

# **Cooperative Education Employer Guide**

## **If...**

- you need a stable, pre-screened source of intelligent and upwardly mobile professional or paraprofessional manpower,
- you need more economic and flexible usage of your workforce,
- you need to derive greater value from the work of professional-level employees by permitting them to focus more exclusively on professionally demanding tasks,
- you need to improve the quality and validity of the screening and selection procedures for new college hires, and
- it would be useful to have faculty, counselors and students knowledgeable of employment opportunities in your organization, then...

**Cabrini College  
Cooperative Education Program  
is the answer.**

# What is Cooperative Education?

Cooperative (co-op) education is a unique form of education that integrates classroom theory with practical, planned and supervised work experiences in the public and private sectors. It allows students to acquire essential practical skills by being exposed to the reality of the working world, thus enhancing self confidence and career direction.

Co-op is a partnership among students, educational institutions and employers with specific responsibilities for each party.

Students work in either a parallel or alternate arrangement.

**Parallel arrangement**—student works part-time at the organization while attending classes.

**Alternate arrangement**—student works full-time at the organization alternating periods of employment with class attendance.

Initiated in 1906 at the University of Cincinnati, cooperative education is an educational strategy which combines academic study and productive work. This progressive concept has grown—and continues to grow—at a tremendous rate. Cooperative education involves more than 117,000 employers including private, public and non-profit organizations. Approximately 241,000 college students participate in co-op at over 600 two- and four-year colleges.

## **Cooperative Education at Cabrini College**

Cabrini College supports the principle of cooperative education and finds it to be highly compatible with its mission and academic orientation. Through cooperative education, traditional/nontraditional undergraduate students and accelerated degree program students obtain important work experiences directly related to their fields of study/career objectives. Furthermore, the College realizes that these relevant work experiences constitute a vital part of a college education, and as a result, has designed an academic program that integrates coursework and practical experience. Students earn academic credit, income\* and apply learned theories in the workplace.

Through the cooperative education program, the College intends to develop and, in many cases, strengthen a collaborative relationship with the rapidly expanding corporate community of Greater Philadelphia. Co-op continues to prosper as an employment and education alternative.

\* Most, not all, positions are salaried.

## What Employers Say About Co-op

“There is tremendous value in having co-op students in the workplace—for both the employer and the student. The employer gets much-needed assistance, and the student gets real workplace experience. The students we’ve employed have dealt with a variety of tasks, such as copy editing, Internet research, media relations, etc.—all more interesting than making copies and coffee!”

Adrienne O’Brien  
Jewelry & Special Projects Editor  
*Lapidary Journal*

“Just as the students learn about the “real work world,” I too get to learn about today’s younger generation and the experiences they face.”

Dana Catterson  
Marketing Manager  
Pioneer Studios/QVC

“Our experience with these students has been exceptional. They have consistently exceeded my expectations as they relate to accountability and the ability to bring a task to completion regardless of guidance afforded during the process.”

Mark Slevin  
Director of Operations  
Brinker Capital

“The students come to us with an enthusiastic approach to life. They are very interested in what they do, demonstrating excellent work skills and high energy. It is refreshing to work with young college students. They help me look at the world differently.”

Victoria Ginns  
Women Against Abuse  
Legal Center

“The co-op program is a wonderful way for students to explore their opportunities and really get a feel for what they’d like to do after graduation without making a big commitment. Co-ops are also a terrific opportunity for employers to show students what they have to offer as a company. We like to think of our co-op students as future employees so we take the time to give them the attention and hands-on training they deserve. That way, if our working relationship continues after graduation, they are already ahead of the game—and possibly even ready for a promotion!”

Lisa Timko  
Regional Recruiting Supervisor  
Enterprise Rent-A-Car

# **Overview of Cabrini College...**

## **Its Mission, Academic Programs and Students**

Cabrini College, a coeducational Catholic college, is committed to a liberal arts education, excellence in teaching and the development of students who can meet the challenges of a professional career. The College's dedication to academic excellence is evident from its rich and varied curriculum. Its academic program is flexible, enabling students to pursue personal interests and examine the infinite possibilities of education.

Cabrini's curriculum provides students with a broad-based education combined with skills development in specific fields. The College aims to prepare its graduates to think critically, care about others, appreciate culture and communicate effectively. The College is committed to integrity, honesty and dedication to the community-at-large.

## **The History of Cabrini College**

Cabrini College was established in 1957 by the Missionary Sisters of the Sacred Heart of Jesus, a worldwide institution of educational, medical and social service facilities. Cabrini College was named for the founder of the Missionary Sisters of the Sacred Heart, Saint Frances Xavier Cabrini, America's first immigrant saint. Cabrini College shares that name with 95 other Cabrinian institutions in the US, Europe, South America, Australia and Africa. The College strives to instill in its students a sense of responsibility toward their environment and service to others.

Over several decades, the College has experienced significant changes: the growth of the student body, the development of academic programs and the expansion of campus facilities. Enrollment has increased substantially during the College's 44 years. In 1957, 43 students were enrolled in four majors offered by Cabrini College. In 2000–2001, Cabrini's total full-time undergraduate enrollment numbered more than 1,218. Its part-time undergraduate and graduate students bring the total enrollment of the College to 2,095. Students now major in 34 programs. Cabrini College, founded as a women's educational institution, was made coeducational in 1970.

## Academic Programs

Cabrini College is accredited by the Middle States Association of Colleges and Schools and is approved by the Department of Education, Commonwealth of Pennsylvania.

The College has over 40 academic majors and offers the bachelor of arts, bachelor of science, bachelor of science in education and bachelor of social work degrees. Cabrini also has a number of minor programs and concentrations available.

Cabrini also has established programs to meet the specific needs of adult and/or part-time students.

Cabrini College offers graduate programs in education, instructional systems and technology and organization leadership.

## Majors, Concentrations, Certifications and Options

Accounting	Information Science and Technology
American Studies	Internet Computing
Biology/Pre-Medicine	Liberal Arts
Biotechnology	Management Information Systems
Business Administration	Marketing
Chemistry	Mathematics
Clinical Laboratory Sciences/ Medical Technology	Organizational Management
Communication	Philosophy
Computer Information Science	Political Science
Early Childhood Education	Psychology
Elementary Education	Religious Studies
English	Social Work
Environmental Science	Sociology
Finance	Spanish
French	Special Education
Graphic Design	Sports Science
History	Studio Art
Human Resources Management	
Individualized Major	

## **Concentrations**

Advertising  
Chemical Technical  
Management  
Computer-Mediated  
Communication  
Criminal Justice  
Economics  
Human-Computer Interaction  
International Business  
Journalism and Writing  
Nonprofit Management  
Professional Communication  
Public Administration  
System Administration and  
Management  
System Training and  
Technical Support

Video, Audio, Recording Arts,  
Photography, and New  
Communication Technology  
Theater  
Women's Studies

## **Certifications**

Early Childhood Education  
Elementary Education  
Secondary Education  
Special Education  
Options  
Cooperative Education  
Pre-Law  
Pre-Nursing  
Pre-Occupational Therapy  
Pre-Pharmacy  
Pre-Physical Therapy

## **Benefits to Employers**

With an increasing emphasis on efficient use of financial resources and the need to train our youth to become productive employees, employers are looking to cooperative education programs to yield both financial and work force advantages.

The benefits of participating in cooperative education programs occur during three phases: pre-professional, recruitment and training and professional employment phase. Employers may derive some benefits more than others, based on their immediate or long term needs.

### **Pre-professional Employment Phase**

Benefits in the first phase are derived from the employment of co-op students in a pre-professional capacity, which is related to the student's education and career objectives.

Those benefits most commonly cited by employers are:

- It is an excellent source of pre-professional manpower.

- Co-op employees may be mainstreamed into daily operational functions or may be assigned special projects generating release time for professional staff to pursue more demanding work.
- Students are available part-time, full-time or a combination of these schedules.
- There is a direct saving on fringe benefits and wages.
- Vacancies in professional positions may be filled quickly by a co-op student until selection of a new staff person is complete.
- The infusion of intelligent, young people from an educational environment can provide new ideas and viewpoints.
- The co-op program may be developed in such a way that it allows continuous job coverage so the employer need not be concerned about job continuity.
- Employers are provided with students who are knowledgeable and experienced in the latest technological advances.
- Cooperative education students serve as ambassadors for the cooperative employer with faculty and other students.
- Employers may experiment with new positions without making long-range employment commitments.
- Employers have the opportunity to impact directly on and strengthen ties with the collegiate/academic community.

## **Recruitment and Training Phase**

Employer benefits in the second phase of cooperative education are those incremental advantages afforded in the recruitment selection, orientation and initial training of “new college hires” (i.e., college graduates hired into entry-level professional positions). It begins operationally with the employer’s identification of a candidate for permanent employment from a review of the performance of the co-op employee. It includes the

exploration of possible entry-level positions, the negotiation of a mutually acceptable employment agreement and the orientation and training of the new employee.

Benefits to the employer during the recruitment orientation process may be:

- Access to able and highly motivated workers with potential for future recruitment minus a commitment to hire.
- Providing a cost-effective way for recruiting and training entry-level employees.
- Enhancing the personnel selection process by using actual on-the-job performance as a basis for permanent hiring decisions.

### **Professional Employment Phase**

Employer benefits in the third phase are derived after the former co-op employees have been hired and placed as permanent employees. This phase lasts until the value of such employees can no longer be attributed to whether or not they were cooperative education students (approximately three years). The three most apparent benefits are higher retention, increased potential for advancement and improved quality of work performance.

- Studies indicate that improved retention rates exist among permanent employees recruited and hired through a co-op program.
- Co-op provides the employer with low-cost training programs prior to professional employment, resulting in a new employee who is able to earn his/her salary from the first day.
- Co-op students continue to advance to supervisory levels at a rate twice that of those without the co-op exposure.

# Some Suggestions for Employers...

Fields of study and typical cooperative education positions include:

## **Business**

### **Accounting**

- Computerized Accounting
- Cost Accounting Assistant
- Internal Auditing (intern in taxes, trusts and estates, general auditing)
- Public Accounting (pre-professional)

### **Business Administration**

- Agency Development Representatives
- Grants Advancement Assistant
- Industrial Relations Assistant
- Labor Relations Researcher
- Stockbrokers Assistant
- Special Programs Assistant

### **Finance**

- Financial Analyst
- Financial Data Researcher
- Financial Planning Associate
- Prospecting Clerk

### **Human Resources Management**

- Benefits Assistant
- Human Resources Assistant
- Human Resources Trainer

### **Marketing**

- Management Trainee
- Marketing Planning Assistant
- Promotions Assistant
- Purchasing Agent
- Research Associate

### **Math**

- Accounting Assistant
- Actuarial Assistant
- Mathematical Technician
- Research Mathematician

Statistical Mathematician

## **Sciences**

### **Biology/Biotechnology**

- Lab Assistant
- Medical/Dental Assistant
- Physical Therapist Aide
- Psychiatric Therapeutic Assistant
- Research Assistant

### **Chemistry**

- Environmental Analyst
- Lab Assistant
- Research Assistant
- Technical Writer
- Water/Metal Analyst

### **Sports Science**

- Health Management Aide
- Physical Therapy Aide

### **Information Science and Technology (IST)/Internet Computing/Management Information Systems (MIS)**

- Computer Systems Assistant
- Informational Technology Intern
- Programmer Assistant
- Researcher
- Systems Analyst
- Technical Support Assistant
- Technical Consultant
- Web Production

## **Education**

### **Education (Early Childhood Education, Elementary Education, Special Education)**

- Arts Administrator
- Child Care Worker
- Counselor (guidance, rehabilitation, vocational)

Educational Program Assistant  
Instructional Assistant  
Library Assistant  
Recreational Supervisor  
Resource Center Assistant  
Sports Coach  
Tutor  
Youth Service Agency Aide

## **Humanities**

### **English/Communication**

Advertising Copywriter  
Audio Assistant  
Board Operator  
Editorial Assistant  
Media Relations  
News Assistant  
Promotions Coordinator  
Public Relations Assistant  
Special Events Assistant  
Video Production Assistant  
Writer/Reporter (creative/  
technical)

### **Foreign Language**

Archivist  
Biographer  
Curator  
Translator

### **Graphic Design**

Animator  
Cartoonist  
Graphic Designer  
Multimedia/Web Programmer

## **Social Sciences**

### **Philosophy/Religion**

Government Research Aide  
Management Trainee  
Public Relations Assistant  
Research Assistant  
Sales Representative Aide  
Writer/Editor

## **History/Political Science**

Administrative Assistant  
Curatorial Assistant  
Government Service Aide  
Legislative Aide  
Museum Assistant  
Museum Technician  
Paralegal Assistant  
Political Campaign Worker  
Title Search Examiner  
US Customs Investigative  
Assistant

## **Psychology**

Counselor (guidance, resident,  
rehabilitation, vocational)  
Human Research Assistant  
Mental Health Aide  
Occupational Therapist Aide  
Research Assistant  
Youth Worker

## **Social Work/Sociology/Criminal Justice**

Anthropologist Assistant  
Caseworker Assistant  
Criminal Justice Aide  
Employment Training Specialist  
Group Home Coordinator  
Historical Restoration Guide  
Probation Office Assistant  
Research Assistant

## **Accelerated Degree Program (ADP)**

Assistant Finance Director  
Financial Analyst  
Marketing Assistant  
Program Support Manager  
Senior Claims Analyst  
Senior Systems Analyst  
Staff Accountant  
Supervisor, P/C Systems (HRIS)

# Responsibilities

To be successful, the cooperative education program must establish a symbiotic relationship among students, employers and the College. There must be advantages and needs met by each participant and, in turn, each must accept certain responsibilities to make the program a beneficial one for all involved.

Those responsibilities most integral to a successful experience are as follows:

## Prior to the Cooperative Education Arrangement

### Cooperative education staff:

- Explore the training needs of local businesses and agencies as they relate to Cabrini College curriculum.
- Obtain meaningful positions and determine the requirements of each position.
- Determine the student's interests, background, needs and goals.
- Discuss with students the procedures for securing a co-op education experience.
- Provide employers with cooperative education materials, College catalogs and other pertinent recruiting materials.

### Cooperative education student:

- Discuss proposed experience with faculty coordinator and cooperative education staff.
- Complete necessary requirements for pursuing a co-op position (i.e., application, résumé and interview skills review).
- Research co-op possibilities and become knowledgeable about the organization.

**Faculty coordinator:**

- Discuss the student's career goals and academic program with the student to ascertain an appropriate cooperative education experience.

**Employer:**

- Designate a staff member to establish a close-working relationship with the co-op staff and student.
- Provide a written job description of the co-op placement.
- Determine applicable wages, stipends or salaries commensurate with the position.
- Establish a work schedule with the student which will accommodate requirements of the College and the employer.

## **During the Co-op Period**

**Cooperative education staff:**

- Maintain close contact with the faculty, employer, student and on-site supervisor; assist with supervision if needed.
- Visit the work site and/or call the employer to discuss the student's progress.

**Cooperative education student:**

- Register for credits and discuss academic requirements with the faculty coordinator (i.e., research paper, daily log, etc.).
- Discuss the learning objectives and means of accomplishing them with the faculty coordinator and employer.
- Submit forms to the co-op office by assigned dates.
- Maintain standards of professional excellence, promptness, willingness to learn, initiative, dependability, and confidentiality.

**Faculty coordinator:**

- Assist the student in the writing of learning objectives.
- Establish criteria for awarding credit and grading the co-op experience.
- Maintain close contact with the student to ensure attainment of established goals/objectives.

**Employer:**

- Provide the student with career-related learning experiences.
- Supervise progressive and challenging work assignments that will fulfill the student's and employer's objectives.

## Following the Co-op Experience

**Cooperative education staff:**

- Discuss with the employer any additional staffing needs and provide co-op applicants to fill those vacancies.

**Cooperative education student:**

- Provide feedback on co-op procedures and experiences to the faculty coordinator and the cooperative education staff.

**Faculty coordinator:**

- Evaluate the student's progress upon completion of the experience.
- Review the student's work and determine appropriate grade.
- Provide the cooperative education director with feedback regarding placements.

**Employer:**

- Provide the cooperative education director with a written evaluation of the student's performance at the conclusion of the training period.
- Indicate additional staffing needs.

# Orientation and Training

Orientation to co-op is an integral part of the student's off-campus education, which facilitates the transition from campus to workplace. Employers should keep in mind that these students are typically eager to contribute, be challenged and become an important part of the organization.

## **Goals of the orientation process are:**

- to provide information on the agency and the work assignment.
- to enable the co-op student to feel comfortable in his/her association with the agency.
- to enable the co-op student to develop attitudes about the kind of work undertaken and company objectives.
- to understand how his/her performance and job duties interrelate with the department or company.

The new co-op student may have acquired some familiarity with the organization through conducting research, contact with previous co-op students or through a preliminary on-site interview. However, it is still important to spend some time with the co-op student to ensure that the student and employer have a clear idea of what is expected during the co-op experience.

## **Possible orientation topics/activities may include:**

- Tour of the facility, including the physical plant, employee lounges, related offices, etc.
- Introduction to the staff, including upper-level administration, co-workers and support staff with an overview of how the co-op student fits into the organizational structure.
- Review of the agency/company, including goals and objectives, philosophies, organizational design, services, or products.
- Overview of the co-op student's responsibilities, developing learning objectives with the student, setting priorities for work assignments, highlighting resources available to complete assignments, and the reporting structure.

- Assignment of a work space, including location of supplies, copiers, use of a telephone system and orientation to computer usage.
- Planning a work schedule, including dates and times to work, key meetings and deadline dates, and the process for reporting to one's supervisor.
- Opportunities to ask questions should be available at all times. The student should know to whom he/she may go to for answers.

This orientation process is left up to the discretion of the cooperative education sponsors. An effective orientation program, however, often creates a more positive student-employer relationship with well-defined mutual goals, open communication and a clear understanding of the relationship between agency and students.

## **Student Remuneration**

Financial remuneration for co-op employees varies widely.

Compensation depends on the financial resources of the sponsoring agency and the demand for students in certain academic disciplines.

\*Most, not all, co-ops/internships are salaried.

### **Employers have, in the past, offered the following:**

- Hourly wages ranging from \$6 to \$18.
- Payment per credit taken for the co-op experience and made payable directly to the student's College tuition account.
- Stipend set at a certain dollar amount made payable upon completion of the co-op experience.
- Scholarship award in the student's name made payable directly to the student's account.
- Volunteer experience for eligible agencies and students, which may be financially supplemented by college-state monies.

## Participating Co-op Employers

The following represents a sampling of the hundreds of employers that have participated in Cabrini College's Cooperative Education program.

Advanced Video Production  
American Red Cross  
WBEB-FM, B101.1  
Banyan Productions  
Belmont Center for Comprehensive Treatment  
Brinker Capital  
CIGNA Corporation  
Comcast Spectacor  
Commerce Bank  
Delaware Valley Regional Planning Commission  
Deloitte & Touche, LLP  
Devereux Foundation  
Enterprise Rent-A-Car  
ESF Concepts for Children  
Ferrare and Fleming Advertising/FCF Public Relations  
Fox Chase Cancer Center  
Global Compliance  
Hass and Company  
ICON Office Solutions  
IKON Clinical Research  
Kathy Wickline Casting  
KPMG Peat Marwick  
KYW  
Lankenau Hospital  
*Lapidary Journal*  
Lindenmeyr Munroe  
Lower Merion Township  
MacDade, Abbott and Company  
Mike Lemon Casting  
Norristown Times Herald  
North American Publishing Co.  
Philadelphia Convention and Visitor's Bureau  
Philadelphia District Attorney's Office  
Philadelphia Zoological Society  
Please Touch Museum  
PriceWaterhouseCoopers  
Quest Diagnostics  
QVC  
Radnor Township

ReMed Recovery Care  
Rosenbluth International  
Searle Pharmaceuticals  
Shared Medical Systems (SMS)  
US Customs  
Upper Main Line YMCA  
Valley Forge Investment Consultants, Inc.  
Vanguard  
Walnut Street Theater  
Walt Disney World  
WCAU-TV, Channel 10  
WIP Sports Radio  
Women in Community Service (WICS)  
Women Against Abuse Legal Center  
WPVI-TV, Channel 6  
WTFX-TV, Fox 29  
Wyeth-Ayerst

Cabrini College is committed to the principle of equal employment and educational opportunity for all qualified persons, regardless of race, religion, color, gender, national origin, age, disability, veteran status, or marital status.

The College does not discriminate against qualified individuals in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by applicable federal and state laws and regulations.

THIS REPORT IS DUE IN THE OFFICE OF COOPERATIVE EDUCATION AND CAREER SERVICES ON OR BEFORE \_\_\_\_\_.

## COOPERATIVE EDUCATION PROGRAM EMPLOYER'S STUDENT EVALUATION FORM

Student's Name, Title & Department: \_\_\_\_\_

Employer: (Name & Address) \_\_\_\_\_

Supervisor: \_\_\_\_\_

Dates of Co-op Assignment: Start \_\_\_\_\_ End \_\_\_\_\_

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INSTRUCTIONS: This evaluation is extremely important in determining part of the student's grade for his/her Cooperative Education experience. Please evaluate the student objectively, comparing him/her with other students of comparable academic levels, with other employees assigned the same or similar classified jobs, or with individual standards that you and your company/agency have established.

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Please rate the student's performance on a scale of 1 (needs improvement) to 4 (excellent) in each area:

	Not Applicable	Needs Improvement	Fair	Good	Excellent
1. Work Attitude:	NA	1	2	3	4
2. Capacity to work with others:	NA	1	2	3	4
3. Judgment/Decision making:	NA	1	2	3	4
4. Quality of Work:	NA	1	2	3	4
5. Initiative:	NA	1	2	3	4
6. Academic preparation:	NA	1	2	3	4
7. Organizational skills:	NA	1	2	3	4
8. Attendance/punctuality:	NA	1	2	3	4
9. Verbal ability:	NA	1	2	3	4
10. Writing ability:	NA	1	2	3	4
11. Ability to learn:	NA	1	2	3	4
12. Dependability	NA	1	2	3	4
13. Professional appearance:	NA	1	2	3	4

What traits may help the student's progress?

What traits may hinder the student's progress?

PROFESSIONAL DEVELOPMENT EVALUATION: **Emphasis in this section should be placed on the student's relative strengths and weaknesses as they affect overall professional development. By considering the student's strong points as well as limitations, guidance can be provided to enhance achieving maximum professional potential.**  
COMMENTS ON STUDENT'S PERFORMANCE WITH SPECIFIC INCIDENTS TO ILLUSTRATE YOUR APPRAISAL:

ADDITIONAL COMMENTS:

OVERALL PERFORMANCE:

OUTSTANDING    EXCELLENT    SATISFACTORY    FAIR    UNSATISFACTORY

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Would you rehire this student?     Yes     No

Has the student met or attempted to meet the Learning Objectives?     Yes     No

This report has been discussed with the student:     Yes     No

Supervisor's Name: \_\_\_\_\_ Title: \_\_\_\_\_ Dept: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

EVALUATION REVIEWED BY

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Faculty Coordinator's Signature

Date

The Cooperative Education Program at Cabrini College 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 in the professional workplace. The person who supervises one of our candidates on Co-op assignments has the serious responsibility of reporting to the individual student their performance level, limitations, potential, and developmental needs. The Co-op advisor thus cooperates with the College in planning the student's program as well as providing counsel in connection with his/her career objectives. This communication is essential for the development of individual talent and the continual upgrading of performance. This evaluation will be used for counseling purposes, in determining part of the student's Co-op grade, and as part of the student's permanent record.

# CABRINI COLLEGE COOPERATIVE EDUCATION ON-THE-JOB LEARNING OBJECTIVES WORKSHEET

Show this Learning Objectives Worksheet to your job supervisor, discuss the objectives and revise them, if necessary. Have your supervisor approve them by signing the line below. You will then need to return this completed and signed worksheet to the co-op office.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Faculty Coordinator's Signature

## OBJECTIVE A

1. WHAT are you going to learn? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. HOW are you going to attempt to learn this objective? List steps to achieve objective:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. WHEN are you going to complete it? \_\_\_\_\_
4. WHY are you going to accomplish this objective? \_\_\_\_\_  
\_\_\_\_\_
5. HOW can you measure the results? \_\_\_\_\_  
\_\_\_\_\_

## OBJECTIVE B

1. WHAT are you going to learn? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. HOW are you going to attempt to learn this objective? List steps to achieve objective:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. WHEN are you going to complete it? \_\_\_\_\_
4. WHY are you going to accomplish this objective? \_\_\_\_\_  
\_\_\_\_\_
5. HOW can you measure the results? \_\_\_\_\_  
\_\_\_\_\_

**OBJECTIVE C**

1. WHAT are you going to learn? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. HOW are you going to attempt to learn this objective? List steps to achieve objective:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. WHEN are you going to complete it? \_\_\_\_\_
4. WHY are you going to accomplish this objective? \_\_\_\_\_  
\_\_\_\_\_
5. HOW can you measure the results? \_\_\_\_\_  
\_\_\_\_\_

**OBJECTIVE D**

1. WHAT are you going to learn? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. HOW are you going to attempt to learn this objective? List steps to achieve objective:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. WHEN are you going to complete it? \_\_\_\_\_
4. WHY are you going to accomplish this objective? \_\_\_\_\_  
\_\_\_\_\_
5. HOW can you measure the results? \_\_\_\_\_  
\_\_\_\_\_

THIS REPORT IS DUE IN THE OFFICE OF COOPERATIVE EDUCATION AND CAREER SERVICES ON OR BEFORE: \_\_\_\_\_ .

## **CABRINI COLLEGE OFFICE OF COOPERATIVE EDUCATION STUDENT EVALUATION OF COOPERATIVE EDUCATION ASSIGNMENT**

Name of Student (First-Middle-Last)	Credits Earned	Major	
Employer: Department	Total Salary Earned	Course No.	Hourly Wage
Work Period (Semester)—Days, Hours	Immediate Supervisor	Start/End Date	

This evaluation will be important in determining the value of your work experience, both for yourself and for students on future co-op assignments with the same employer. The evaluation should be honest, objective, and should indicate problems as well as your progress during the Co-op period. Please add your remarks on the second page so that your Coordinator may counsel with you and with the company/organization for which you worked. These comments help us to maintain and improve the program.

<b>EDUCATIONAL VALUE OR MERIT OF ASSIGNMENT:</b> <input type="checkbox"/> Exceptional opportunity <input type="checkbox"/> Worthwhile experience <input type="checkbox"/> Not a useful experience/might help some <input type="checkbox"/> Probably of no value (*please comment below)	<b>DID I LIVE UP TO MY FULL POTENTIAL?:</b> <input type="checkbox"/> Eagerly sought to gain maximum from experience <input type="checkbox"/> Usually tried to get the most from experience <input type="checkbox"/> Did not do anything extra <input type="checkbox"/> Did as little as possible
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<b>ATTITUDE TOWARD STUDENT BY SUPERVISOR/MGMT:</b> <input type="checkbox"/> Encouraged spirit of inquiry/helpful <input type="checkbox"/> Willing, but did not go out of the way to help <input type="checkbox"/> Seemed to act like I was "in the way" <input type="checkbox"/> Actively rejected me/discouraging attitude <input type="checkbox"/> Does not apply (*please comment below)	<b>MY WORK HABITS:</b> <input type="checkbox"/> Looked for additional things to do <input type="checkbox"/> Checked work, on time, neat & accurate <input type="checkbox"/> Regular and punctual in attendance <input type="checkbox"/> Showed up for work
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<b>OPPORTUNITIES TO RELATE TO OTHER PERSONNEL:</b> <input type="checkbox"/> Open, friendly and supportive atmosphere <input type="checkbox"/> Permitted but not encouraged <input type="checkbox"/> Generally unfriendly, closely knit groups	<b>CO-OP JOB ORIENTATION BY EMPLOYER:</b> <input type="checkbox"/> Complete and Accurate <input type="checkbox"/> Somewhat related <input type="checkbox"/> Had no meaning at all
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**SALARY PAID IN RELATION TO  
JOB REQUIREMENTS, EXPERIENCE  
AND ACADEMIC TRAINING:**

- Comparable to full-time employees
- Position was well paid
- Definitely underpaid for service given
- Not applicable

**WAS YOUR SUPERVISOR AVAILABLE WHEN  
NEEDED?**

- Always available
- Sometimes available
- Rarely available
- Never available

**DID POSITION LIVE UP TO THE ORIGINAL DESCRIPTION?:**

- Closely matches description
- Mostly matches the original description
- Little relationship exists
- No relationship exists (\*Please comment below)

**\*COMMENTS:**

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**SUPERVISOR WILLING/CAPABLE  
OF ANSWERING QUESTIONS:**

- Always helpful and informative
- Sometimes informative and helpful
- Unhelpful and uncommunicative
- Passive/kept to himself/herself

**MY ATTITUDE:**

- Showed real enthusiasm & initiative
- Willing to help when told to do something
- Lacked interest and enthusiasm
- Refused all but assigned duties and tasks

**SUPERVISOR RECEPTIVE TO NEW IDEAS:**

- Implemented suggestions by employees
- Considered ideas but did not implement
- Paid "lip service" only to ideas
- Did not want to hear ideas

**MY RELATIONSHIP WITH OTHER  
PERSONNEL:**

- Open, friendly, helpful and informative
- Quiet and reserved
- Generally unfriendly and unhelpful
- Kept completely to myself

**RELATIONSHIP WITH YOUR SUPERVISOR:**

- Good
- Fair
- Needs Improvement

**SUPERVISOR'S RELATIONSHIP WITH OTHER  
CO-OP STUDENTS:**

- Good
  - Fair
  - Needs Improvement
  - Not applicable
-

Please indicate the level of effectiveness of each of the following services of the co-op office (CIRCLE ONE NUMBER FOR EACH ITEM):

	Improvement Needed	Very Satisfactory	Effective	Effective
Provided me with a worthwhile study-related work experience	1	2	3	4
Staff counseled and assisted me during the co-op job search	1	2	3	4
Staff assisted me in resume writing and interviewing	1	2	3	4
Co-op staff was helpful and available during my placement	1	2	3	4
Other (PLEASE SPECIFY) _____ _____ _____	1	2	3	4

Please rank the benefits of participating in the Cooperative Education Program. Rank your answers from 1 to 5. One (1) being the greatest benefit and five (5) of least benefit.

- \_\_\_\_ Earn a good salary
- \_\_\_\_ Gain self-confidence
- \_\_\_\_ Apply my coursework in on the job experience
- \_\_\_\_ Increase my chances of getting a good job after graduation/advancing
- \_\_\_\_ Develop professional skills

**OVERALL PERFORMANCE**

OUTSTANDING    ABOVE AVERAGE    AVERAGE    BELOW AVERAGE    UNSATISFACTORY  
(Circle appropriate)

The information on this form will be kept strictly confidential and will be used only by the Cooperative Education Program in evaluating your experience and the employer for whom you worked.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ e-mail \_\_\_\_\_

Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_