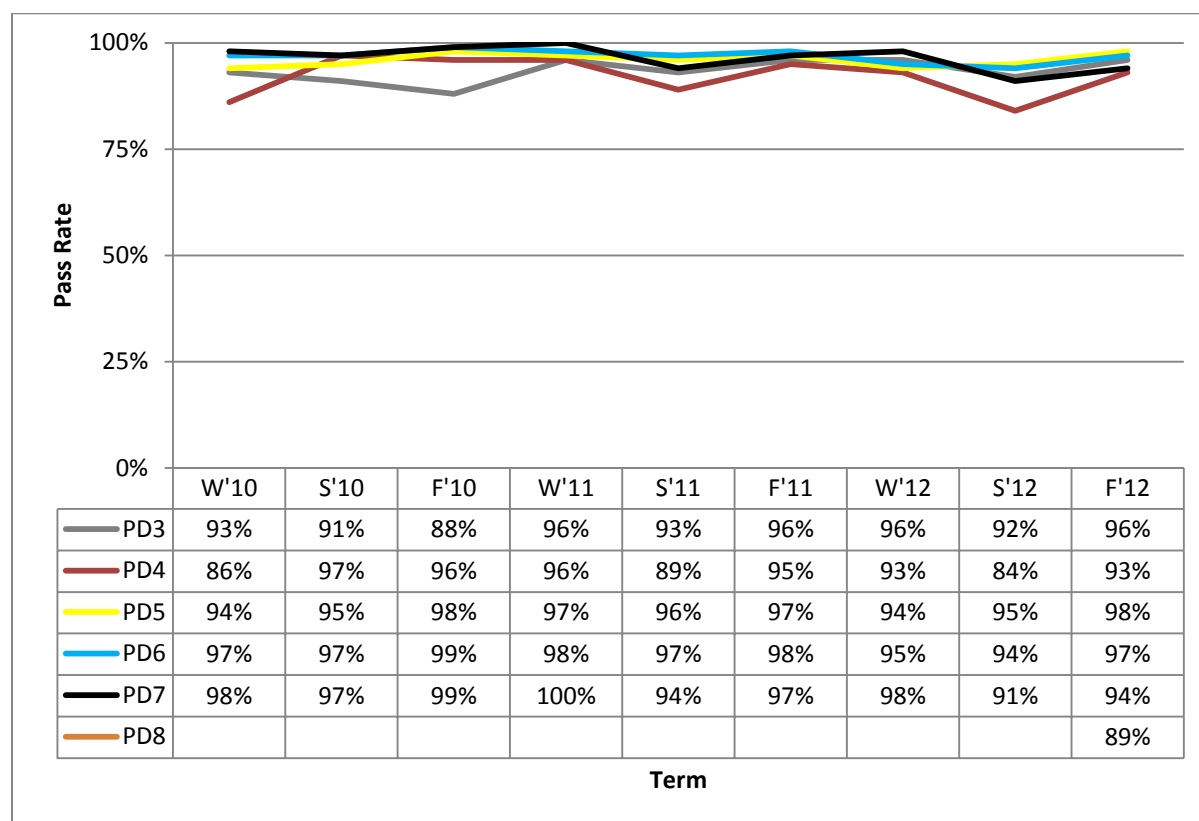


Figure 2 WatPD Elective Course Pass Rates



Appendix L: Course Averages

Figure 3: WatPD Required Course Averages

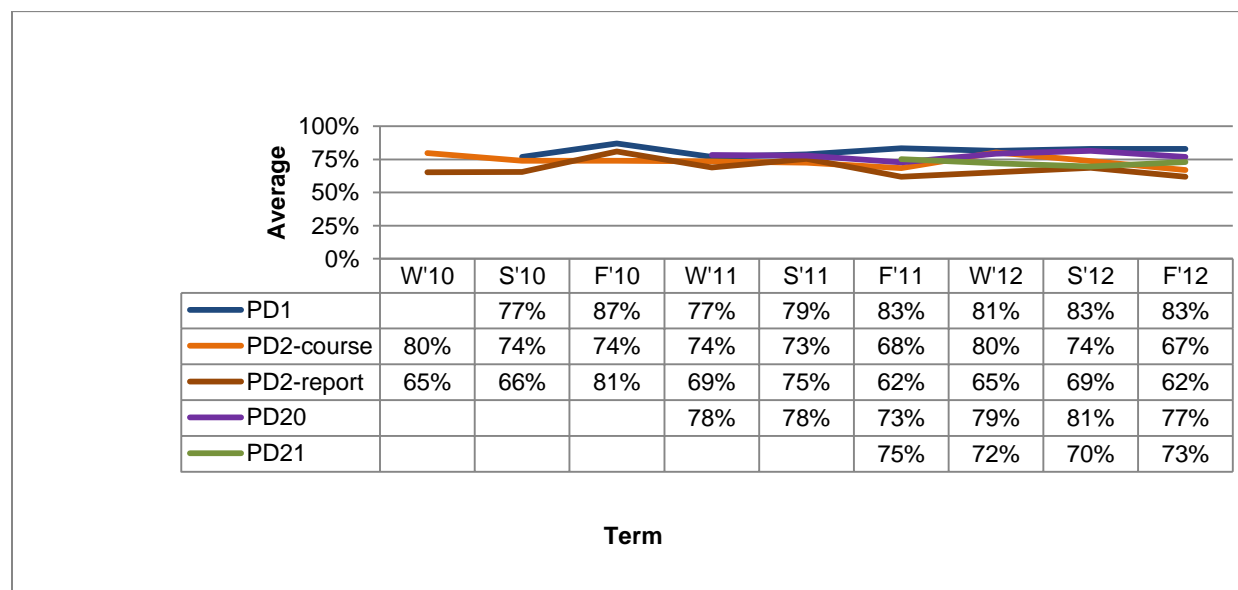
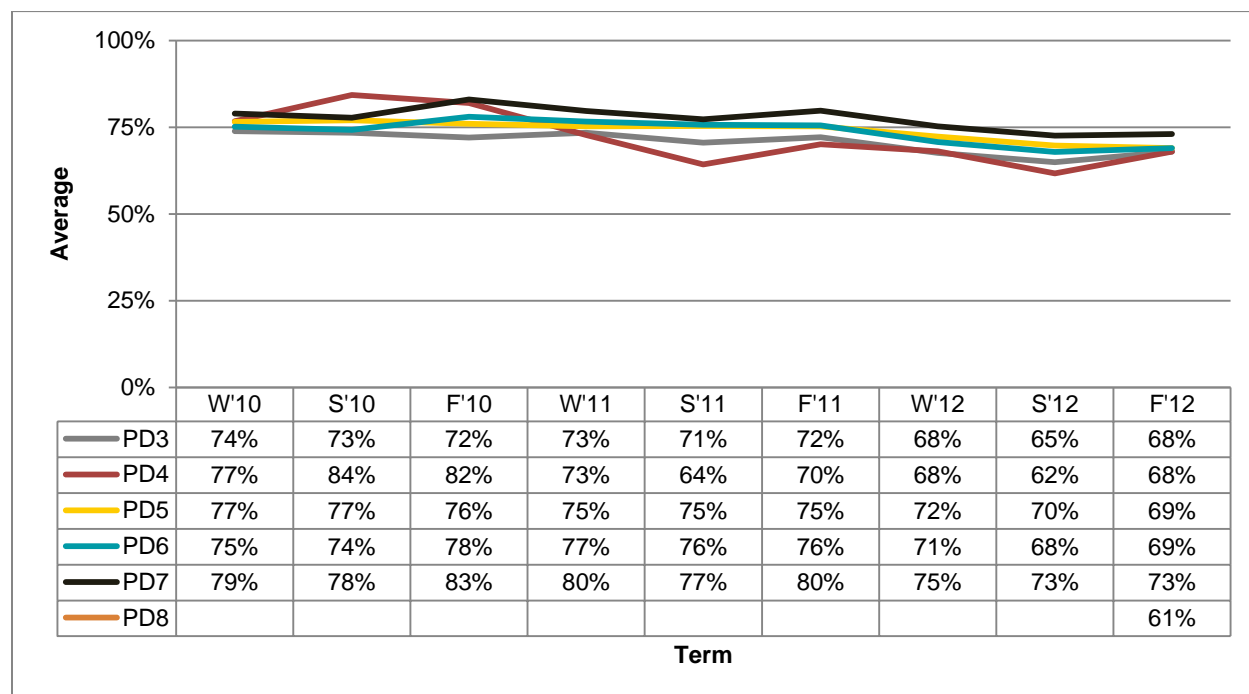


Figure 4: WatPD Elective Course Averages



Appendix M: Waterloo Student Performance Evaluation Form

Note: The student performance evaluation form changed in winter 2013

The evaluation process is instrumental to a student's personal and career development. Students appreciate an assessment of job performance and welcome constructive feedback. Thank you for taking the time to complete this evaluation and discussing it with your student.

Student's Job Title:

Briefly describe the student's activities and responsibilities below:

Interest in Work

- ☐ High interest. Very enthusiastic. Takes pride in doing work well.
- ☐ More than average amount of interest and enthusiasm.
- ☐ Satisfactory amount of interest and enthusiasm.
- ☐ Little interest or enthusiasm shown.
- ☐ Not applicable/not evaluated.

Initiative

- ☐ Self-starter. Asks for additional work.
- ☐ Displays initiative consistently.
- ☐ Acts voluntarily in routine situations.
- ☐ Lacks initiative. Must be told frequently what to do.
- ☐ Not applicable/not evaluated.

Planning and Organizing

- ☐ Does an outstanding job of planning and organizing work and time.
- ☐ Plans and organizes work and time effectively.
- ☐ Does average amount of planning and organizing.
- ☐ Fails to plan and organize work and time effectively.
- ☐ Not applicable/not evaluated.

Setting Goals

- ☐ Developed goals for the work term early and made excellent progress in working towards them; referred back to goals and evaluated progress at various points during the term.
- ☐ Developed goals for the work term early and showed some effort in working towards them; did not often revisit goals or evaluate progress during the term.
- ☐ Showed minimal effort early in the term to set goals; demonstrated no follow-up activity.
- ☐ No evidence that the student set goals for the term.
- ☐ Not applicable/not evaluated.

Ability to Learn

- ☐ Excellent.
- ☐ Above average.
- ☐ Average.
- ☐ Below average.
- ☐ Not applicable/not evaluated.

Quality of Work

- ☐ Excellent: very few errors.
- ☐ Good: few errors.
- ☐ Satisfactory: has normal number of errors.
- ☐ Unsatisfactory: frequent errors.
- ☐ Not applicable/not evaluated.

Quantity of Work

- ☐ Excellent productivity.
- ☐ Good productivity.
- ☐ Satisfactory productivity.
- ☐ Unsatisfactory productivity.
- ☐ Not applicable/not evaluated.

Creativity

- ☐ Continually offers new ideas; extremely imaginative.
- ☐ Frequently offers new ideas; imaginative.
- ☐ Has average imagination and a reasonable number of new ideas.
- ☐ Rarely offers new ideas; limited imagination.
- ☐ Not applicable/not evaluated.

Reflection and Integration from Prior Learning

- ☐ Frequently shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity.
- ☐ Sometimes shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity.
- ☐ Rarely shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity.
- ☐ Shows no evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity.
- ☐ Not applicable/not evaluated.

Judgment

- ☐ Decisions always based on thorough analysis of the situation.
- ☐ Usually makes good decisions.
- ☐ Decisions are satisfactory in routine situations.
- ☐ Decisions often based on inadequate analysis of the situation.
- ☐ Not applicable/not evaluated.

Problem Solving Skills

- ☐ Highly adept and innovative.
- ☐ Adept at solving problems.
- ☐ Satisfactory problem solving abilities.
- ☐ Exhibits inadequate problem solving abilities.
- ☐ Not applicable/not evaluated.

Dependability

- ☐ Reliable in any situation.
- ☐ Reliable in most situations.
- ☐ Reliable in routine situations.
- ☐ Unreliable; requires close supervision.
- ☐ Not applicable/not evaluated.

Interpersonal Behavior

- ☐ Always works in harmony with others. An excellent team worker. Contributes to group relationships and effectiveness.
- ☐ Congenial and helpful. Works well with associates. Seen as an asset in furthering co-operation and group harmony.
- ☐ Relations with others are harmonious under normal circumstances.
- ☐ Frequently quarrelsome, causes friction. Uncommunicative and withdrawn to the point of having an adverse effect on the group.
- ☐ Not applicable/not evaluated.

Handling Conflict

- ☐ Effectively and consistently handles interpersonal conflict in most situations.
- ☐ Handles interpersonal conflict adequately when absolutely necessary.
- ☐ Rarely handles interpersonal conflict appropriately.
- ☐ Shows no evidence of ability to handle interpersonal conflict.
- ☐ Not applicable/not evaluated.

Response to Supervision

- ☐ Responds maturely, positively and promptly to suggestions and feedback from supervisor. Very open minded.
- ☐ Willingly accepts suggestions and feedback from supervisor.
- ☐ Accepts suggestions and feedback from supervisor in a satisfactory manner.
- ☐ Often responds negatively to suggestions and feedback from supervisor.
- ☐ Not applicable/not evaluated.

Communication – Written (including work reports, if applicable)

- ☐ Exceptionally clear, well organized and concise.
- ☐ Clear, organized and concise.
- ☐ Satisfactory writing skills.
- ☐ Inadequate writing skills.
- ☐ Not applicable/not evaluated.

Communication – Oral

- ☐ Exceptional oral communication; clear, well organized and easily understood.
- ☐ Clear and understandable.
- ☐ Satisfactory oral communication.
- ☐ Inadequate oral communication.
- ☐ Not applicable/not evaluated.

Leadership Qualities

- ☐ Excellent ability to motivate and direct others.
- ☐ Very good.
- ☐ Exhibits average leadership skills.
- ☐ Presently lacks ability to motivate and direct others.
- ☐ Not applicable/not evaluated.

Adaptation to Formal Organizations, Rules and Policies

- ☐ Fully adaptable to recognized organizational structures, rules and policies.
- ☐ Adapts well to recognized organizational structures, rules and policies.
- ☐ Satisfactory adaptation to recognized organizational structures, rules and policies.
- ☐ Adapts poorly to recognized organizational structures, rules and policies.
- ☐ Not applicable/not evaluated.

Areas of Strength

Areas for Development

Supervisors Comments:

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

Overall Performance Evaluation

- ☐ Outstanding - exceptional performance or unique contribution.
- ☐ Excellent - exceeded job requirements in all areas.
- ☐ Very good - exceeded job requirements in one or more key areas.
- ☐ Good - met all job requirements.
- ☐ Satisfactory - need for improvement identified in one or more key areas.
- ☐ Marginal - needs improvement in many key areas.
- ☐ Unsatisfactory - did not meet job requirements.

Outstanding Performance

This rating is reserved for only those few students who have distinguished themselves by their unique contribution or exceptional performance. Your written comments are required below in order to register the rating of Outstanding.

Appendix N: WatPD Learning Outcomes Mapped to Dimensions of the Student Performance Evaluation

PD1: Co-op Fundamentals (*Non-Engineering students)

- Response to Supervision
- Adaptation to Formal Organizations, Rules and Policies

PD2: Critical Reflection and Report Writing (*Non-Engineering students)

- Setting Goals
- Reflection and Integration from Prior Learning
- Communication – Written

PD20: Engineering Workplace Skills I – Developing Reasoned Conclusions (*Engineering students only)

- Judgment
- Interpersonal Behaviour

PD21: Engineering Workplace Skills II – Developing Effective Plans (*Engineering students only)

- Planning and Organizing
- Problem Solving Skills
- Communication – Written

PD3: Communication

- Setting Goals
- Interpersonal Behaviour
- Handling Conflict
- Communication – Verbal
- Adaptation to Formal Organizations, Rules and Policies
- Written Communication

PD4: Teamwork

- Setting Goals
- Interpersonal Behaviour
- Handling Conflict
- Leadership Qualities

PD5: Project Management

- Planning and Organizing
- Interpersonal Behaviour

PD6: Problem Solving

- Judgment
- Problem Solving Skills
- Handling Conflict
- Communication – Verbal

PD7: Conflict Resolution

- Reflection and Integration from Prior Learning
- Problem Solving Skills
- Interpersonal Behaviour
- Handling Conflict
- Verbal Communication

Items that did not directly relate to any of the WatPD course objectives

- Interest in Work
- Initiative
- Ability to Learn
- Quality of Work
- Quantity of Work
- Creativity
- Dependability

Appendix O: Performance on Specific Dimensions of the Performance Evaluation

Figure 5: Interpersonal Skills Rating (PD20, PD3, PD4, PD5, PD7 or none)

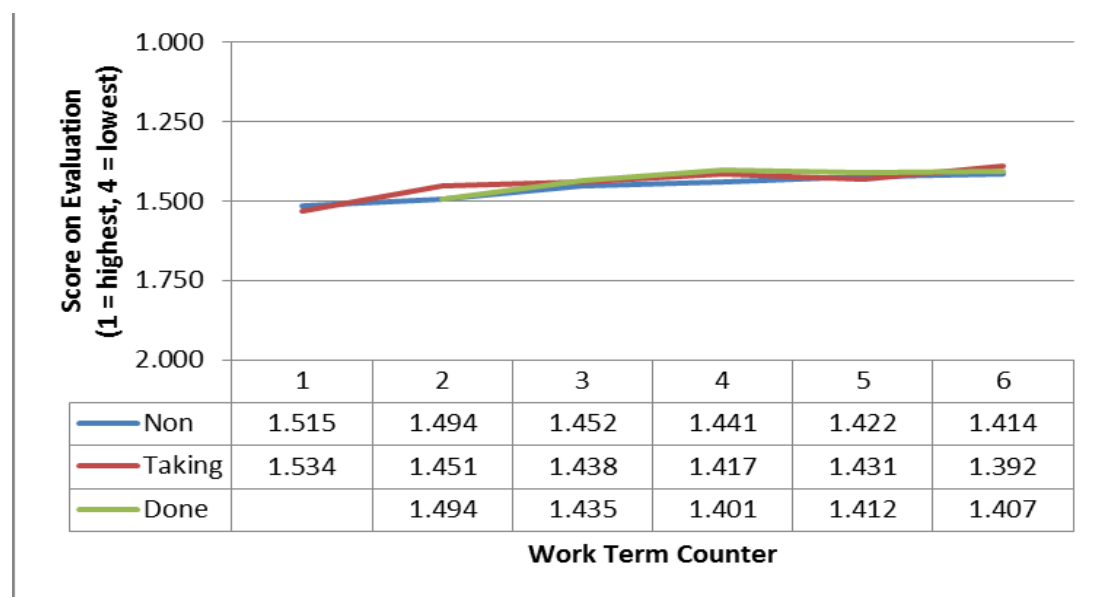


Figure 6: Conflict Resolution Rating (PD3, PD4, PD5, PD7 or none)

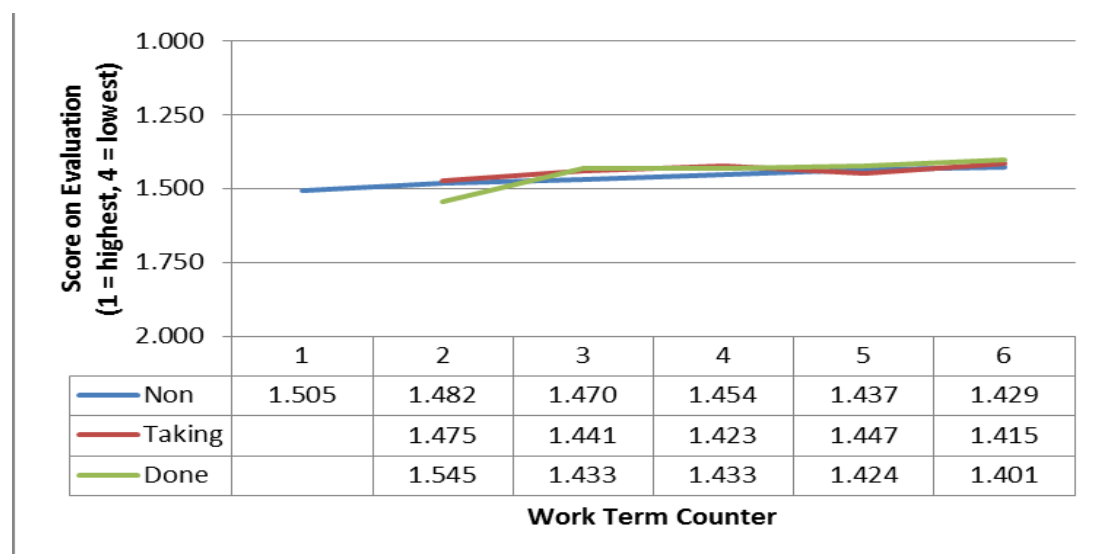


Figure 7: Problem Solving Rating (PD21, PD6, PD5, PD7 or none)

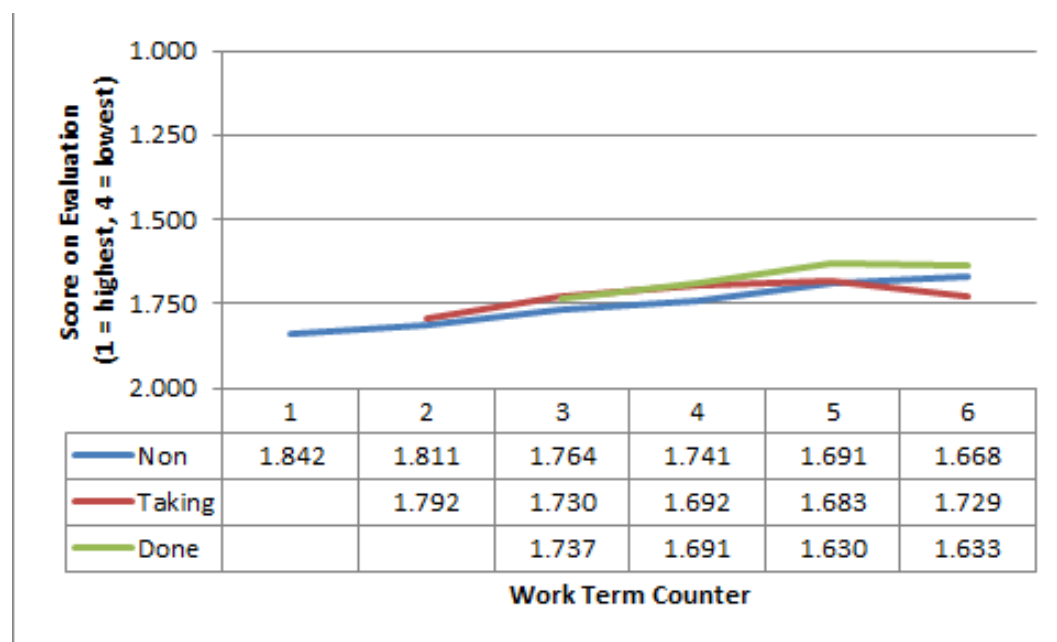


Figure 8: Goal Setting Rating (PD2, PD3, PD4 or none)

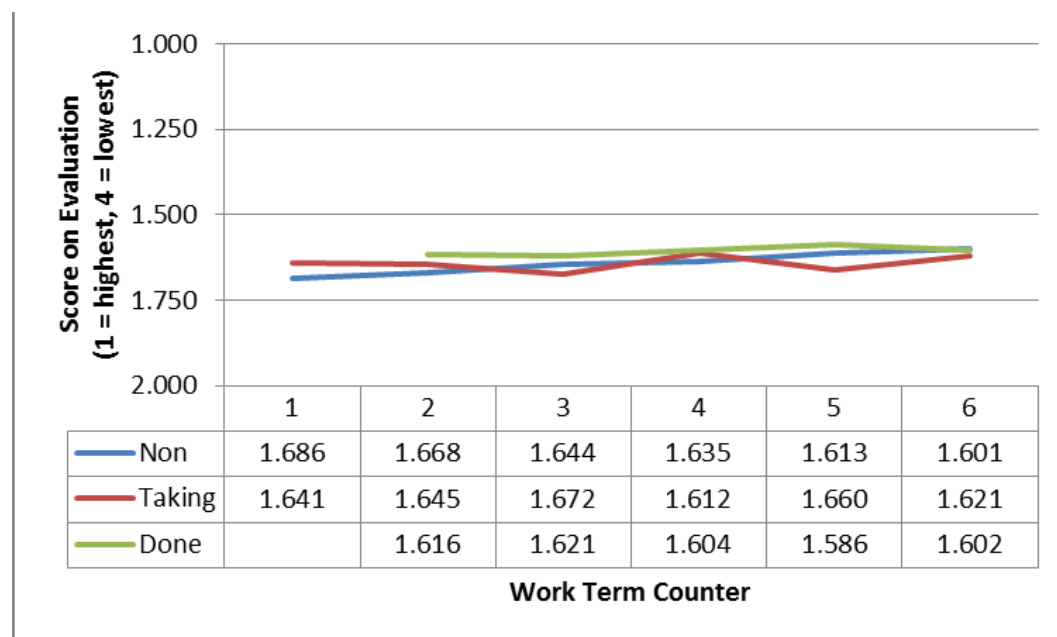


Figure 9: Written Communication Rating (PD2, PD21, PD3 or none)

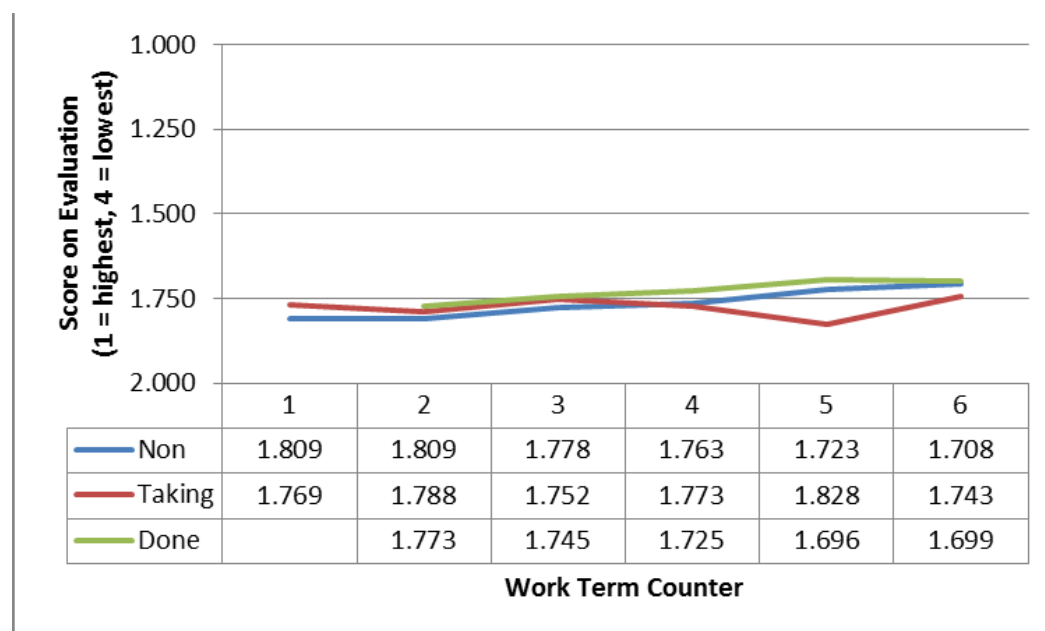


Figure 10: Leadership (PD4 or none)

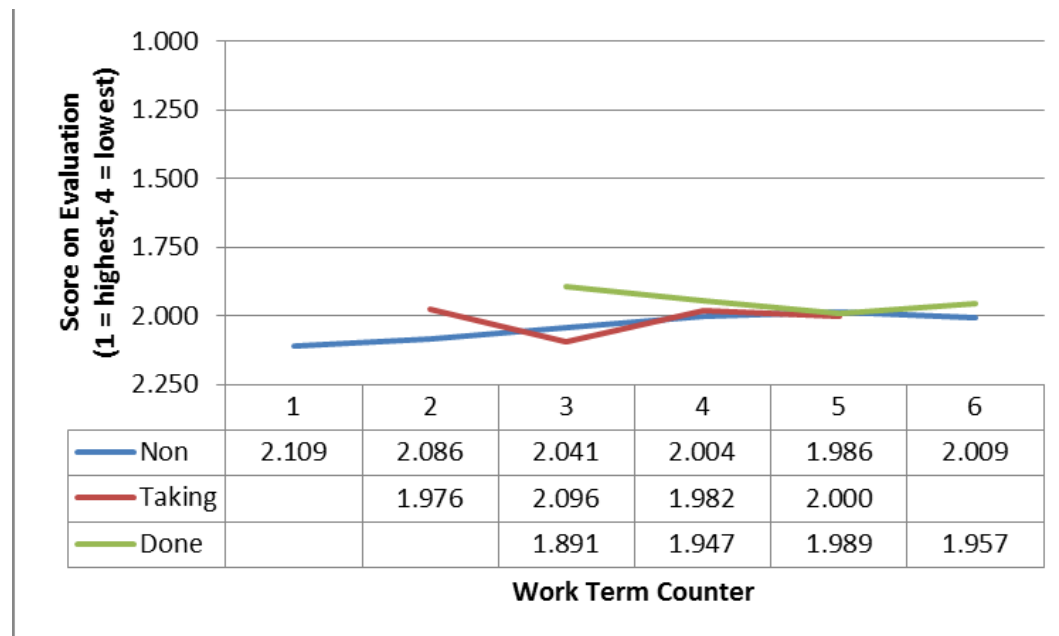


Figure 11: Planning and Organizing Rating (PD21, PD5 or none)

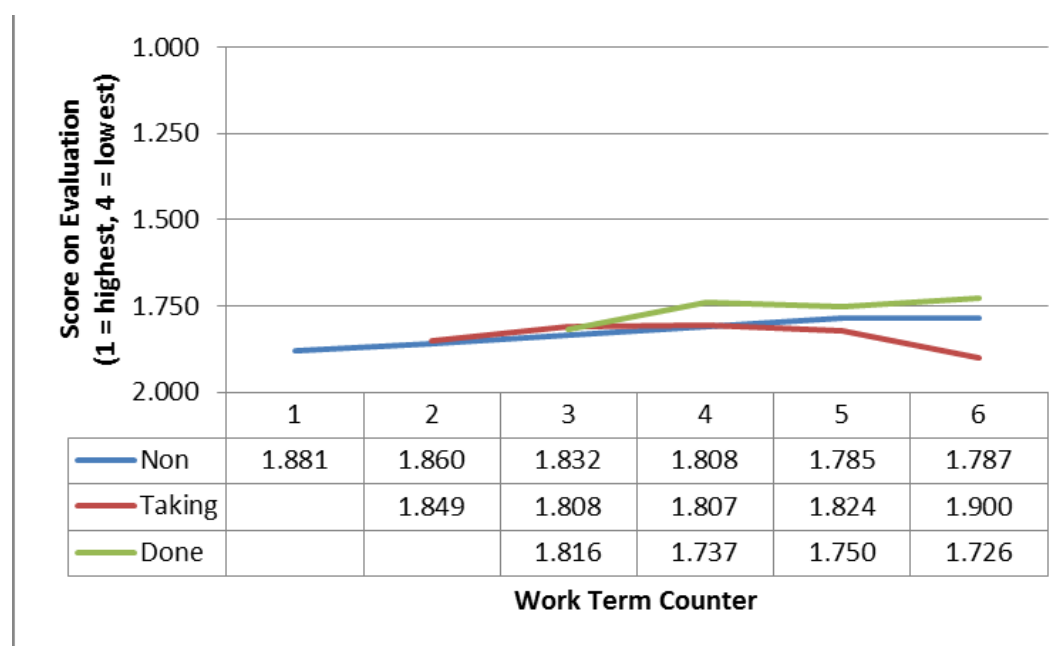


Figure 12: Reflection and Integration from Prior Learning Rating (PD2, PD7 or none)

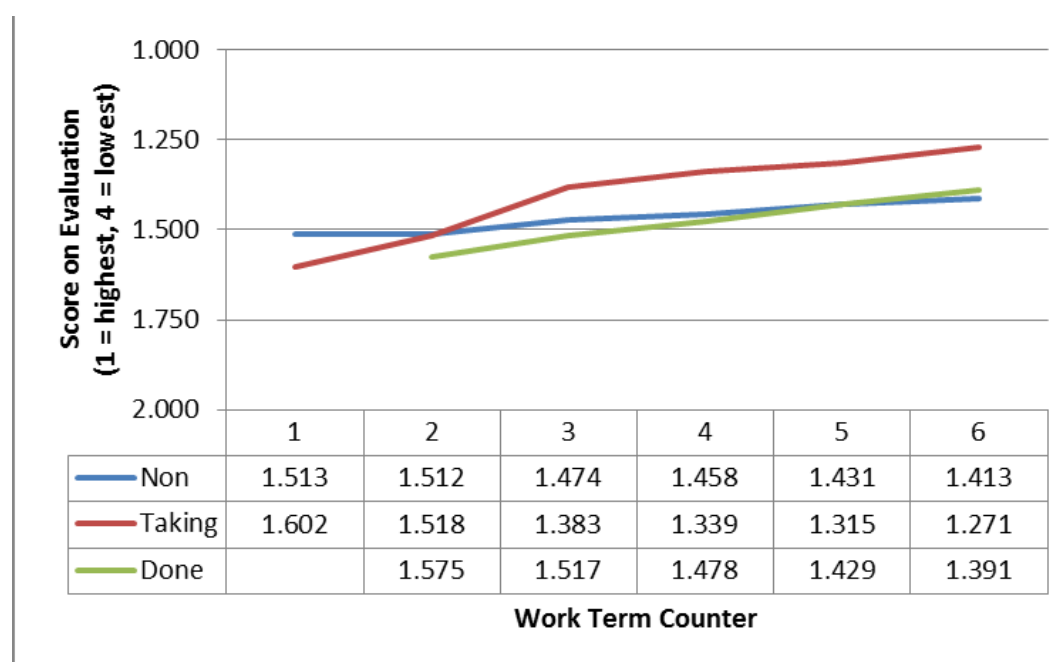


Figure 13: Judgment Rating (PD20, PD6 or none)

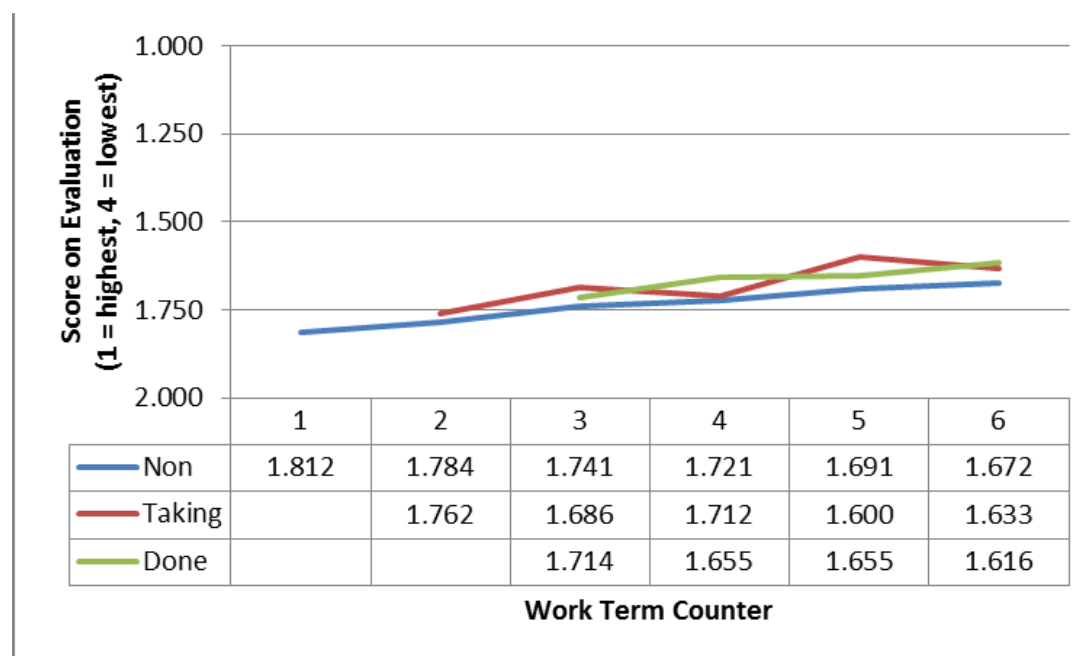


Figure 14: Verbal Communication Rating (PD3, PD6, PD7 or none)

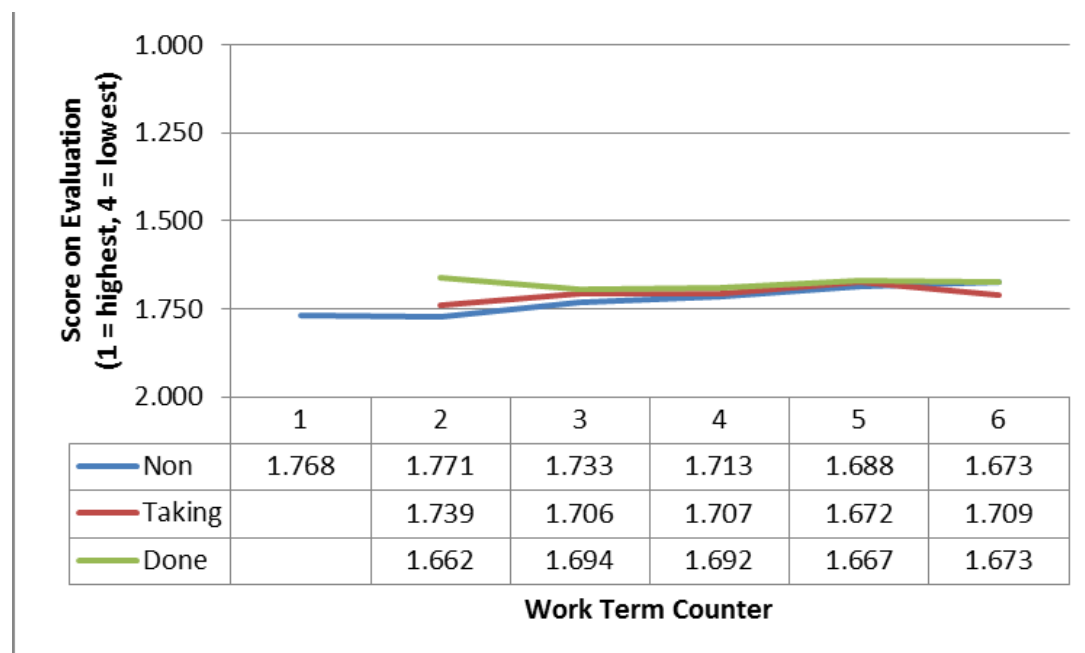


Figure 15: Adaptation to Formal Work Environment Rating (PD1, PD3 or none)

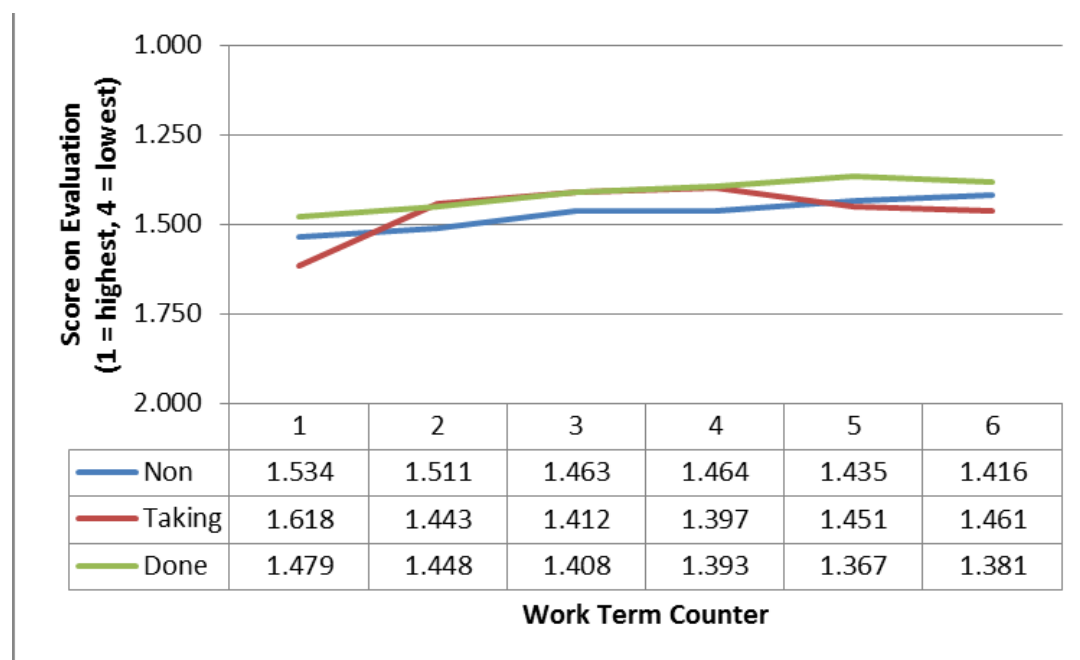


Figure 16: Conflict Resolution Rating (PD3, PD4, PD5, PD7 or none)

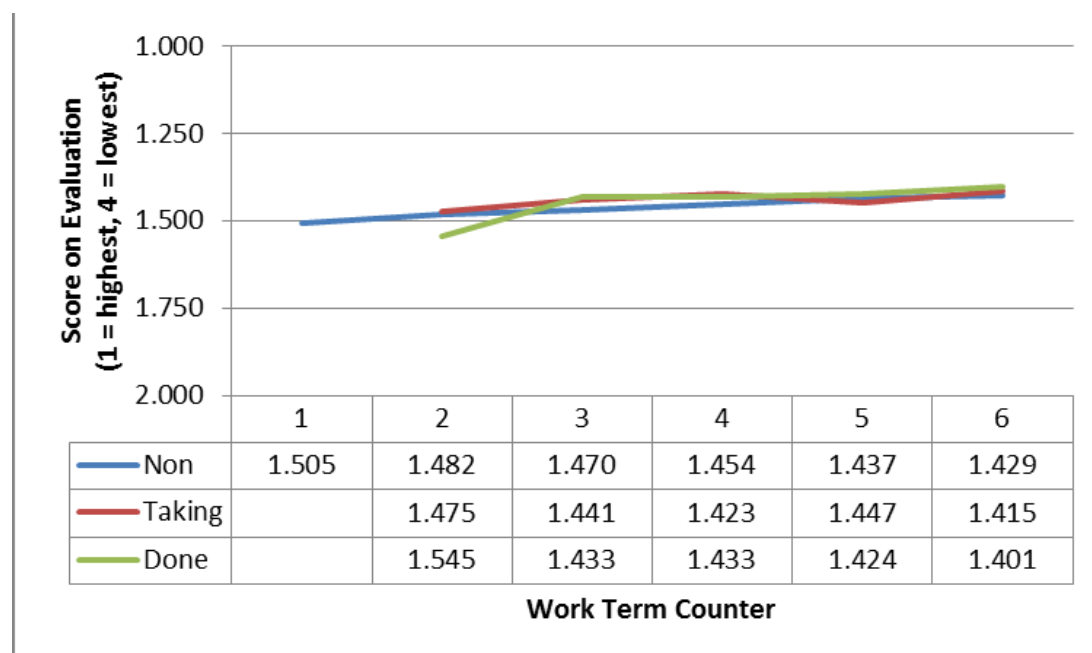


Figure 17: Problem Solving Rating (PD21, PD6, PD5, PD7 or none)

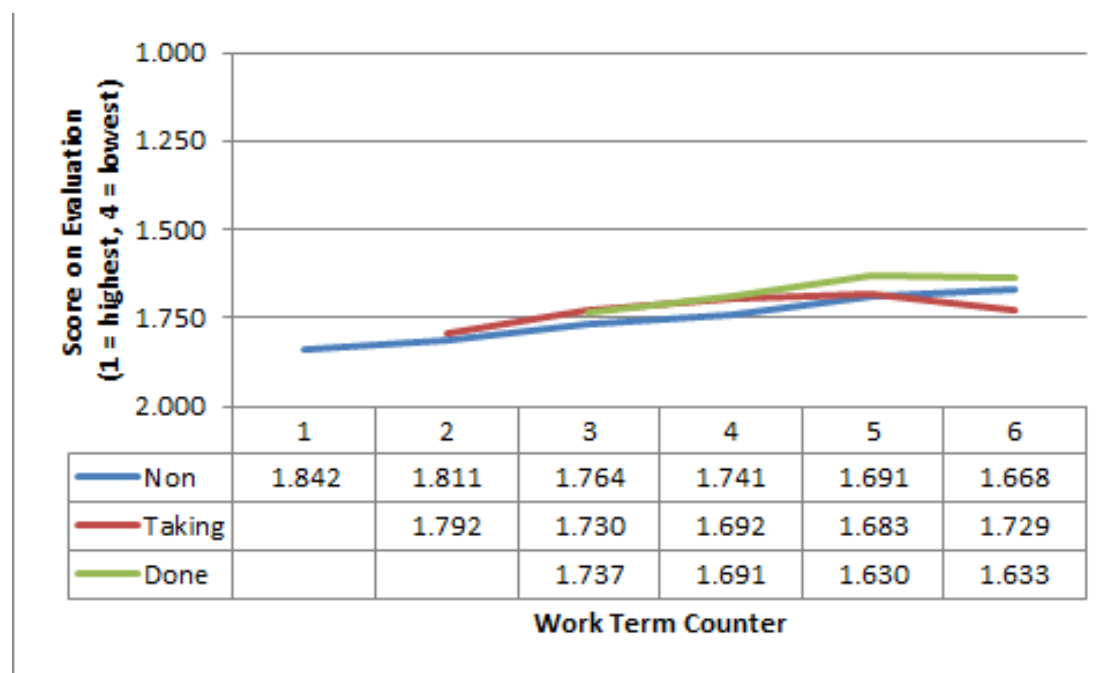


Figure 18: Goal Setting Rating (PD2, PD3, PD4 or none)

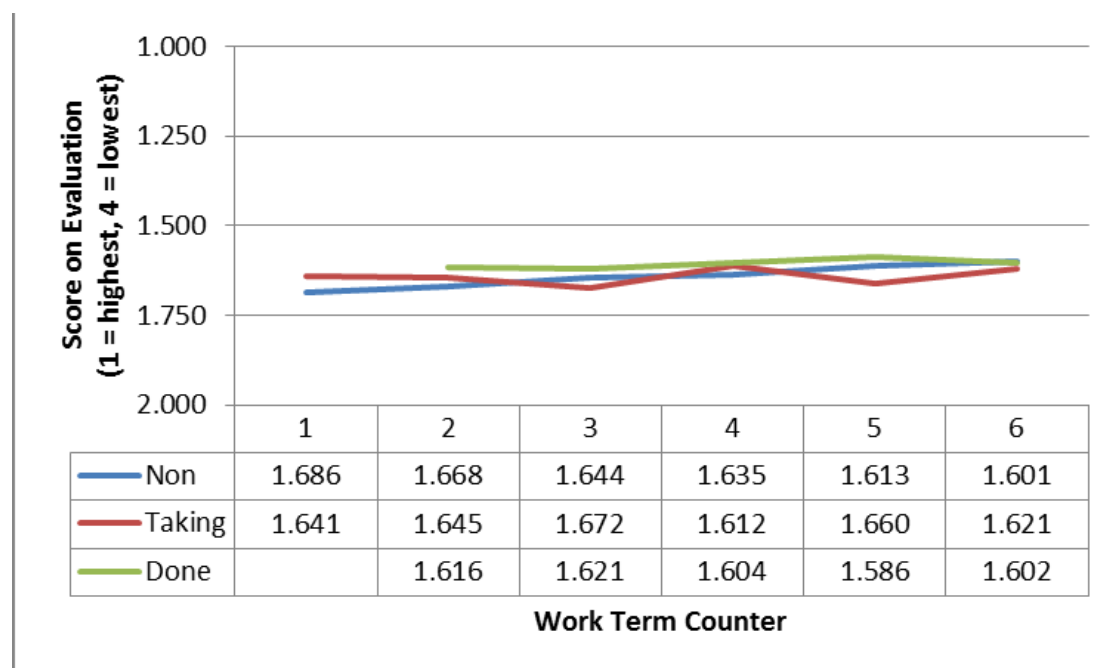


Figure 19: Written Communication Rating (PD2, PD21, PD3 or none)

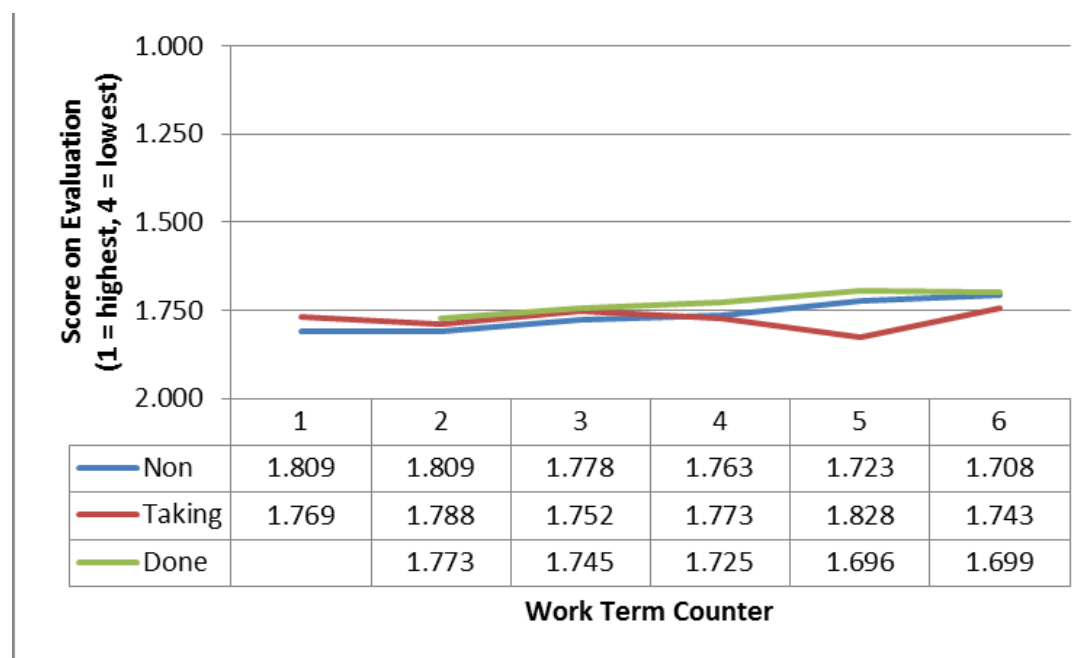


Figure 20: Leadership (PD4 or none)

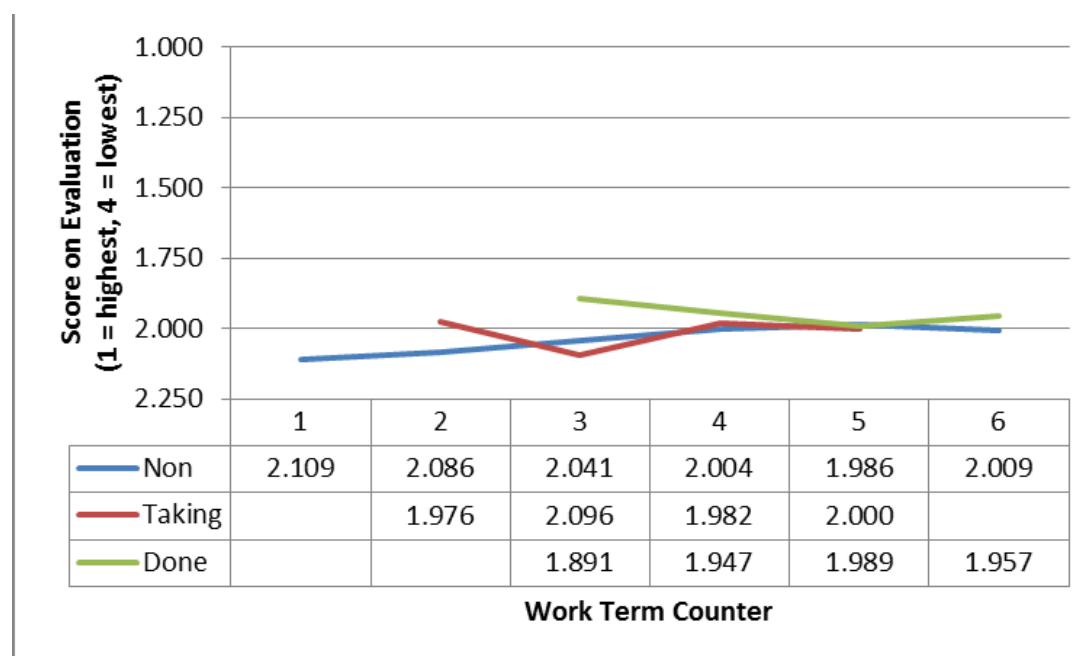


Figure 21: Planning and Organizing Rating (PD21, PD5 or none)

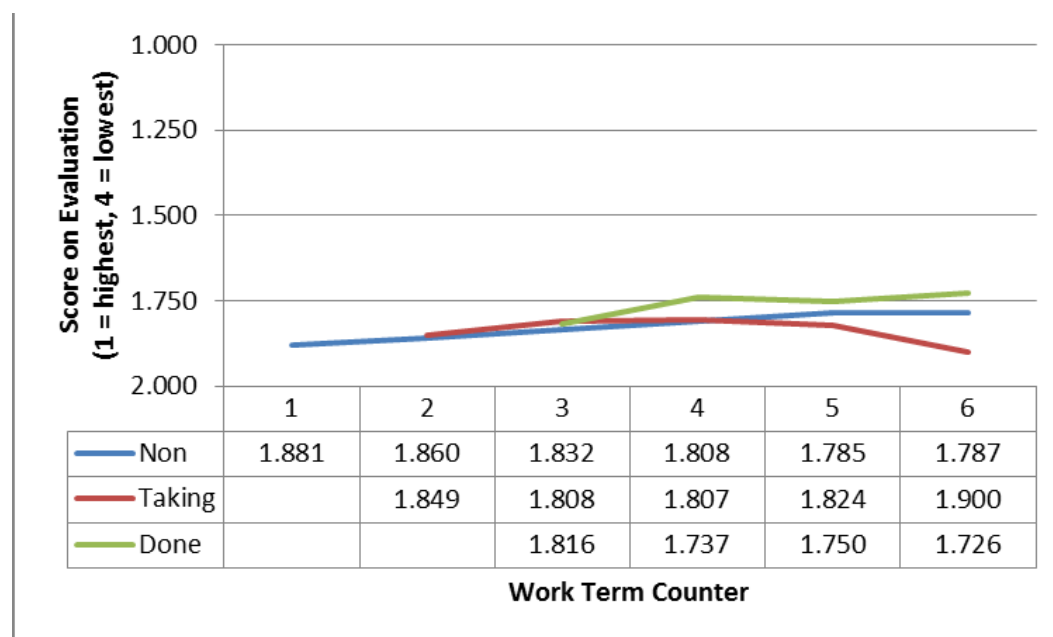


Figure 22: Reflection and Integration from Prior Learning Rating (PD2, PD7 or none)

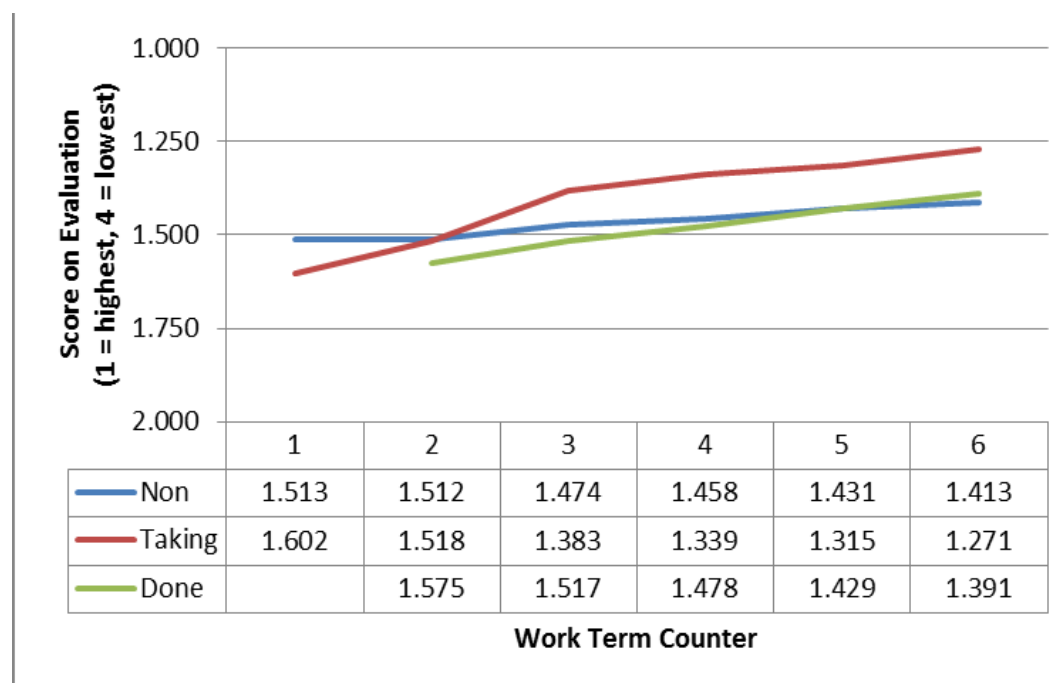


Figure 23: Judgment Rating (PD20, PD6 or none)

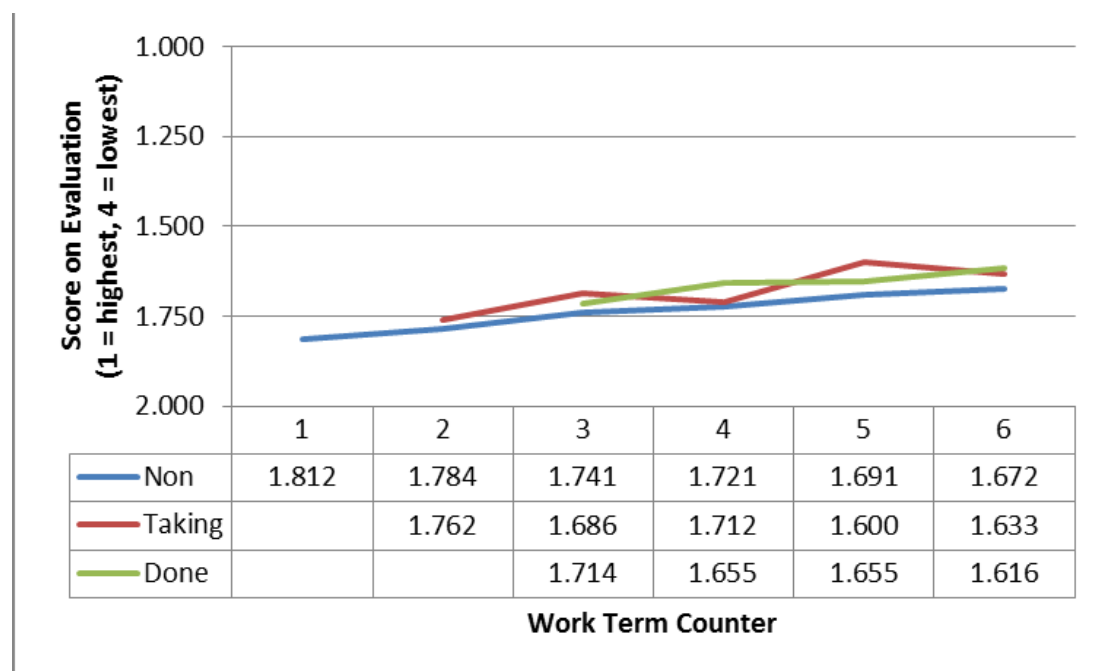


Figure 24: Verbal Communication Rating (PD3, PD6, PD7 or none)

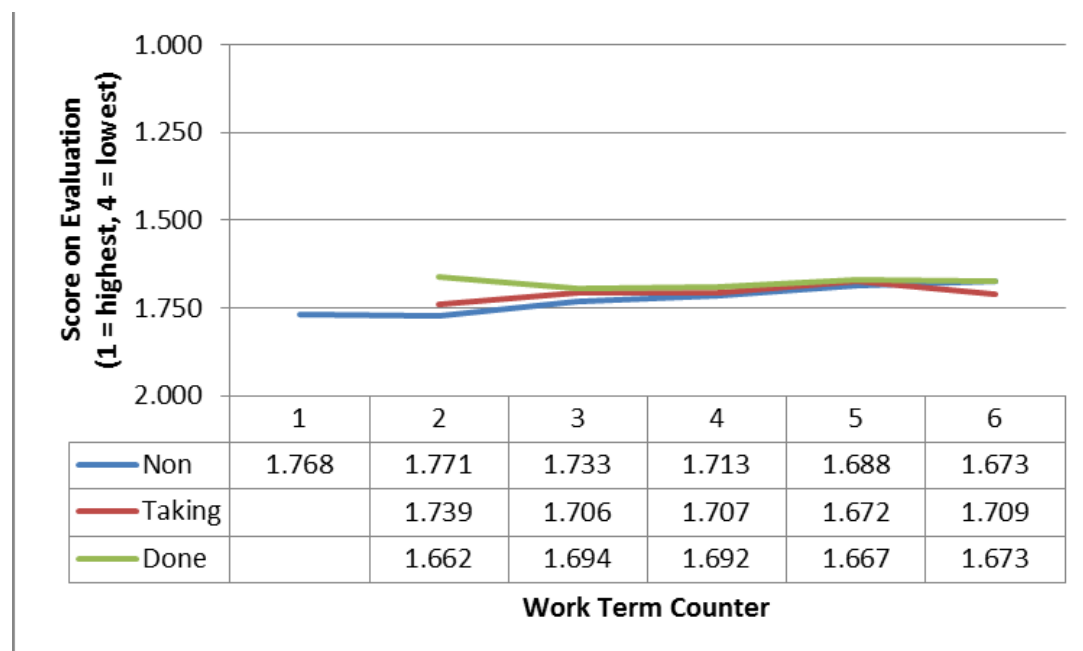


Figure 25: Adaptation to Formal Work Environment Rating (PD1, PD3 or none)

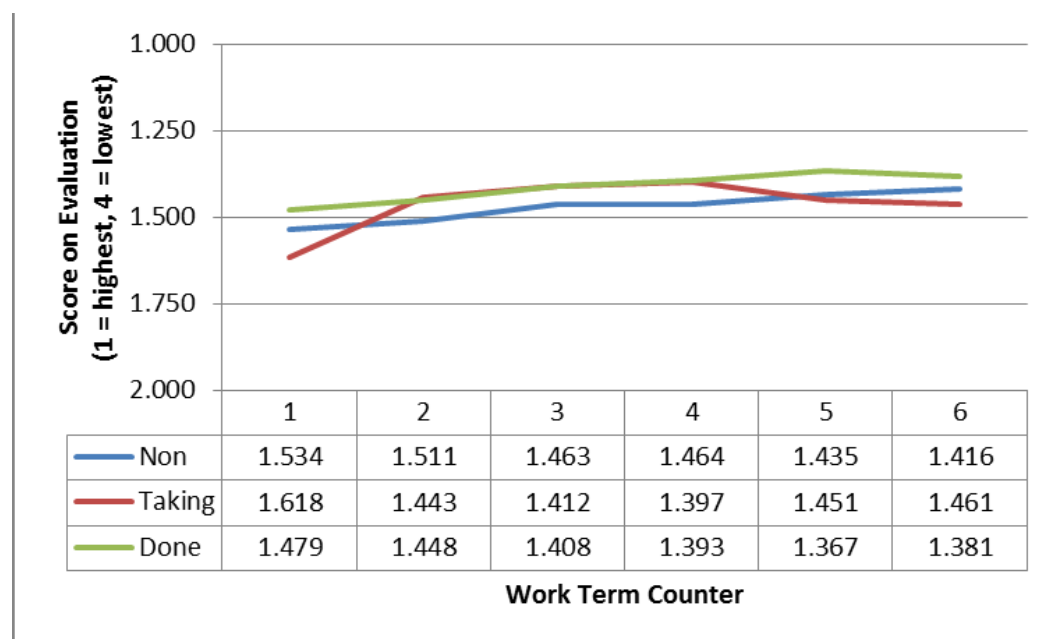
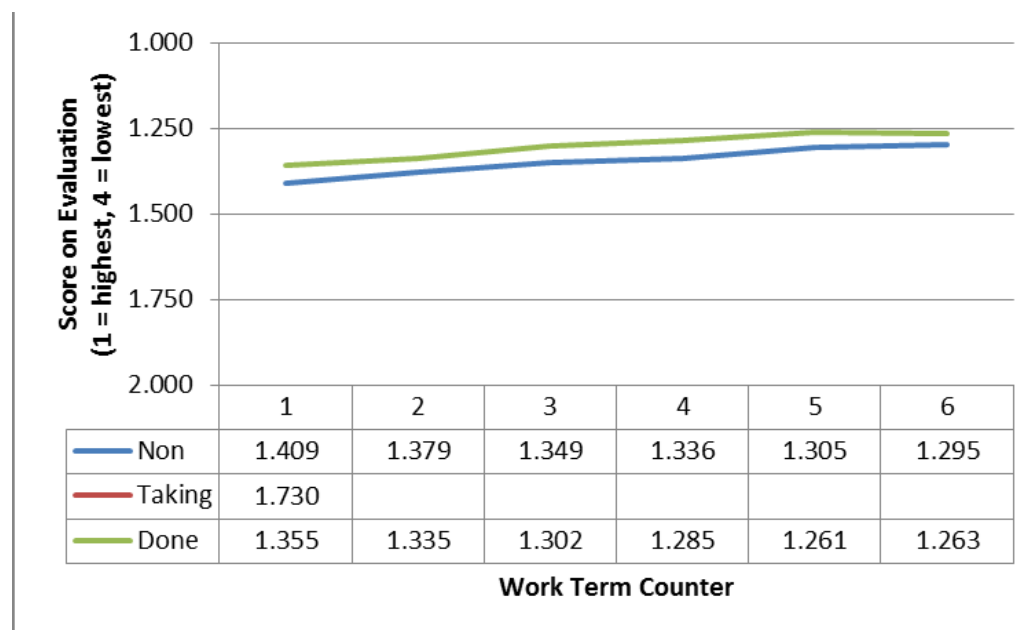


Figure 26: Response to Supervision Rating (PD1 or none)





Higher Education
Quality Council
of Ontario

An agency of the Government of Ontario