

COOPERATIVE WORK EXPERIENCE EDUCATION

STUDENT HANDBOOK

San Diego Community College District
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Why Take Work Experience

- It makes working and attending college easier
- It meets degree or certificate requirements
- It transfers as an elective to CSU
- It helps students maintain full-time status
- It helps students improve at work
- It helps students have a clearer sense of education and career goals

What Former Students Say about their Work Experience Course

- I really enjoyed having a work experience course that allows me to go to school and work without too much stress.
- I was able to use my skill to combine my classroom-and work place together to be more effective in my duties in both areas.
- It helped me apply teamwork, project management and communication skills that I have learned in the classroom.
- This course made me more aware of my role in the workplace and what I can do personally to better my work environment for both myself, my supervisor and my co-workers.
- The site visits were beneficial because it showed my employer that I was serious about improving my role in the work place. The site visits also showed my employer that my school was interested in helping me improve my role in today's workforce.
- The Career Center assignment was a wonderful help for me. I compared a few different career goals I had been contemplating and received a huge amount of information that I was unaware of before.
- I think this has given me an edge over others to be able to promote to an investigator position in the future. I was able to not only demonstrate my work ethic and abilities, but able to prove that I can get the job done and go above and beyond what is expected.
- My supervisor referred to the goals I had set and achieved for the course and had several examples to give me a high rating on my annual evaluation. This made me get a 5% raise.

(Source: Mesa College Program Surveys 2004 – 2008)



Mission and Program Student Learning Outcomes

Mission

The Work Experience Program serves all San Diego Community College students. The courses in the program help students utilize their classroom-based learning in an actual work environment. These courses provide experiential learning activities to strengthen student learning and reinforce the student's effective work habits, attitudes and career awareness, thereby enhancing the student's marketable skills.

The Work Experience Program staff cultivates working relationships with students, college personnel, and employers to support student access, retention and success and to enhance economic growth through workforce improvement. The staff supports educational effectiveness and program growth through ongoing evaluation and improvement of course-related content and services, and with the use of technological resources when appropriate.

The Work Experience Program adheres to the regulations for Cooperative Work Experience Education outlined in Title 5 of the California Code of Regulations and in the San Diego Community College District Work Experience Plan.

Work Experience Program Student Learning Outcomes

Students will be able to:

1. Apply critical thinking, research, analysis and resolution for work-related and personal objectives.
2. Convert classroom instruction to the employment environment through the development and attainment of three (3) learning objectives.
3. Write **Specific, Measurable, Achievable, Relevant and Timely (S.M.A.R.T.)** objectives related to new or expanded workplace responsibilities.
4. Develop and apply personal skills, attitudes, and competencies in the workplace and within course-related activities.
5. Demonstrate effective communication and technological awareness through the use of technologies (internet, email and telephone) in ways appropriate to the course.
6. Demonstrate accountability for their personal actions at work and as it relates to course.
7. Research resources for education and/or career options.

Assessment of Student Learning Outcomes will be measured through:

- A grading format that assesses student demonstration of skills in scheduling, communication, time-management, assignment completion and the development and completion of S.M.A.R.T. objectives.
- Supervisor/mentor evaluation of documented workplace objectives/projects using a rating scale to measure how well the workplace objectives/projects were accomplished.
- Two worksite visits with the supervisor/mentor to discuss the student's progress and level of contribution toward the achievement of organizational objectives.
- Student self-evaluation of learning outcomes.

Skills needed for and developed in the Work Experience course:

1. Critical thinking
2. Organizing
3. Accountability for actions
4. Oral, written and electronic communication
5. Time-management
6. Self-awareness and interpersonal skills
7. Cultural awareness of worksite
8. Ability to follow written and verbal instructions
9. Research and application of information

REGULATIONS AND RESPONSIBILITIES

Work Experience courses are designed for students to attend college classes and earn college credit for internships or work-based learning. Weekly classroom attendance and textbooks are not required. This section will provide you with an understanding of the program, the regulations governing Cooperative Work Experience Education and your responsibilities.

A. Outline of the SDCCD Work Experience Program

1. Student attends one mandatory orientation where the course guidelines are explained. Under the direction of the instructor, the student develops three (3) learning objectives that support new or expanded responsibilities or learning opportunities at the worksite. The student completes required paperwork and reviews all materials provided during the orientation.
2. Following the syllabus guidelines, the student assists in arranging a conference attended by the student, the work supervisor/mentor and the instructor. In this conference, measurable learning objectives are discussed and approved. At the end of the term, the student participates in the learning objectives evaluation process and turns in the Learning/Training Agreement and the verified Record of Work/Intern Hours form to the instructor.
3. Student works toward completing the approved learning objectives at the worksite and records hours' worked/interned during the term.
4. Student maintains contact with the instructor via phone and email throughout the course.

B. State Title 5 Regulations

1. There are two types of Work Experience:
 - a. **General Work Experience 272:** These courses are intended to assist students in acquiring desirable work habits, attitudes and career awareness. Employment or Internships do not need to be related to the students' educational goal.
 - b. **Occupational / Vocational Work 270:** These courses extend classroom-based career-technical learning at a work-based learning site so employment or internship must be related to the students' educational or occupational goal. Some Occupational Work Experience courses are subject specific and will be designated by the subject. For example: Child Development 270. These courses may have additional requirements identified by the subject area.
2. **Repeatability, Maximum Units and Limitations:** Students may repeat Work Experience courses up to the lifetime maximum of 16 units. All types of General and Occupational Work Experience courses (including subject specific 270 courses) are counted in the lifetime maximum credit limit. Students may enroll in only one (1) General Work Experience 272 or Occupational Work Experience 270 (including subject specific 270 courses) course per semester.
3. **Minimum Work/Intern Hours Requirement:** Credit units are awarded based on 75 hours of paid work and 60 hours of non-paid work per unit. This requirement does not change even when the length of the course session does. The work/intern hours needed are:

<i>Paid Position</i>	<i>Non-Paid Position</i>
1 Unit = 75 hours	1 Unit = 60 hours
2 Units = 150 hours	2 Units = 120 hours
3 Units = 225 hours	3 Units = 180 hours
4 Units = 300 hours	4 Units = 240 hours

REGULATIONS AND RESPONSIBILITIES

C. Responsibilities

1. Student Responsibilities:

- a. Have a job or internship prior to attending the course orientation.
- b. Attend a mandatory orientation and complete required paperwork.
- c. Read, Understand and Follow the Course Syllabus regarding responsibilities, policies, assignments, and grading criteria.
- d. Establish and maintain contact with course instructor.
- e. Students enrolled in Occupational Work Experience must indicate their educational or occupational goal related to employment or internship; or, if required by course outline, declared a related major.
- f. Work/intern enough hours to meet the minimum hours per unit as required by Title 5 regulations.
- g. Submit to instructor at the end of the course a verified Record of Work/Intern Hours.
- h. Participate in required conferences and learning objective evaluations.
- i. Determine measurable learning objectives with work supervisor/mentor and instructor input.
- j. Complete the Learning/Training Agreement form and return the form to the instructor.
- k. Students will conduct themselves in a professional manner at all times. Refer to the college catalog section on student's rights and responsibilities Policy 3100.
- l. Maintain satisfactory job/internship performance standards while completing work-based learning objectives
- m. **Self-employed students** may enroll in Work Experience if a qualified Designated Employer Representative is available. Contact the Program Coordinator for specific information.
- n. **Veterans**, who receive overpayment of benefits because they did not complete the process, or course, are responsible for repayment.
- o. **International students** are responsible for following guidelines and regulations related to their status and to Curricular Practical Training.
- p. **Students with disabilities**, who may need academic accommodations, should notify the instructor during the first two weeks of class. Students must provide verification of need, either from DSPS or an outside source.

2. College Instructor Responsibilities:

- a. Provide course orientation and syllabus.
- b. Provide program guidance to the student and his/her work supervisor.
- c. Review and grant approval for learning objectives.
- d. Provide student support in achieving learning objectives through conference(s), email or phone contacts.
- e. Conduct conferences and learning objective evaluations during the course.
- f. Collect all completed program forms and issue evaluative letter grade and units earned by student.

3. Employer Responsibilities:

- a. Agree with the intent and purposes of Cooperative Work Experience Education.
- b. Assure a reasonable probability of continuous work experience for students during the course enrollment term.
- c. Provide adequate supervision, facilities, equipment and materials at the learning station to achieve the measurable learning objectives.
- d. Comply with all appropriate federal and state employment regulations.
- e. Participate in conference to develop measurable learning objectives.
- f. Evaluate the student's identified measurable learning objectives.
- g. Verify the number of hours worked by the employee/intern.

Professional Growth Analysis and Learning Objectives

An Opportunity to Brainstorm about You, Your Work and Your Education....

One of the requirements of your Work Experience course is that you develop new or expanded responsibilities or learning activities at your work site or internship. We intend to provide the opportunity for you to transfer or demonstrate the knowledge and skills you are developing at college into a workplace environment.

The process for developing learning objectives begins with you and your critical analysis of the situation. The final learning objectives are reviewed and approved by you, your work supervisor/mentor, and your Work Experience instructor, and then, they are written on the Training/Learning Agreement. The process is not difficult and can be used anytime that you want to set up goals for your work or education. Following the steps below will help insure that you get the most from this course and from your learning objectives.

STEP 1: Analyze Your Needs, Your Work and Your Worksite

NEW JOB

- What needs to be learned about the policies and procedures of the company?
- What new duties or responsibilities do you need to learn?
- If you are part of team or crew, how can you improve the team or your contribution to the team?
- Is this job the beginning of your dream career or is it a job where you will be developing employability skills?
- Can you begin to work independently in completing complex assignments?

EXPANDING RESPONSIBILITIES

- If you have a routine evaluation at work, consider items that have been suggested for your growth or improvement.
- Is a promotion or job change something you are considering?
- Would you like more responsibility?
- Do you need to find ways to delegate the workload?
- What improvements would make your work or worksite safer and more efficient?
- If you manage or direct other people, how can you improve your management skills or interactions with these people?
- Can you develop new skills through cross training?
- Are you in college to transition to another field of work? What transferable employability skills will you take from your current position into your new career?

INTERNSHIPS

- Some companies have a specific plan and structure for interns and some do not; what is the protocol at your internship site?
- Do you have some specific knowledge and skill you have learned at college that you want to try in the "real world"?
- Will you be in a specific area or work in a particular project or will you be learning many different aspects of this business?
- If there are other interns at this site, will you be working as a team?
- If mentoring is part of the internship, what would you like to learn from the mentor?
- What skills or experience do you want to be able to put on your resume after this internship?

STEP 1: Analyze Your Needs, Your Work and Your Worksite (cont.)

Consider the following categories and begin to identify potential growth or learning opportunities. Additional information about general employability skills and competencies is provided in Resources for Developing S.M.A.R.T. Learning Objectives.

Routine Duties: What are your duties and how can you expand, revise, update, and develop these assigned responsibilities? What are your strengths or weaknesses in your job assignments? Consider improving your efficiency in completing routine duties.

Problem Solving: Is there a specific functional problem at the worksite that you can help solve? What challenges do you face at work? This can include customer service improvements, equipment issues, sales processes, coworker issues etc. You can consider developing solutions and presenting these to management if you cannot actually make changes.

Personal Improvement: What personal attitudes, skills or habits will enhance your human relation or employability skills? What can you learn about the culture of your customers? What are your opportunities for self-realization at this worksite? Can you begin to work independently in completing complex assignments? Consider what you need to improve change or learn with communication, teamwork, time management, organization, leadership, accuracy, or skills required in your job.

Creative Opportunities: Can you help save time, expenses or materials? Is there a product, process or procedure that you would like to try improving? Is there a new technology that can be implemented? How are global and multicultural issues impacting your company? Is there some specific skill or process that you want to learn at work?

Career Advancement/New Assignments: What knowledge or skills do you need in order to receive a promotion, raise or get hired within the current company or at another company? Do you need more information, or a specific plan to reach this desired goal? Are there professional organizations for this career that can provide you with more information about the field?

STEP 2: Write S.M.A.R.T. Learning Objectives

A learning objective is a statement about what you want to improve, change or learn that is stated in terms of measurable results and limited by a specific timeframe.

You will be developing three learning objectives for this course. These can be three separate objectives that cover different aspects of what you want to learn, change or improve. Another format for the three learning objectives can be one that is sequential, that is one objective is used as the foundation for the development of another objective.

Your learning objectives need to be college-level and appropriately challenging. They cannot be a repetition of some task or skill that you have already mastered. They cannot be learning objectives you used in previous work experience courses, unless you can demonstrate new or expanded learning or responsibilities.

Your learning objectives must be **S.M.A.R.T.**

◆ Specific ◆ Measurable ◆ Achievable ◆ Relevant ◆ Time-Based

Specific: Describe a precise or specific outcome linked to a rate, number, percentage or frequency, and identify the learning or action process. Technical terminology is appropriate if it is understandable to both student and supervisor/mentor.

Measurable: Describe the system you will put in place to measure or evaluate your progress or achievement of the objective. There needs to be an end-product or behavioral change that your supervisor/mentor can observe and evaluate.

Achievable: Ask yourself the following questions:

- With a reasonable amount of effort and application, can I achieve this objective within the timeframe?
- Have I considered personal or professional limitations and constraints?
- If training is necessary, will it be provided within the timeframe?

Relevant: Can you make an impact on the situation? Is it important to your education, to your supervisor/mentor, or to your employer?

Time-Based Clearly define your completion date by giving a specific date or timeframe. The date must meet your syllabus guidelines and be prior to the end of the semester or session date.

Special Considerations

- Refer to your course syllabus for specific guidelines or suggestions on learning objectives. Instructors set dates for site visits and completion of objectives and these may vary.
- Some instructors provide information or online links to websites that help you determine objectives that can help you in your future career.
- Some Work Experience courses are part of licensing procedures or professional certificates and you may need to set some specific objectives to meet the requirements.

STEP 3: Develop Your S. M. A. R. T. Learning Objectives Using the Learning Objectives Worksheet

You are now prepared to draft your individual learning objectives on the Learning Objectives Worksheet. Using the ideas and thoughts from your analysis and the Resources for Developing S.M.A.R.T. Learning Objectives, complete the Learning Objective Worksheet provided to you by your instructor.

Learning Objectives Worksheet Example:

Student Name: Mary Smith

Present Job Title: Assistant Manager of Health Food Store

List four (4) duties or assigned responsibilities you have at your current job?

Help customers find items. Check out customers at cash register. _____ Help
install displays. Restock shelves. _____

OBJECTIVE #1 What would you like to learn, change, develop or improve?

I would like to learn how to prepare an order for supplements. I could prepare two orders; one with help and one by myself.

How will you accomplish this and what help, training or resources do you need?

I will need to learn how to inventory current product supplies, read the expiration codes, and prepare an order. I will learn this by reading the store manual and getting help from my supervisor.

How will the results be measured or evaluated?

My supervisor will review prepared orders.

Completion Date: December 5, 20XX

Three Things to Remember:

1. Students develop three (3) learning objectives and these must be reviewed and approved by the supervisor/mentor and Work Experience instructor before they are transferred to the Learning/Training Agreement.
2. Students turn in a copy of the Learning Objectives Worksheet to the instructor.
3. The form you are completing is a worksheet and the final learning objective format for the Learning/Training Agreement is in Step 4.

STEP 4: Follow the S.M.A.R.T. Learning Objectives Format

S.M.A.R.T. Learning Objectives have these six elements.

1. Start with an action word. (See Action Word List on pages 16-17)
2. State **what** you want to learn, change or improve with a rate, number, frequency or percentage.
3. State **how** you will learn, change or improve it and what resources you will need. (See Learning Process Word List on page 18.)
4. State **how** the results will be evaluated or measured. (See Measurement / Evaluation Word List on page 19.)
5. State **when** it will be completed.

IMPORTANT:

- The statements that go on the Learning/Training Agreement provide the above information and follow the format shown below.
- There is a sample Learning/Training Agreement on page 25.
- Your work supervisor/mentor and Work Experience instructor will support you in developing the final format and are required to review and approve your learning objectives.
- This format will make it easier for you to add your achievements to your resume.

Objective: Prepare 2 supplement orders by reviewing current supply of products and reading the expiration codes. Supervisor will provide store manual and assist with first order.

Evaluation Method: Supervisor will review both orders for accuracy.

Completion Date: December 5, 20XX

	1. Action Word	2. What	3. How
Objective:	Prepare	two supplement orders	by reviewing current supply of products and reading the expiration codes. Supervisor will provide store manual and assist with first order
		4. Measured results	
Evaluation Method:		Supervisor will review both orders for accuracy.	
		5. When	
Completion Date:		December 5, 20XX	

Examples of Effective S.M.A.R.T. Learning Objectives

Objective: Create 3 reading lesson plans for third grade students by researching and reviewing available materials and potential methods

Evaluation Method: Supervisor will review all lesson plans and observe me teach one lesson.

Completion Date: May 26, 20XX

Objective: Develop a safety checklist by investigating all accident reports and gathering data.

Evaluation Method: Submit list to supervisor for approval.

Completion Date: November 15, 20XX

Objective: Produce a calendar of office events by learning in-house word processing software through tutorial manual.

Evaluation Method: Office manager will review and evaluate produced calendar.

Completion Date: May 26, 20XX

Objective: Learn about ordering and billing process by completing 3 orders from estimate to invoicing.

Evaluation Method: Supervisor will evaluate for accuracy

Completion Date: October 15, 20XX

Objective: Research information and develop one individual financial plan for a new college graduate.

Evaluation Method: Supervisor will review and critiques financial plan.

Completion Date: December 4, 20XX

Objective: Improve the training program in order to more effectively provide information and knowledge to new electricians.

Evaluation Method: Electricians will be tested for knowledge through the use of job training worksheets to competency level.

Completion Date: December 4, 20XX

Objective: Reduce errors on completed work orders and timesheets by 100% by checking and editing work prior to submitting forms

Evaluation Method: Lower percentage errors on forms and review by supervisor

Completion Date: October 30, 20XX

Objective: Identify and submit a list of all stock items that have had no demand for 6 months or more by reviewing stock and sales records

Evaluation Method: Improved stock management

Completion Date: By the end of the semester

Objective: Increase speed in reading scripts and increase the understanding of script structure by reading 1-2 scripts per day and completing the synopsis.

Evaluation Method: Supervisor Evaluation.

Completion Date: May 19, 20XX

Objective: Familiarize myself with product library by spending 1 hour per day filing, pricing and organizing samples and selecting products

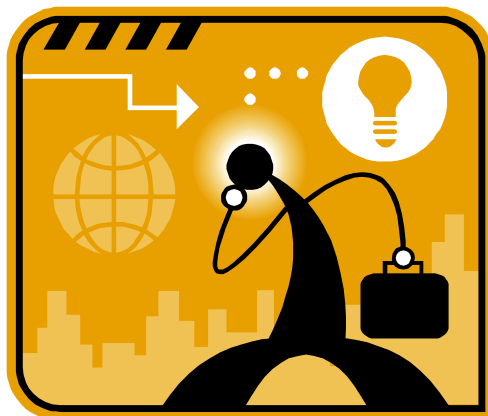
Evaluation Method: Supervisor will evaluate organizational skills and product selection.

Completion Date: May 19, 20XX

What Former Students Say about their Work Experience Course

- It gave me a new understanding of goal setting and how great progress can be made by reaching these goals. It helps that the goals have to be reviewed and approved by my work supervisor and my instructor because not only does this make me entirely accountable for achieving them, but it also ensures that they are SMART!
- The SMART objectives helped me to pinpoint exactly what I wanted to do for this course. Once I had narrowed it down, the SMART objectives I decided on helped me to fully understand what goes into training and managing employees. This I feel will help me in the job and any future job that I have because my awareness and understanding has increased so much.
- Within this semester I have made a conscience decision to become a business owner. I was able to use some of the skills that I have learned in Business Communication 119, and apply these to a job setting. I found this to be excited as well as beneficial to me. When I was applying the information that I gained from this class I was able to see the text book from a more practical stand point.
- I believe that utilizing the S.M.A.R.T learning objectives made me well prepared for a new employment opportunity. Many people go into a new work environment with doubt but by setting up these objectives I eliminated the uncertainty and put my time into achieving what I planned to do.
- It allowed me to manage my time wisely and receive as much experience as possible. I got the most of this internship with the help of my professor and my objectives.

(Source: Mesa College Program Surveys 2004 – 2008)



Resources For Developing

S.M.A.R.T. Learning Objectives

General Employability Skills and Competencies

In May 1990, the U.S. Department of Labor created the Secretary's Commission on Achieving Necessary Skills (SCANS) to examine the demands of the American workplace. SCANS research identified a three-part foundation of skills and personal qualities and five competency areas that are required for employees in the workplace. Though a number of years have passed since the research and report were developed, the information is still valid and important to review.

These skills and competencies often require ongoing develop and improvement and so they are helpful to consider as part of your professional growth analysis when developing learning objectives. These do not represent technical skills or subject matter knowledge, such as engineering, accounting, computer programming, and so on, but represent skills that are generic and needed across all industries and occupations.

Employability Skills and Personal Qualities

Basic Skills

- Reading - can locate, understand and interpret written information in prose and in documents such as manuals, graphs and schedules
- Writing - can communicate thoughts, ideas, information and messages in writing; and can create documents such as letters, directions, manuals, reports, graphs and flow charts
- Arithmetic-Mathematics - can perform basic computations and can approach practical problems by choosing appropriately from a variety of mathematical techniques
- Listening - can receive, attend to, interpret and respond to verbal messages and other cues
- Speaking - can organize ideas and communicate orally

Thinking Skills

- Creative Thinking - can generate new ideas
- Decision Making - can specify goals and constraints, can generate alternatives, can consider risks and can evaluate and choose best alternatives
- Problem Solving - can recognize problems and can devise and implement plans of action
- Visualization - can organize and process symbols, pictures, graphs, objects and other information
- Reasoning - can discover a rule or principle underlying the relationship between two or more objects and can apply it when solving a problem

Personal Qualities

- Responsibility - can exert a high level of effort and can persevere toward goal attainment
- Self-Esteem - believes in own self-worth and can maintain a positive view of self
- Sociability - can demonstrate understanding, friendliness, adaptability, empathy, politeness in group setting and cultural skills
- Self-Management - can assess self accurately, can set personal goals, can monitor progress and exhibits self-control
- Integrity-Honesty - can choose ethical courses of action

General Employability Skills and Competencies

Competency Areas

Resources:

- Can allocate time - can select relevant, goal-related activities, can rank them in order of importance, can allocate time to activities and can understand, prepare and follow schedules
- Can allocate money - Can use or prepare budgets, including cost and revenue forecasts; can keep detailed records to track budget performance; and can make appropriate adjustments
- Can allocate material and facility resources - can acquire, store and distribute materials, supplies, parts, equipment, space or final products in order to make the best use of them
- Can allocate human resources - can assess knowledge and skills and distribute work accordingly, can evaluate performance and can provide feedback

Information Skills:

- Can acquire and evaluate information - can identify need for data, can obtain it from existing sources or can create it, and can evaluate its relevance and accuracy
- Can organize and maintain information - can organize, process and maintain written or computerized records and other forms of information in a systematic fashion
- Can interpret and communicate information - can select and analyze information and communicate the results to others using oral, written, graphic, pictorial, or multimedia methods
- Can use computers to process information - can employ computers to acquire, organize, analyze and communicate information

Interpersonal Skills:

- Can participate as a member of a team - can work cooperatively with others and can contribute to a group with ideas, suggestions and effort
- Can serve clients/customers - can work and communicate with clients and customers to satisfy their expectations
- Can exercise leadership - can communicate thoughts, feelings and ideas to justify a position; can encourage, persuade, convince, or otherwise motivate an individual or group, including responsibly challenging existing procedures, policies or authority
- Can negotiate - can work towards an agreement that may involve exchanging specific resources or resolving divergent interests
- Can work with cultural diversity - can work well with men and women and with a variety of ethnic, social or educational backgrounds

Systems:

- Can understand systems - knows how social, organizational and technological systems work and can operate effectively within them
- Can monitor and correct performance - can distinguish trends, can predict impact of actions on system operations, can diagnose deviations in the function of a system/organization and can take necessary action to correct performance
- Can improve and design systems - can make suggestions to modify existing systems to improve products and services and can develop new or alternative systems

Technology:

- Can select technology - can judge which set of procedures, tools or machines, including computers and their programs, will produce the desired results
- Can apply technology to specific tasks - can understand the overall intent and the proper procedures for setting up, maintaining and troubleshooting machines, including computers and their programming systems

SOURCE: The Secretary's Commission on Achieving Necessary Skills (SCANS) The Commission issued its first report, What Work Requires of Schools, June 1991

Action Word List

Possible terms to start S.M.A.R.T. Learning Objectives

Clerical	Communications	Creative	Critical Thinking	Financial	Human Resources
Arrange	Address	Adapt	Adjust	Allocate	Advise
Automate	Arbitrate	Author	Analyze	Analyze	Assess
Budget	Arrange	Blend	Apply	Appraise	Assist
Catalog	Articulate	Change	Appraise	Audit	Clarify
Calculate	Lecture	Conceive	Arrange	Transfer	Coach
Collect	Author	Create	Evaluate	Balance	Collaborate
Complete	Compose	Design	Assemble	Budget	Consult
Compute	Convince	Develop	Assess	Calculate	Counsel
Copy	Correspond	Devise	Calculate	Compute	Diagnose
Define	Define	Direct	Categorize	Decrease	Educate
Dispatch	Develop	Enhance	Choose	Forecast	Employ
Decrease	Direct	Establish	Collect	Increase	Group
Distribute	Draft	Formulate	Compare	List	Guide
Evaluate	Edit	Illustrate	Compose	Manage	Hire
Examine	Enlist	Improve	Construct	Market	Integrate
File	Formulate	Introduce	Create	Obtain	Handle
Generate	Influence	Invent	Design	Plan	Mediate
Identify	Interpret	Initiate	Diagram	Project	Monitor
Inspect	Interview	Launch	Estimate	Research	Motivate
Interview	Meet	Market	Examine	Simplify	Negotiate
Monitor	Moderate	Originate	Formulate	Tabulate	Place
Operate	Negotiate	Plan	Inspect	Update	Recruit
Organize	Participate	Prepare	Justify	Verify	Represent
Prepare	Persuade	Produce	Learn		Select
Process	Present	Propose	Measure		Sponsor
Purchase	Preside	Publish	Organize		Strengthen
Record	Promote	Rewrite	Plan		Train
Retrieve	Publicize	Setup	Prepare		Transfer
Review	Recommend	Structure	Rate		
Separate	Recruit	Write	Revise		
Schedule	Represent		Score		
Screen	Restructure		Select		
Summarize	Sell		Setup		
Survey	Speak		Solve		
Systematize	Translate		Summarize		
Transcribe	Verbalize		Test		
Update	Write				
Verify					

Action Word List

Possible terms to start S.M.A.R.T. Learning Objectives

Management & Leadership	Management & Leadership(cont.)	Research	Teaching	Technical
Activate	Oversee	Arrange	Advise	Assemble
Administer	Perform	Automate	Assist	Build
Analyze	Prioritize	Catalog	Clarify	Calculate
Approve	Plan	Categorize	Coach	Change
Assign	Preside	Calculate	Communicate	Complete
Attain	Produce	Classify	Control	Compute
Authorize	Propose	Collect	Design	Convert
Chair	Recommend	Compare	Develop	Construct
Collaborate	Reduce	Compile	Encourage	Design
Conduct	Regulate	Complete	Evaluate	Engineer
Consolidate	Remove	Compute	Explain	Install
Contract	Reorganize	Critique	Guide	Operate
Control	Replace	Define	Influence	Overhaul
Coordinate	Reposition	Diagnose	Inform	Modify
Delegate	Reproduce	Decrease	Instruct	Program
Develop	Retain	Distribute	Interpret	Remodel
Direct	Review	Evaluate	Motivate	Repair
Enact	Revise	Examine	Modify	Restructure
Establish	Schedule	Formulate	Persuade	Service
Evaluate	Simplify	Generate	Plan	Solve
Execute	Strengthen	Identify	Present	Sort
Expand	Standardize	Inspect	Record	Upgrade
Guide	Supervise	Interview	Rewrite	
Head		Investigate	Stimulate	
Implement		Monitor	Test	
Improve		Operate		
Incorporate		Organize		
Increase		Prepare		
Initiate		Process		
Institute		Record		
Investigate		Retrieve		
Launch		Review		
Lead		Separate		
Maintain		Schedule		
Mediate		Screen		
Negotiate		Summarize		
Organize		Survey		
		Systematize		
		Tabulate		
		Update		
		Validate		
		Verify		

Learning Processes Word List

Possible terms or ways to describe **How** you will learn, change or improve your S.M.A.R.T. Learning Objectives. Technical terminology is appropriate if it is understandable to both student and work/intern supervisor.

Adapting classroom knowledge	Receiving
Applying new/current skills	Recording
Asking	Researching
Assisting	Reviewing
Attending	Obtaining feedback
Consulting	Seeking information
Demonstrating	Seeking input
Experiencing	Studying
Following policies and procedures	Surveying
Gathering information or data	Using a journal or report
Increasing communication	Testing
Increasing product knowledge	Trial and error
Installing	Training
Interpreting	Updating
Investigating	Using necessary materials
Meeting with	Visiting
Memorizing	Using necessary materials
Observing	Working with co-workers
Obtaining feedback	
One-to-group sessions	
One-to-one sessions	
On-the job training	
Operating	
Organizing information or products	
Participating	
Planning	
Practicing	
Reading	

Measurement and Evaluation Word List

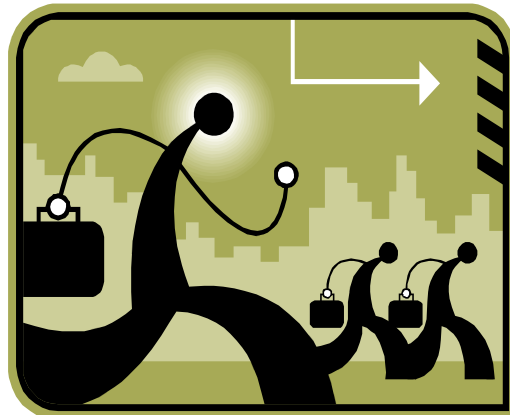
Possible terms or ways of measuring or evaluating S.M.A.R.T. Learning Objectives

Accuracy	Observation
Client/customer feedback	Participants review
Company evaluation	Product development
Comparisons	Project completion
Co-worker feedback	Program review
Control process	Progress report
Critique	Quiz
Cross-check	Reduction
Demonstrate	Sales receipts
Display	Supervisor review
Drill	Surveying
Improved communications	Tally
Improved resource usage	Test
Improved organization	Verification
Improved time management	Written report
Increased accuracy	
Increased efficiency	
Increased knowledge	
Increased productivity	
Increased safety	
Inventory checks	
Invoice review	
Journal	
Meet standards	

What Research Says about Cooperative Work Experience Education.....

- Students who participate in work-based learning such as cooperative education and internships find jobs faster and earn more money than classmates who do not participate.
- Employers rate internship and cooperative education programs as among their most effective methods for attracting and hiring new college graduates.
- Nearly 50% of employers offer higher starting salaries to new college graduate hires who have had cooperative work experience or internships.
- Employers report that 53% of their new hires listed internship experience on their resumes.
- Employers offer full-time employment to nearly 58% of the students who served internships with their organizations and to more than 60% of those who have taken part in cooperative work experience assignments with them.
- There is ample reason to believe that cooperative education will aid in the progress of the U.S. economy.

(Sources: Hatchuel Tabernik and Associates, February 2004; The National Association of Colleges and Employers; National Cooperative Work Experience Education statistics; Clearinghouse for Cooperative Education, December 1998; One Century of Cooperative Education in the United States, Drexel University, 2006.)



APPENDIX

- Work Experience Student FAQs
- Record of Work/Intern Hours
- Career Center Assignment
- Website Resources
- Program Post-Survey
- Bernard L. Hyink Scholarship

Work Experience Student FAQs

- 1. Q. Does Work Experience find a job or internship for me?**

A. In most cases, no. Some subject-specific courses, such as Fashion, Interior Design or GISG, do provide a list of potential internship sites from the department or instructor. Another resource for potential jobs/internships is the Career Center at Mesa in MV 20, or (619) 388-2777. There is an online job board for students: <http://jobconnect.sdccd.edu>
- 2. Q. Can I enroll while I am looking for a job or internship?**

A. Students can enroll in work experience while looking for a job or internship, but the position needs to be set before attending orientation.
- 3. Q. Can I enroll after the semester has begun?**

A. Yes. During the first two weeks of the semester, you may still enroll by contacting the course instructor for an Add Code and attending a mandatory orientation. There are also 8-Week courses that begin mid-way through the semester.
- 4. Q. The semester has begun and I want to change the Work Experience course or the number of units, what do I do?**

A. It is the student's responsibility to contact Admissions to make changes in the type of course or the number of units. You will need an add code for the new course from the course instructor.
- 5. Q. Do I need an email account to use in this course?**

A. Yes, you should get an email account. Even though this is not an online course, much of the instructor/student communication is done through email. If you do not have a computer at home, you can use the computers in the LRC or Public Library to check your email. You can establish a free email account through a number of providers including: www.mail.yahoo.com; www.gmail.com; www.hotmail.com
- 6. Q. I do unpaid/volunteer work. Can I enroll in Work Experience?**

A. Yes. Credit can be earned in the program regardless of whether your work is paid or unpaid, as long as you meet the program requirements.
- 7. Q. I need to make changes to the objectives on the Training/Learning Agreement after the first site visit. What do I do?**

A. Discuss the changes with your supervisor/mentor and contact your instructor immediately.
- 8. Q. Can I take Work Experience courses more than once?**

A. Yes. Students may repeat Work Experience courses up to the lifetime maximum of 16 units. All types of General and Occupational Work Experience courses (including subject specific 270 courses) are counted in the lifetime maximum credit limit. Students may enroll in only one (1) General Work Experience 272 or Occupational Work Experience 270 (including subject specific 270 courses) course per semester.

Work Experience Student FAQs

- 9. Q. I am self-employed. Can I enroll?**
A. Yes, except for certain subject-specific occupational courses. Check with your course instructor or the Work Experience Program Coordinator for specific information. You will need to identify someone who can verify your employment and the completion of your learning objectives. A mentor, former supervisor, or a colleague in your field of work can be your supervisor. Interior Design students who want to take the NCIDQ cannot be self-employed. The NCIDQ requires all work experience to be under an employer, whether the student is paid or not.
- 10. Q. Can I change jobs during the semester?**
A. Yes. You are allowed to change jobs/internships one time during the semester. You will need to complete new paperwork and develop S.M.A.R.T. Learning Objectives for the new job.
- 11. Q. If I change jobs, what do I need to do?**
A. Notify your instructor when you are going to change jobs. You will need to get your Work Record signed by your supervisor and both you and your supervisor need to evaluate your objectives. A new Student Application and Training Agreement will need to be completed for the new job. Be sure to record your work hours at the new job on a new Work Record.
- 12. Q. Can I use hours from 2 jobs to meet the minimum required hours?**
A. You can use the hours from two jobs, but you must complete forms for both positions during orientation. You cannot turn in hours from a paid and a non-paid position during the same course.
- 13. Q. Do I need to work the same number of hours each week?**
A. No. You must meet the minimum required work hours for the course, but the number of hours per shift or per week can vary.
- 14. Q. May I count vacation and holiday time as part of my required work hours?**
A. No. While you can record hours worked whether you are working on your objectives or not, you may not count hours in which you are not participating in work activities. If you work on a holiday, those hours may be counted.
- 15. Q. Are there special guidelines for International Students?**
A. International Students should attend the Practical Training Workshop prior to enrolling in any Work Experience course. Contact the International Student Advisor at (619) 388-2672 for more information
- 16. Q. What must I do if I need to drop the course?**
A. Notify your instructor that you will be dropping the course. The instructor will work with you to resolve problems, if possible. If you decide to drop the course, it is your responsibility to initiate and complete the withdrawal procedure.



SAN DIEGO COMMUNITY COLLEGE DISTRICT COOPERATIVE WORK EXPERIENCE EDUCATION RECORD OF WORK / INTERN HOURS

City
 Mesa
 Miramar

Student Name _____	Last	First	M.I.	Semester Fall <input type="checkbox"/>	Year _____
				Spring <input type="checkbox"/>	
				Sum <input type="checkbox"/>	
CRN _____	Work Experience Units _____	Work Experience Instructor _____			
Paid work <input type="checkbox"/>	Non-paid Work <input type="checkbox"/>	Minimum Work/Internship Hours Required _____			
Employment / Internship Information _____					
Company Name					
Supervisor / Mentor _____					
Name					

DIRECTIONS: 1) Fill in the beginning date for each week of the semester. 2) For each work/intern shift, indicate the time in hours and then the minutes in quarter hour increments. Round minutes to the nearest quarter hour (Example: 4.25 hrs). Do not report the shift beginning and ending time, but the total time worked/interned. (Example: 4.5 hrs). **Complete recording your work/intern hours prior to the Learning Objectives Evaluation Conference. It is all right to ESTIMATE your work/intern hours for the last two weeks of the semester.** 3) Your work/internship supervisor will sign at the bottom of the form to verify your hours. Return this form to your instructor with your Learning/Training Agreement.

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Date																	
Mon																	
Tues																	
Wed																	
Thurs																	
Fri																	
Sat																	
Sun																	
Week Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

- In boxes across from "Date" at the top of each week, enter the date (mm/dd) for each Monday of the session
- Enter employment/Internship hours worked (Not hours devoted to objective accomplishment alone)

I verify that the dates and hours indicated above have been accomplished by this student.

TOTAL HOURS WORKED / INTERNED FOR THE SEMESTER 0

SUPERVISOR / MENTOR'S SIGNATURE _____

DATE _____

Career / Transfer Center Assignment

Using the services of the Career and Transfer Center will support the forward progression of your career and educational goals. The purpose of this activity is for you to “work” on these goals through the use of campus services. When choosing an activity, think of what would benefit you the most. Once you complete the activity, write a short summary using the form at the bottom of this page. The Career Center will take your original assignment and submit it. You may request a copy for your records.

ACTIVITIES

Career

- Career exploration
- Career assessment (appointment required)
- Major research
- Job Search
- Update Resume (turnaround time varies)
- Attend Career Center Events

Transfer

- 4yr college research
- Application assistance
- Review transfer requirements
- Attend transfer group

Career Center

Modular Village, MV20

Fall/Spring Hours:

Mon, Wed, Thur: 8– 5

Tues: 8– 6

Fri: 8 -12

Summer Hours:

Mon – Thur: 7:30 – 6:00

Closed: Holidays & Spring Break

(619) 388-2777

www.sdmesa.edu/career-center

REPORT

Student Name: _____

CSID: _____

Work Experience Instructor: _____

Date: _____

Summarize your activity and what you learned: _____

Career Center Staff Sign Off: _____

Online Career Assignments for Work Experience Students

Must have approval from Instructor

An online assignment might be necessary if a student:

- Cannot visit the Career Center because of reduced service hours
- Limited Career Center services because of budget cuts
- Could not come to the Career Center due to personal need
- Attends another college or university
- Has previously completed a work experience course

The purpose of this assignment is to encourage students to pursue the development of their career or educational goals through online research and use the services available to them. The assignment should begin on the Career Center website: www.sdmesa.edu/career-center and using the tools and links on the site students will perform research that addresses their career goals. A summary report will be emailed to the career center at mesacareer@sdccd.edu. The summary must be at least one-page, typed and include the following:

- Student Name
- CSID
- Work Experience Instructor
- A summary of the goal of the activity
- What the student learned
- Cited links that were used

The Career Center staff will submit the assignment to the appropriate instructor.

Website Resources

Employment and Internships Links

- San Diego Community College District online job board: www.jobconnect.sdccd.edu
- Mesa College Career Center: <http://www.sdmesa.edu/career-center/job-links.cfm>
- Job or internships with government: www.students.gov/STUGOVWebApp/Public
- Jobs or internships in the sports industry: www.jobsinsports.com/
- Jobs in the Media: www.mediabizjobs.com
- Career One Stop: www.careeronestop.org
- California Employment Development Department: www.edd.ca.gov
- California Department of Rehabilitation: www.rehab.cahwnet.gov
- College students: www.collegegrad.com
- Jobs and career resources: <http://wetfeet.com>
- Jobs and career information for college students www.monstertrak.com
- Job Search from Local Library: www.Jobsmart.org
- Internet job hunting: www.rileyguide.com

Career Resources Links

- Occupational Outlook Handbook: www.bls.gov/oco/
- O*Net: www.online.onetcenter.org
- America's Career InfoNet: www.acinet.org/acinet
- US Department of Labor www.bls.gov/sae/
- California Labor Market information: www.labormarketinfo.edd.ca.gov/
- Business Assistance, SCORE: www.score.org/index.html
- Trade journals: www.en.wikipedia.org/wiki/Trade_journal
- Find a professional organization: <http://www.weddles.com/associations/>
- National Association of Colleges and Employers: www.jobweb.com/
- California Career Zone Assessments: www.cacareerzone.org/index.html
- CareerTV: www.careertv.com
- Informational Interviews: www.jobsearch.about.com/od/infointerviews/a/infointerviewquest.htm
- Interior Design Students: <http://www.ncidq.org/>

Career-Related Personality Assessment Links

- Keirsey Temperament Sorter - II (registration required): www.keirsey.com/sorter/register.aspx
- O*Net Online Skill Search: www.online.onetcenter.org/help/online/skills
- HumanMetrics MBTI Jung Typology Test: www.humanmetrics.com/cgi-win/jtypes2.asp
- Princeton Review – Career Quiz (registration required) www.princetonreview.com/Careers.aspx

Resume and Cover Letters

- UC Davis Career Center:
http://iccweb.ucdavis.edu/pdf/CRM/Career_Resource_Manual_0809.pdf
- Career One Stop Resume and Cover Letter Guide:
<http://www.careeronestop.org/ResumesInterviews/ResumesInterviews.aspx>

Miscellaneous

- Time Management: <http://www.studyqs.net/timman.htm>
- Time Management: <http://www.dartmouth.edu/~acskills/success/time.html>

Sample Work Experience Course Post-Survey

To complete survey go to <http://www.sdmesa.edu/work-exp/survey.cfm>

Course Reference Number _____

Important information:

- Individual responses are confidential.
- This survey supports evaluation of Work Experience Student Learning Outcomes and provides student input for program improvements.

A. Evaluate your development during this course by putting an X in the box that indicates your opinion:

		Excellent 5	Above Average 4	Average 3	Below Average 2	Poor 1	Do Not Know 0
1.	How would you rate your ability to analyze concerns in the workplace?						
2.	How would you rate your ability to problem-solve concerns in the workplace?						
3.	How would you rate your opportunity to utilize classroom-based learning in the workplace?						
4.	How would you rate your ability to develop objectives?						
5.	How would you rate your personal skills in the workplace?						
6.	How would you rate your oral communication skills in the workplace?						
7.	How would you rate your written communication skills in the workplace?						
8.	How would you rate your ability to use technology effectively?						
9.	How would you rate your understanding of how your time management affects the workplace?						
10.	How would you assess your impact on the workplace?						
11.	How would you rate your understanding of your career options?						

B. Please answer these 4 questions with specific details.

1. In what ways, if any, did this course help you to apply classroom-based learning to your workplace?
2. In what ways, if any, have you grown professionally or personally by developing and implementing S.M.A.R.T. objectives?
3. In what ways, if any, has this course assisted you in the development of your career goals and/or marketable skills?
4. What improvements would you suggest for the instructor and/or program?

C. Please mark if you: Were Promoted____ Received a raise____ Were Hired____ N/A____

1. In what ways, if any, did your involvement with the Work Experience course contribute to this?

If you have any comments or suggestions that you would like to share with the program coordinator rather than in this survey, please contact her directly at (619) 388-2271 or lsignore@sdccd.edu

Bernard L. Hyink Scholarship

The California Internship & Work Experience Association awards a \$1500 scholarship to one student from a two-year community college and one from a four-year university in California each year. Applications are available in the fall semester from the Work Experience Coordinator. Applications require a 750 word essay on a topic determined annually by the Association. Financial need and grade point average are not criteria for this scholarship.

Eligibility requirements:

- Open to grad and undergrad students
- Any major
- Completed internship, work experience or cooperative education course during winter, spring, summer, or fall in the year prior to the award.
- Previous recipients are not eligible.

More Information can be found at <http://ciwea.org/> Click on CIWEA Scholarships.

The 2009 Bernard L. Hyink Scholarships was awarded to a Mesa College Work Experience Student

