Welcome to the Career Services Center panel,

statistics in the workplace.

I am Patrick Dunn, and I will be your moderator today.

We have an exciting panel of speakers who will help us
explore statistical knowledge that can be replied in
the -- applied in the workplace.

Associate director of Career Services, Dina Bergren
will now introduce the Career Services team and our
panelists.

So, um, Dina, it's all yours.

>> Thank you, Patrick.

And before we get started, I'd like to introduce you to
the Career Services Center team.

We are located in Minneapolis, Minnesota.

I am Dina Bergren on the top left.

And joining me here today is also Career Services advisor Denise Pranke.

Our center aspires to be a cutting-edge global Career Services Center preparing students and alumni to navigate career transitions over a lifetime.

And to achieve this mission, we educate, coach, and advise learners to proactively manage their careers.

Next, I’d like to introduce our student and alumni panelists.

Sharon Roberts is a PhD in management leadership and organizational change student at Walden University, and she is joining us here today.

She is also a project manager at the university health network in Toronto, Canada.

And our second panelist is Steve Mairs.

He is a master of public administration alumnus, and he is the founder and executive director of the nonprofit "Excellence in Public Service."

And finally, we have Dr. Zin Htway, and he is the PhD in public health epidemiology alumnus who also works for the Academic Skills Center as an instructional
support specialist.

So we are very happy to have him.

He is also a supervisor and operations manager, a hospital safety officer, laboratory team leader and university lecturer.

So we'll have an opportunity to hear from all of our great panelists during today's program.

Now I'd like to hand it over to Denise Pranke who will share our agenda.

Denise?

Is Denise available there?

Hi, Denise.

Are you able to share your agenda?

>> I'm here.

Are you able to hear me?

>> I am.

Thank you, Denise.

>> Okay, thanks for the check.

So our presentation topics include exploring the relevance of statistical knowledge in the workplace, uncovering how statistics can be used across multiple fields, and literature reviewing how the Career Services Center can support you in marketing your skills.
We're gonna start by taking a quick look back in time at four stories that illustrate the growth, power, and practical application of statistics.

Florence Nightingale is often remembered for her role in advancing the nursing profession, but she's also made major contributions to the field of applied statistics.

Her distress over the poor sanitary conditions in hospitals motivated her to create some of the first statistical graphs in order to illustrate the relationship between disease and sanitary conditions. Her graphs were instrumental in influencing officials to make improvements.

And next when a capitol area epidemic hit London in 1854, people had no idea how it was transmitted.

Dr. John snow had a hunch that it was coming from contaminated water but he needed evidence. His map showed that the majority of deaths occurred in people living near one particular water pump persuaded officials to remove the pump handle on the contaminated well, and he's credited for saving hundreds of lives and furthering the research into the cause of cholera.

And in the 1950s, the Japanese auto industry followed W. Edwards Deming's principles of stemming and -- to
build quality into the production process rather than test for it at the end of production.

His processes led to the Japanese auto industry’s reputation of quality and to the growth of the Six Sigma and the continuous improvement movements across multiple industries.

And lastly, if NASA officials had created a basic scatter plot of data from 24 previous launches, showing the relationship between two variables, temperature and rubber O-ring damage on critical component of the shuttle, they likely would have seen that the data predicted catastrophe due to the cold weather on launch day.

The point of these stories is to show how statistics has a history of being a practical and powerful tool that can have an impact on making better decisions, solving problems, saving lives, and impacting positive social change.

Now, let's move to the use of statistics today.

With a capacity of computing technology and statistical packages to manage large sets of data, knowledge of basic to advanced statistics has grown to be a critical skill in the workplace across multiple fields.

Statistics is used in business and technology, health
sciences, education, government and nonprofits, and other fields including the social sciences, engineering, computer science, biology, chemistry, law, agriculture, and ecology.

In a survey of 913 college graduates, about 89% stated that they use some aspect of statistics in their employment.

Before we get to our panelists, who will share their insights into the use of statistics in business, health sciences, government and nonprofits, let's get some input from you, our audience.

>> So if you could just type in --

>> Oh, go ahead.

>> Yeah, if you could just type in some responses into the chat area.

I know, you know, while people are doing that, you know, Denise, I know, you know, when I am tutoring statistics students, I frequently get the question, when would I ever need to use this stuff?

And always -- I just ask them, so what do you do for a living?

Whether they're a nurse, a teacher, a business person, I can't think of a field that actually doesn't use statistics.
So we are getting some responses.

>> Great.

I completely agree.

>> You know, infection prevention is one.

Clearly that -- well, that goes directly to the -- you know, the John Snow, the epidemiology, absolutely.

>> Mm-hmm.

>> I'm seeing reading and -- reading reports and providing explanations.

Seems like we have a lot of healthcare folks here, healthcare quality, healthcare administration.

Nursing.

You know, I'll ask a nurse that.

I'll say, so you have best practices.

So where did those best practices come from?

You know, and typically it's from research, and the research was supported by statistical analysis showing that whatever it is, you know, hand washing or, you know, using sanitary, you know, or other best practices.

How about some non-healthcare people?

On the call?

>> You know, Patrick, I'll share.

I'm -- in my role as a Career Services advisor, I check
metrics for the Career Services Center, and we recently
grew through an external review of our department, and
that external reviewers expressed how important our
metrics were in painting the picture of the scope and
accomplishments of our department.
And that's not a healthcare thing.
>> Absolutely.
We have psychology, human services.
So I think we're making the -- teaching, marketing.
You know, and frankly, even for all of the -- us who
are or recently were students, I mean, even our grades,
that's a form the data, and, you know, data analysis,
our grade point averages, all of those things.
So yep, financial advising.
Juvenile justice.
So I think we're making our point.
We are hitting all of these areas.
>> Great.
Then let's go ahead and move on.
So and here on this slide, are many of the areas that
are -- our audience mentioned, and a few others such as
program evaluation and security is a big new area.
Especially in cyber security.
And again, quality.
And data mining and market research as well.

Now with those -- we can manage large, large sets of data.

And forecasting and predictions as well.

So next, with this background, I'd like to hand it over to Dina, who will interview our panelists.

>>> Thank you, Denise.

And I am honored to welcome Sharon Roberts.

She is a PhD management leadership and organizational change student at Walden.

She earned her MBA from university Canada west, and she is a project manager at University Health Network, Toronto general hospital.

Her vast experience spans over 25 years as a project manager.

IMIT consultant, organizational consultant and healthcare change agent.

She's also a trainer, presenter, and respected author.

Welcome to the program, Sharon.

>>> Hi, Dina.

Hi, everyone.

>>> Hi, Sharon.

Could you share with us how you've used your knowledge of statistics to improve patient care at the University
Health Network where you are employed?

>> Well, I'm sure many of our participants in healthcare know that we -- in healthcare itself, there's constant pressure to reduce costs and improve patient care.

And University Health Network is no exception.

One of the areas that I worked on last year comes to mind, and it is in the ambulatory care area with outpatient clinics, and my story goes like this.

Several clinics had requested more space because of increasing clinic volumes.

And the funny thing is that when we visited the clinic areas, we couldn't justify the additional space because there was not much going on.

So we used data to tell our story.

We collected data on the physicians' schedules.

We collected data on patient experience.

We also collected data on how resources were being used.

And we presented that data to the clinical teams, especially the physician groups, and it was a surprise to find out most of patients were being seen between the hours of 10:00 a.m. to 2:00 p.m., Tuesdays to Thursdays, and very little activity to Mondays and
And when that data was presented, I used Excel, the statistical tools portion of it, the data analysis, and did some functions, and validation, averages, percentages, and variances, and did also the what ifs.

And I presented that data, and it was an eye-opener not only for the clinical groups but the organization. And I was able to show that our utilization in outpatient clinic area was 50%.

So there was no need to increase space.

The problem was how we were using the space.

And so with my statistical and data analysis knowledge, I was able to present the data so that people could understand and share that information, and in so doing, I -- I was able to get the buy-in from the clinical teams to come up with solutions to better utilize the space.

And without having that statistical knowledge and the business knowledge, I think goes to marrying those two helped present a very good picture.

Now we can predict when patients are coming in, because we can adjust schedules, and we can also do time trained analysis to ensure that we're utilizing the space much better than we're doing now.
So I think over the last couple of months now that we have some adjustments, where -- we're maximizing the use of space and also improving patient experience.

>> Sharon, it sounds like you really used statistics to tell your story, and uncover what really was going on.

>> Yes.

>> In ambulatory care.

And, Sharon, how were you able to use mixed methods to gain a deeper understanding of your organization?

>> Another story comes to mind, and this is about patient experiences itself.

We've been using a third-party external provider to tell us what our patient satisfaction scores are like.

But, unfortunately, that information is historical, meaning that patients fill out the information at least three months after their visit.

So we're not really getting real-time data.

So what we did was create a cross-sectional team across the organization.

We got together and we devised patient surveys.

And healthcare team surveys.

To tell us what's going on in the organization in real time.

And we gathered the information over a course of a
And we found out from the healthcare team their stores, not only their scores were a third of what the patients told us, but their story was that if we take care of them, then they will take better care of the patients. And what the story was that they said they were more interested in respect and relationships than anything else.

And so we devised a plan to address that. And we have seen tremendous results. Better -- better staff relationships, better interactions with each other, and that's translated to better relationships with the patients. And we're seeing a change in the -- the way culture, the culture is evolving in the organization as a result of sharing the information and also analyzing the information with cross-sectional teams and coming up with solutions to help improve our scores.

>> Thank you, Sharon. For sharing these wonderful stories of how you used statistics to really tell your story and make an impact.

And now I'd like to introduce our next panelist. Steven Mairs.
Steven received his master of public health degree from Walden in 2009.

And while earning his master's, he served U.S. AID in over 18 international locations, managing multimillion-dollar budgets, inventorying property, and securing data.

After completing his master's degree, he started a nonprofit organization, Excellence in Public Service, where he designed and implemented an extensive database of quality and quantity information about global nonprofit organizations.

Steven, welcome to the program.

>> Thank you very much.

I'm happy to be here.

Hello, everybody.

>> Hi, Steven.

You have extensive experience building databases and management systems worldwide.

Could you share your experience with us?

>> Sure, be happy to.

I traveled to 50 different countries in -- and worked in 20 of them, building databases to evaluate data and create digital property management systems for U.S. AID.
In process, I used statistics to analyze this data and in order to explain variances and improve operating procedures and develop solutions.

By being able to -- by working with a database enabled me to flip the data around and use it in different ways to answer questions and explain causes of problems that were presenting, and expose discrepancies, and I found myself energized by the potential to use this statistics and data to make improvements.

For an example, I was working for a nonprofit in the Philippines, and I had built a large property management database including 30 different categories of information.

Actually, it was more like 50.

And I was able to cross-reference this information back and forth and kind of flipping the data around like you would a Rubik's cube, and it enabled me to -- to identify the cause of their problem -- their discrepancy in their database.

I was able to identify the source of the problem, and then ask some -- it guided me to ask the right questions of the staff and we were able to develop operating procedures, improve their operating procedures, and policies related to that to prevent
future occurrences of those errors.

So it's been very useful.

>> Wonderful, thank you for sharing these examples of how you've used statistics to really make a global impact.

And after receiving your MBA from Walden, you decided to start your own nonprofit organization, Excellence in Public Service.

How do you use statistics to help donors make international investment decisions?

>> Well, I'm working for U.S. AID, I was exposed to a lot of different contractors and nonprofits, and I recognize there's a need for a more accurate and timely performance information about organizations. And service providers.

And so -- and I -- we called it my -- the benefits of having a database to work with, and I decided to establish Excellence in Public Service to build the databases on nonprofits, and we collect 60 or 70 pieces of information about each nonprofit in building a database, and then we -- we compare their performance of different nonprofits against each other and rank them in like a ten-part assessment, and rate them, and we can provide more up-to-date information to donors.
about who -- which organization is -- is performing better in this area or that area of service, and it's -- we're able -- because it's in a digital platform, we're able to provide up-to-date, almost up-to-the-minute information, whereas a lot of times in the past, the information could be two years old. And I used mean, median, mode comparison, and benchmarking, and variability to help me make sense of the data, and I presented to the donors, and -- and that helps them make determinations on where is the most effective way they could spend their money, and have the biggest bang for the buck donor funds. And -- and therefore, kind of accelerate their impact on social change around the world.

>> Great, thank you, Steven.

These are great examples of using statistics to really make social change happen.

And now let's hear from our final panelist, Dr. Zin Htway.

And Dr. Zin received his PhD in public health with a specialization in epidemiology from Walden in 2014. He currently works as Walden's Academic Skills Center, in the skills officer as an instructional support specialist.
He holds an MBA in healthcare management and an undergraduate degree in clinical science, cytotechnology.

He is currently the supervisor and operations manager of an anatomic pathology laboratory, a has mat safety officer, and a part-time lecturer at California State University.

So multiple roles, very impressive roles.

And welcome, Dr. Zin, to the program.

>> Oh, thank you for having me today.

It's a pleasure to be here.

>> Absolutely.

Dr. Zin, you currently hold multiple roles as a public health educator, researcher, laboratory supervisor, safety officer, and university lecturer.

Could you share how your knowledge of statistics impacts these roles?

>> Certainly.

Just as many students, I took statistics as an undergrad MBA student and PhD in public health student at Walden.

And as many students, statistics did not click with me at first.

Only after becoming a pure mentor of advanced
biostatistics, it started to all make sense to me.

Today statistics applies to almost all aspects of my professional life, whether I'm wearing the hat of a researcher, supervisor, safety officer, or higher education instructor, statistics makes my job easier and makes me better at my job.

>> Great.

And how has statistics helped you as a researcher and supervisor at Los robles hospital and medical center?

>> As a cancer researcher and specialist, I work with surgeons to diagnose patient tumors suspicious of being cancerous.

Most of these are first-time diagnoses of cancer.

I use microscopy, tumor profiles, clinical trials, research on pharmacology, immunochemistry and genetic analysis as a few tools to determine the molecular profiles of tumors.

The oncologist can provide the best chemo therapy options for individual patients.

This process is known as companion diagnostics.

Biopsy procedures procure very little tissue, often only a few drops of blood or fluid.

My knowledge of statistics helps me make the companion diagnostics -- diagnosis from that little tissue that
is collected.

Without statistics we would not be able to make comparable diagnoses and cancer treatment would be more general and less specific as we had 30 or so years ago.

Without statistics, there would not have been improvements in cancer treatments.

Most of what I have just described is done in the medical professional world.

More common to people is cancer staging and survival. It’s easy to assume that each of us has known someone diagnosed with cancer, and the common question is, how long do they have to live?

Many cancers are staged based on spread to lymph nodes and proximal and distal organs.

Depending on the cancer type and the staging of the cancer, the gender of the parent and age and ethnicity, the survival of the patient can be estimated.

This is an application of survival curve analysis, a statistical test.

Even though many people may not understand how to calculate survival curve test statistic, the interpretation of data, in this case cancer survival, has probably touched everyone in one way or another.

At the Los Robles hospital and medical center, I also
supervise -- such as the mean, mode, median and variance to determine productivity versus staffing hours.

I perform correlations for trends and make projections for staffing needs.

Ensuring that patient care is provided consistently throughout the healthcare system without exceeding budget.

>> Great.

Thank you, Dr. Zin.

And also, you are a haz-mat safety officer at the hospital.

How does statistics impact your role?

>> As the hazmat safety officer for our hospital system, we have three separate campuses. I'm responsible for the complying with the joint standards as they pertain to management of hazardous materials within the hospital system the hospital materials standards are a subset of the environment of care section of the joint commission accreditation process.

These standards are safety rules required for the accreditation by the joint commission.

Several of the qualifying standards are statistics
based.

What are the trends, improvements?

What is the percentage of drills versus spills?

Is there a reduction in the number of spills?

Have a change in the production of hazardous materials waste?

I use regression analysis and descriptive statistics to answer these questions meeting the accreditation standards.

>> And finally, you also work with university students.

In what ways has your knowledge of statistics impacted your ability to provide quality instruction?

>> I would say lecturer at the California State University channel islands, I teach multiple courses in heme technology, immunology, epidemiology and other topics.

My students range from freshman to graduate.

Statistics allows me to enhance all of the courses I teach.

The literature is packs with statistics.

All students from undergrad to the graduate level need to present published data.

Many times students do not actually know what they're presenting.
I help them understand what the numbers really mean.
I challenge them with questions such as, is this the best statistical test for this research?
What kinds of tests would be better?
I make them consider the different statistical ways a research question can be answered.
My ability to understand statistics and convey statistical concepts to students helps me Excel as an educator.

>> Thank you for these insights, Dr. Zin.

You wear multiple hats.
In many different capacities.
But the theme is the same.
That statistics really impacts your multiple roles, and thank you for sharing that.

>> Thank you for having me.

>> Absolutely.

Absolutely.

Thank you.

And our panelists have shared their experience on how statistics is used across multiple fields.
Now we'd like to open it up for questions from our audience.
And I see that some of you have already submitted
questions to our panelists.

But if you haven't done so, please submit your
questions for the panel through the questions box.

Because we have a very large number of people joining
us here today, we will address questions with the
widest applicability to our audience.

Patrick, do we have any questions that are coming in?

>> Sure.

We have a few, but again, for the audience, please type
in your questions, and we'll -- we'll try to get
through, you know, as many of these as they're coming
in.

I do have a question, you know, maybe for all of the
panelists.

You know, all of you are really accomplished people.

You're, you know, you do wonderful things, but we've
also kind of sent the message that stats are pervasive
throughout, you know, all of our work lives, and across
many, if not all, professions.

With that being the case, why do people find stats so,
um, difficult to grasp?

I know, Dr. Htway, you even mentioned that you
struggled with statistics.

And, you know, I found the same thing.
So if stats are so pervasive, why -- why is it so stressful for us to get our heads around stats?

>> Well, Dr. Dunn, I’d say that stats -- it's hard for us to get our heads around stats because stats has its own language.

>> Yeah.

>> And until you get an understanding of that language of stats, it's -- the concepts are fuzzy.

One of the difficult challenges is just understanding the difference between a sample and a population. Those two are always related, but when you run a statistical test, the sample gives you a number. But for the population, you get a range. And students sometimes -- it took me a number of years to figure that out.

But once I understood that for the population, I have a range, and for my sample, I have a number, everything started to make sense at that point.

>> Yep.

Awesome.

I have another question coming in.

Do you feel that it was a benefit to attend Walden in order to get a better position in the work environment?

And maybe even a related question to that kind of
couple on that, you know, we all take statistics courses, so how -- how well did these statistics courses that we took and the course work we -- we completed at Walden, how did that prepare you as panelists for the amazing careers that you've all had?

>> Well, you know, Dr. Dunn, I'd -- I can speak to that as well.

I would say that I took at Walden University, I actually had six separate statistical courses, and very thorough, very complete, very extensive as well. And they prepared me very well for all aspects of statistical processing outside of the education.

I highly recommend that students take beyond the minimum requirement of statistics for the courses that -- or the program that they're enrolled in.

Some programs only have one or two courses.

I strongly suggest that students take more than just the one or two so they get a better grasp. Because as they move forward in their professional careers, the statistics, as you said, pervasive, it doesn't go away.

It just becomes more and more.

And you really should have a much, much better understanding of statistics if you wish to succeed in
your career.

>> Any of the other panelists, any comments on that question specifically?

>> Hi, Patrick.

This is Sharon.

Um, to add to what Dr. Zin said, I would think that, you know, sometimes you could write pages and pages of information, and it gets stuck because nobody has the time to read more than one page at that time, even a sentence.

And a picture is a thousand words.

If you can show your -- what you're saying in a chart that will make a world of difference.

And this is what I did with the outpatient clinic data.

I showed the histograms.

I showed the tables.

And that's what jumped out at people.

Seeing the variation between what's the current state is and what we would do when we were to make a change in the future state.

And they could actually agree that the current state was representing what was happening.

It was real, and they could identify, and that, to me, made a big difference than writing pages and pages of
information that nobody was gonna understand.

>> Excellent.

Any other comments from the panel?

I did have another -- a question coming in, a couple of questions regarding statistical tools.

And, you know, this could include software tools like Excel, SPSS, possibly even, you know, a statistical calculator.

But what type of software or other tools do you all use in your work?

>> I can answer this, Patrick.

I -- although I use SPSS in my courses, I find in the workplace, Excel does a wonderful job, because it's a Microsoft Office tool that everybody has on their desktop.

And it's easy to share.

And plus, with few instructions, you can -- you can do pivot tables and present that to a multitude of people, and they get it, instead of something that is very academic.

So Excel is a great tool in the workplace.

>> I would agree, and, you know, I've found that using Excel and SPSS are not mutually exclusive.

It's actually fairly easy to go back and forth.
You can have a data set in Excel.

You can save it in -- and actually run your stats in SPSS.

If need be.

Another question coming in is, you know, I mean, one of the big hot buttons now is around what we call big data.

So big data, to me, implies big statistics.

To so how has the statistical field, and I guess the tools and resources that we all use in stats adapting to this emerging science of big data?

>> Hi, Patrick.

It's Sharon again.

I know in healthcare, big data is like the buzz word right now.

And it applies to any industry.

You can almost measure anything, any variable, anything that you want to question.

For example, you used the -- the hand hygiene analogy.

And collecting data, how many times somebody washes or don't washes their hands is big in healthcare.

And we're able to show that just by observation and counting the number of times somebody goes in a room, washes hands, comes out of the room and so forth.
And pulling all that data across the continuum of a patient's care, across an organization, pulling all that data together tells the story of how well we're doing.

So that's just one aspect of it.

The ministry of health here in Canada, they -- we have to report on that information.

So that becomes part of a bigger set of data of what's happening across Canada.

How well is healthcare teams washing their hands?

And we're able to tell a story about that.

So it has -- it has a local impact as well as a global impact.

>> I know in my specific -- oh, Zin, go ahead.

>> Oh, yes, Dr. Dunn, thank you.

I just wanted to add to what Sharon was saying that recently it was actually earlier this week that I'm now gonna be working with a group.

They're a nationwide group actually collecting data on patients who survive and do not survive the field -- oh, jeez, when they actually -- the emergency medical technicians provide the -- I'm forgetting the term right now, for charging the heart, once their heart stops.
Defibrillation?

Yes, thank you.

And so what this team has been collecting is -- they have -- I think it's 460 different independent variables that they're collecting from the patient's medical chart.

And also including genetic information to try to make determinations of whose going to survive defibrillation and who is not.

And their data set in so far, I believe they have over 6,000 participants, multiplied by the 460-plus independent variables.

So that's a really large data set, and from that they are making that data set available to researchers who have very specific research questions to answer.

Once this study is complete and the data set is complete, I believe that we're really gonna see some improvement in terms of survivability in the field.

Absolutely.

You know, just a comment in my specific field.

I deal a lot with digital tools, also in healthcare.

So it's amazing what, you know, smartphone technology, tablets, the, you know, wireless technology, I mean, the data, you know, if you have the, you know, the
Apple Health, you know, the Google health, you name it health, it's amazing the amount of data that can be collected, your physical activity.

I mean, I wake up in the morning and I have a device that tells me how many hours I was asleep.

So I think a big challenge for at least in my field and I would guess in many of yours is with big data, we have so much data available to us, is to try to figure out, you know, where we even start.

You know, what data do we focus on? Because if you focus on all of it, you know, you may miss some of those big questions.

Other thoughts from the panel?

>> Yes, Dr. Dunn.

You made me consider.

I believe there's a Google site, I believe it's flu.Google.

I've never used it, but I was told it actually tracks the search terms that people use, and from the search terms, they can actually predict where there's an actual outbreak of flu or flu-like system.

Have you heard of this?

>> Yes, I have.

Yep.
Yeah, it's amazing.
And it's, you know, infectious disease, but even in --
virtually all areas, all walks of life, you know, the
amount of data.
You think about the amount of data that can be
collected through Google.
And through, you know, these other search engines.
It really is almost mind-boggling.
I think we're nearing the end.
Dina, I think I will pass back to you.
I know you have some -- some final parts.
And we can continue through the chat area to -- to, you
know, post questions and to -- to move forward that way
as well.
>> Excellent.
Thank you, Patrick.
And there are some questions about whether this
recording will be archived.
It will be archived on the ASC site.
So thank you, Karen, for sending the link to the
archive, and Patrick, I believe you mentioned it will
be archived within one week of live delivery.
So thank you for that.
And also thank you for all of our attendees here who
have submitted questions for our panel.

And now that we've learned how statistics can be applied across multiple fields, how can Career Services support you in marketing your skills?

The Career Services Center website offers a wide range of resources to help you communicate your skills, knowledge, and strengths to employers and other professionals in your field.

If you haven't visited our website, we encourage you to do so after today's session at careercenter.Waldenu.edu.

How can you get started with Career Services?
We recommend that you register and attend one of our upcoming overviews, cafés, or webinars.

And you can register for upcoming sessions on the Career Services Center home page.

We offer new programs every month on a wide range of topics including résumé and C.V. writing, LinkedIn, networking, career research, and many other specialized topics.

And for those of you who are interested in higher ed teaching, doctoral careers, and professional development opportunities, we encourage you to visit our doctoral webinar series page.
Are you seeking to communicate the statistical skills you’ve gained through your academic or professional work on your résumé or C.V.? Our Career Services advisors can help you market your skills and strengthen your application materials. Other common topics we assist with include job search and career management strategies, networking and branding, and interviewing skills. If you’re interested in individualized career advising, please schedule your appointment via myWalden portal, through the academics tab. And we will work with you individually to help you with any of these topics. We also encourage you to connect with us by joining the Career Services LinkedIn group. Following us on Facebook and Twitter, subscribing to our YouTube channel, reading Walden student success stories on our blog, and watching our career spotlights for success stories. And using the features of our Optimal Resume system to build résumés, cover letters, and career portfolios. You can access everything from our website or email us directly at careerservices@waldenu.edu.
And to learn more about statistics in the workplace and tap into additional resources, please refer to our list of references.

And here you can see some of the references that we used for our program here today.

We have also included a few additional resources to connect you with statistics-related professional associations, tutorials, videos, and industry-specific information.

We hope you will find these resources helpful.

And with that, we’d like to leave you with these light-hearted words from Max Levchin, the founder of Slide and cofounder of Paypal.

I am not much given to regret, so I puzzled over this one for a while.

Should have taken more statistics in college I think.

So thank you so much for joining us here today.

We would also like to extend a very special thank you to Patrick Dunn for moderating today’s program and also to our amazing panelists, Sharon Roberts, Steve Mairs and Dr. Zin Htway, who have shared their experiences and insights with all of us.

Enjoy the rest of the conference.
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