

Syllabus



MiraCosta College Career Center
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1 Barnard Drive
Oceanside, CA 92056
760.795.6772

<http://www.miracosta.edu/careers>

MiraCosta College

INTERNSHIP STUDIES

&

**COOPERATIVE WORK
EXPERIENCE EDUCATION**

Check out all the career and professional development/employment preparation information and opportunities available to you for FREE as a MiraCosta College student.

Visit our website at www.miracosta.edu/careers or come to the Career Center in Building 4700 on the Oceanside campus.

Write to us at careers@miracosta.edu or call us at 760.795.6772.

And get social with us:



MiraCosta College Career Center



@mccCareerCenter



MiraCosta College Career Center Network Group



mccCareerCenter YouTube Channel

The screenshot shows the website www.miracosta.edu/instruction/careerservices/index.html. The page has a dark blue header with the MiraCosta College logo and the tagline "Shaping Minds for Success." Navigation links include BLACKBOARD, LIBRARY, BOOKSTORE, A-Z INDEX, and a search bar. Below the header is a blue navigation bar with links for ABOUT, APPLY, CLASSES, STUDENTS, EMPLOYEES, and SURF. The main content area features a large image of a clock tower and a section titled "ABOUT CAREER STUDIES & SERVICES" with "IMPORTANT NEWS" and "CAREER ADVICE VIDEOS".

ABOUT CAREER STUDIES & SERVICES

IMPORTANT NEWS

The Career Center has officially moved to Building 4700. Come check out our new location!

The mission of the Center for Career Studies & Services is to empower students to make informed, intentional career decisions. Career Center resources include a computer lab, resource library, workshops, and career counseling by appointment. We also offer online video resources. Check them out!

CAREER ADVICE VIDEOS

- Google Yourself
- Who Am I
- Confidence is KEY
- Get Involved—Student Clubs

Got 3 minutes? Know HOW to land the job. Careerspots

Introduction & Student Learning Outcomes

Introduction

Welcome to MiraCosta College's Internship or Cooperative Work Experience Education (Co-op) course. MiraCosta College is committed to preparing you for further education, for satisfying and successful employment, and for productive lives as citizens of the world. An internship or co-op experience is a key part of this preparation, linking your classroom learning with your workplace learning. Your faculty mentor provides this link, meeting with you and your supervisor at least twice at your workplace during the semester to provide instruction and to assess your progress in the course.

Whether you are enrolled in an Internship or a Co-op, you are participating in an education program that combines work experience with college instruction, a program in which educators and employers cooperate to provide comprehensive experiential education for students. As experiential education, internships and co-ops are designed to allow you to develop workplace skills, deepen discipline knowledge, and increase your self-understanding by integrating independent study with planned, supervised workplace experience. Potential benefits of participating in experiential education programs are many; you may have the opportunity to:

- examine your career goals
- apply theories from your field of study to your internship or co-op experience
- acquire or improve workplace competencies with the support of a faculty mentor
- assess your interpersonal and professional skills in the workplace
- acquire a deeper understanding of the labor market in your industry
- establish job-related learning objectives and assess how well you meet them
- develop a network of professional contacts in your field of study
- include the internship or co-op experience on your resumes and applications
- benefit financially while learning, if in a paid position

Student Learning Outcomes

In addition to developing and achieving job-related learning objectives that are specific to your individual internship or co-op assignment, you also will be expected to achieve the following student learning outcomes (SLO's); in fact, all students, regardless of their internship or co-op assignment, will be expected to achieve the three student learning outcomes (SLO's) listed below.

1. Apply SMART characteristics (Specific, Measurable, Action-oriented, Realistic, and Time-based) to each job-oriented learning objective. (See Training Agreement.)
2. Assess to what extent you achieved each job-oriented learning objective and identify specific factors that affected your level of achievement. (See Training Agreement.)
3. Demonstrate above average competence in five targeted workplace competencies. (See Supervisor Evaluation of Workplace Competencies.)

Your skill in achieving these SLO's will transfer to other workplace settings and situations. For example, your ability to develop job-related learning objectives and to assess how effectively you meet them will enhance your ability to develop objectives for other areas of your life: education, personal, professional, etc. The workplace competencies you master during your current internship or co-op will be transferable to other employment settings and industries.

Required Materials

All required materials are available in your Blackboard course; no textbook is required.

Course and Faculty Information

You will be assigned a MiraCosta College instructor who will serve as your faculty mentor. *Your enrollment in this course authorizes your MiraCosta College faculty mentor to initiate contact with your supervisor and visit the worksite at least twice during the semester.*

Course Information

Because this syllabus pertains to both internship courses and co-op courses and because these courses are available in nearly every subject, it is critical that you know the subject/course name, the course number, the section number, and the number of units in which you are enrolled. Check SURF for accuracy, and then fill in the information listed below.

Subject (course name): _____

Course Number: ____292 (internship) ____299 (occupational co-op) ____233 (general co-op)

Section Number: _____ Number of Units: _____ Total Hours Required: * _____

** 60 hours per unit for non-paid work and 75 hours per unit for paid work.*

Faculty Information

A faculty mentor will be assigned based upon each student's individual internship or co-op assignment. Once you have been contacted by your faculty mentor, please write his or her contact information below.

Faculty Mentor Name: _____

Email: _____ Phone: _____

Office Hours: Days & Location: _____

You will meet with your faculty mentor and your worksite supervisor twice during the semester. Your faculty mentor will contact you via Blackboard, email, or phone to request your assistance with scheduling site visits with you and your supervisor.

Please allow up to 1 week after the start of your internship/co-op for your faculty mentor to contact you. If you have not heard from your faculty mentor within 1 week of starting your internship or co-op, please contact the Career Center at 760.795.6772 or at careers@miracosta.edu.

MiraCosta College is committed to providing equal education and employment opportunities to all persons regardless of, but not limited to, race, color, religion, national origin, gender, marital or parental status, disability, age, sexual orientation or status as a Vietnam-era veteran. Individuals with verifiable disabilities can be accommodated with advance notice.

Student Responsibilities

Your Responsibilities

The classroom for your internship or co-op is your workplace. Because internships and co-ops are very different from a traditional on campus or online class, you will not be communicating with your faculty mentor every day or even every week. Thus, you have the responsibility for ensuring that all course requirements below and on the assignment timeline are met.

- Respond to every communication (email, call, etc.) from your faculty mentor in a timely manner.
- Log in to your Blackboard class regularly, check announcements, and submit assignments on time.
- Complete all FOUR parts of your first assignment: Online Orientation, Setting SMART Goals Video, Quiz, and Setting Goals Essay within 1 week after starting your class.
- Arrange a date and time for your faculty mentor, your supervisor, and yourself to have the first site visit at your workplace. This visit should occur within two weeks of starting your internship or co-op. You'll also have to arrange the second site visit at the end of the semester.
- Confirm the date, time, and place of the meetings with your faculty mentor and supervisor; arrive to each meeting with all required paperwork, prepared, and on time.

Throughout this course, you will be working independently. You will be expected to submit monthly hours and assignments to your faculty mentor using the Blackboard course management system. There is no textbook for the course; all course documents have been posted on Blackboard.

Required Hours/Repeatability

In addition to successfully completing all assignments and fulfilling all responsibilities, you must work or intern for the number of hours required for the number of units in which you enrolled, according to the table below. If you do not complete your hours per unit requirement by the end of the current semester, you will not receive a passing grade for the course; petitions for an incomplete grade will not be granted.

Paid Employment: (75 hours per unit)

1 unit = 75 hours

2 units = 150 hours

3 units = 225 hours

4 units = 300 hours (Co-op only)

Non-paid Experience: (60 hours per unit)

1 unit = 60 hours

2 units = 120 hours

3 units = 180 hours

4 units = 240 hours (Co-op only)

NOTE: Any student who does not complete the required hours per unit within the current semester will not receive a passing grade. Any student enrolled in co-op or internship studies after the 75% withdrawal deadline must receive a grade other than a "W." See the current class schedule for the course withdrawal deadline.

A student may not enroll in general co-op, occupational co-op, and/or internship studies concurrently. The maximum units a student may earn for any combination of general co-op, occupational co-op, and/or internship studies is 16; however, a maximum of 6 units is advised for transfer students.

Attendance

Since internship studies and co-op are unique courses involving the student, the college, and an employer, all parties share responsibility to maintain attendance records. Students who fail to respond to communication from their faculty mentors in a timely manner and/or fail to submit monthly hours reports and/or assignments by the due dates may be dropped from the course. Students agree to adhere to the following:

1. Comply with your organization's or company's workplace attendance policy.
2. Notify your faculty mentor if work-related activities or status changes.
3. Meet with your faculty mentor and your supervisor for both site visits.

Student Support

Students with a disability are encouraged to contact Disabled Students Programs and Services at <http://www.miracosta.edu/StudentServices/dsps> or at 760.795.6658 for accommodations and information. Students seeking tutoring are encouraged to contact Tutoring and Academic Support at 760.795.6682 or at <http://www.miracosta.edu/studentervices/tutoring/index.html>. Students seeking writing assistance are encouraged to contact the Writing Center at 760.795.6861 or at <http://www.miracosta.edu/studentervices/writingcenter/index.html>.

Assignments, Due Dates, and Grades

The following criteria determine the grade you will earn (100 points).

For detailed assignment requirements, see the next page. Students are required to post all assignments and report monthly and cumulative hours worked to their faculty mentors via Blackboard.

Faculty mentors may change assignments. It is each student's responsibility to confirm all assignments.

<p><u>Online Orientation, Setting SMART Goals Video, and Orientation Quiz (with SMART Learning Objective)</u></p> <ul style="list-style-type: none"> ▪ Due 7 days after your class start date 	15 points
<p><u>Setting Goals and Objectives Essay (with SMART Learning Objectives)</u></p> <ul style="list-style-type: none"> ▪ Due 7 days after your class start date 	15 Points
<p><u>Individual Project</u></p> <ul style="list-style-type: none"> ▪ Due date will be determined with faculty mentor at 1st site visit 	15 Points
<p><u>Final Reflective Essay</u></p> <ul style="list-style-type: none"> ▪ Due date will be determined with faculty mentor at 1st site visit 	15 Points
<p><u>Site Visits</u></p> <ul style="list-style-type: none"> ▪ Two visits are to be scheduled and arranged by student, faculty mentor, and supervisor. ▪ Student assists the faculty mentor/supervisor with scheduling both site visits. ▪ Student is on time, prepared for, attends, and actively contributes at both site visits. 	10 Points
<p><u>Training Agreement</u></p> <ul style="list-style-type: none"> ▪ Completed at 1st and 2nd site visits with faculty mentor and supervisor <ul style="list-style-type: none"> (1st) Student drafts SMART learning objectives; everyone reaches consensus. (2nd) Student self-assesses achievements; supervisor evaluates learning objectives and verifies the hours worked each month. All parties sign the Training Agreement. 	10 Points
<p><u>Supervisor Evaluation of Workplace Competencies</u></p> <ul style="list-style-type: none"> ▪ Due: Completed at 2nd site visit with faculty mentor and supervisor <ul style="list-style-type: none"> Supervisor evaluates workplace competencies. Faculty Mentor leads competencies discussion with student and supervisor. All parties sign the Supervisor Evaluation of Workplace Competencies. 	10 Points
<p><u>Monthly Reporting of Required Hours on Blackboard</u></p> <ul style="list-style-type: none"> ▪ Due: 5th of the month following the month the hours were worked <ul style="list-style-type: none"> Report hours worked each month <i>and</i> cumulative semester hours; include a brief report each month on your progress in the comments section of Blackboard. Co-op students may count hours if enrolled and working beginning the first day of the semester or the enrollment date, whichever is later. Interns may count hours upon enrollment at start of internship. Students who need additional hours to complete hours per unit requirement have until the last day of finals. 	10 Points
<p>Extra Credit: Students may earn extra credit if assigned and approved by faculty mentor.</p>	
<p><i>Important Deadlines:</i> http://www.miracosta.edu/student-services/admissions/importantdates.html</p>	

(100 Points) A = 4.0 (90-100); B = 3.0 (80-89); C = 2.0 (70-79); D = 1.0 (60-69); F = 0.0 (≤ 59)

Assignment Details

All assignments are available in your Blackboard class. If you need assistance with Blackboard, call the Student Help Desk at 760.795.6695 or come to Career Center in Building OC4700.

This class requires you to perform both as a student and as a member of the organization where you are interning or working. Thus, there are two types of assignments: your instructor will assess your performance for some assignments and your supervisor will assess your performance for others. Below you will find guidelines for each assignment listed on the previous page.

SMART Learning Objectives: You will be required to write SMART learning objectives for three of your assignments: your Orientation Quiz, your Setting Goals and Objectives Essay, and your Training Agreement (TA). Your learning objectives will be specific to your position and to your goals; no other student will have the same learning objectives. Your learning objectives must also be SMART.

SMART is an acronym that describes learning objectives that possess the following five characteristics.

Specific: Detail exactly *what* you plan to learn or accomplish in your internship or co-op.

Measurable: Describe the *evidence* you will provide to document that you learned/accomplished what you planned to learn/accomplish in your internship or co-op.

Action-oriented: Describe *which steps or activities* you plan to undertake to achieve your objective.

Realistic: Discuss with your faculty mentor and your supervisor whether the objectives you have drafted can reasonably be accomplished, given the scope of your responsibility and timeframe of the semester.

Time-bound: Each of your learning objectives includes a date by which you will have accomplished it.

Watch the **SMART Goals video:** <https://www.youtube.com/watch?v=vKMrWsjUOZQ> and read the examples below, then draft SMART learning objectives for your quiz, essay, and Training Agreement.

Below are some examples of SMART learning objectives. The vague objectives are either too general or not measurable. The learning objectives you develop must include all five SMART characteristics.

Objective Type	Vague (Poorly Written)	SMART Examples (Well Written)
Skills Acquisition	I will learn how to troubleshoot for my company.	By December 15, my time troubleshooting Microsoft Word issues with telephone clients will decrease to an average of 5 minutes. I will reach this average by documenting each issue in a notebook, reviewing the most common issues daily, and preparing a summary for my supervisor.
Skills Acquisition	I will evaluate the effectiveness of my company's advertising.	By March 15, I will develop and administer a survey regarding our newest marketing campaign to 50 clients in our database. I will present the results in a PowerPoint presentation at our department meeting.
Knowledge Acquisition	I want to know more about the chemical make-up of common drugs used in the hospital.	By mid-term, I will create a chart listing 40 common medications that I observe being listed on patients' charts. I will then research their chemical composition, and include this data in a chart for my supervisor and faculty mentor to review.
Professional/Interpersonal	I want to learn how to deal with irritable customers.	I will improve my customer service skills by researching and describing in a notebook four different techniques to engage and serve customers. I will then try each of the techniques, record customers' reactions to each, and prepare a report of the results for my supervisor by May 10.
Career Knowledge	I want to better understand the digital media industry.	By the end of the term, I will have learned about the digital media industry by interviewing 2 people who have been in the industry for at least 4 years. I will report my results in a report and I will describe which aspects of the industry I find most interesting.

Examples adapted from the University of Central Florida's Office of Experiential Learning: http://www.explearning.ucf.edu/categories/ForStudents/Co-op_and_Internships/Registered_Students/152_98.aspx

Assignment Details (cont'd.)

All assignments are in your Blackboard class (which will be available the first day of the semester or the day after you have enrolled in the class, whichever is later). You may log in to Blackboard at <https://blackboard.miracosta.edu/>. See the previous page for due dates.

ONLINE ORIENTATION, SETTING SMART GOALS VIDEO, AND QUIZ: Because your class is a worksite instead of a classroom, it is important that you fully understand your roles and responsibilities as well as those of your faculty mentor and your supervisor. This information is presented in the Online Orientation, which is in your Blackboard class and accessible here: [Online Orientation](#). Once you have completed the Online Orientation, watch the Setting SMART Goals Video: <https://www.youtube.com/watch?v=vKMrWsjUOZQ>, then go to Blackboard, select Submit Assignments, Orientation Quiz, complete it, and submit it.

SETTING GOALS AND OBJECTIVES ESSAY:

Your Setting Goals and Objectives Essay must reflect college-level work. The essay should be formatted appropriately and the paragraphs should be cohesive and address each of the five topics described below. Follow all guidelines for college-level writing, including grammar, punctuation, and spelling. Tutoring and peer review of writing are available, free to MiraCosta students; see the “Student Support” section of the syllabus for additional information. For full credit, you must address each of the following five areas.

- Your career goals. In what profession(s) are you interested? Have you investigated the companies or organizations that hire employees in that profession? Do you have a specific company or organization in mind? If you are unsure about your career goals or if you are undecided about your major, please share this information; describe the types of majors or careers that sound interesting to you and explain why.
- Your education goal. What is your education goal while at MiraCosta? Are you in a certificate or degree program? What is your major? Do you intend to pursue study beyond MiraCosta? Have you explored which universities offer Baccalaureate degrees in the majors in which you are interested? Have you considered continuing your education beyond a Baccalaureate degree? If so, which degree?
- Your position. What is your position? What are your typical daily duties? Describe the company you intern or work for. What is the company objective or mission? Do you intend to continue in this line of work after you achieve your education goal?
- Your reason for enrolling. What do you intend to learn or accomplish by enrolling in the Internship or Co-op course?
- Your job-oriented learning objective. You’re required to write one objective per unit of credit in which you enroll. Include in your essay a draft of as many SMART learning objectives as units in which you are enrolled. Recall the five SMART characteristics described in the Setting SMART Goals video and the examples offered in this syllabus.

INDIVIDUAL PROJECT:

Each student is required to produce an individual project. The faculty mentor and student will agree on the project, the due date, and the submission requirements at their first scheduled site visit. Several suggestions for individual projects are listed below. Information and assistance can be found on web pages for the Career Center: www.miracosta.edu/careers; click “For Students and Alumni.”

- Career Research: Explore industries, occupations, and career choices at the Career Center; explain your preferences in a report.
- Information Interview: interview two or more professionals in your field of interest and prepare a report on their professions and your interest in their professions.

Assignment Details (cont'd.)

- Resume and Cover Letter: Attend the Writing Your Resume workshop at the Career Center (www.miracosta.edu/careerworkshops) or take the [online resume workshop](#).
- Attend one of the professional networking workshops offered by the Career Center (www.miracosta.edu/careerworkshops) and create a professional profile on Linked In; research companies and groups of interest.
- Work-Based Projects: The following are examples of former students' individual projects:
 - Prepare a training manual for your position.
 - Create a PowerPoint or other presentation for a conference or staff meeting.
 - Evaluate a worksite project, activity, or policy and prepare a report.
 - Shadow a staff member in a department other than your own and write a report.

FINAL REFLECTIVE ESSAY

Your Final Reflective Essay must follow all guidelines for college-level writing, including grammar, punctuation, spelling, and formatting. Tutoring and peer review of writing are available, free to MiraCosta students; see the "Student Support" section of the syllabus for additional information. For full credit, you must address each of the following three areas.

Workplace Competencies: Identify five workplace competencies you developed or strengthened as a result of establishing and achieving your learning objectives. (See Supervisor Evaluation of Student Intern/Employee.)

Goal Achievement: Indicate how well you accomplished the goals you set for yourself, as reported in your Setting Goals & Objectives Essay and the extent to which the experience met your expectations.

Objectives and Perspective: Explain whether and how the accomplishment of each of your SMART learning objectives changed your perspective about yourself, your career choices, and your future plans.

SITE VISITS

Your faculty mentor will visit your worksite twice during the semester. He or she isn't visiting to observe you, but to talk with you and your supervisor about your respective responsibilities. You are to confirm with your supervisor the meeting date and time suggested by your faculty mentor. All three of you are to attend both meetings, although your supervisor may be excused at the first meeting after you have completed the Training Agreement and discussed the Supervisor Evaluation of Workplace Competencies.

The first site visit will be early after your class has begun; ideally, it should be after your faculty mentor has read and graded your Orientation Quiz, Setting Goals and Objectives Essay, and reviewed the SMART learning objectives you drafted for each. The purpose of the first site visit is to:

- finalize your SMART learning objectives and complete the Training Agreement
- discuss opportunities for you to develop 5 competencies listed on the Evaluation
- determine your individual project and due date
- select a due date for your Final Reflective Essay
- schedule the second site visit.

The second site visit will be toward the end of the semester; ideally, it should be after you have met each of your objectives and submitted your individual project. The purpose of the second site visit is:

- for you to self-assess how well you completed your SMART learning objectives
- for your supervisor to assess how well you completed your SMART learning objectives

Assignment Details (cont'd.)

- for your supervisor to confirm the hours you worked each month
- for your faculty mentor to facilitate a discussion between your supervisor and yourself regarding your workplace competency ratings and how you might continue to improve them. (See the Supervisor Evaluation of Student Intern/Employee form.)

MONTHLY REPORTING OF HOURS

As you read on page 4 of the syllabus, you must intern or work 60 non-paid or 75 paid hours for each unit of credit. By the fifth of the following month, you are to submit via Blackboard the total hours you worked that month *and* the cumulative hours you worked since the start of your internship or co-op class. You are also to include comments about your progress toward meeting your SMART learning objectives, relevant news about your position or company, and/or insights into your industry or performance.

REQUIRED FORMS:

Two of your assignments – the Training Agreement and the Supervisor Evaluation of Student Intern/Employee – must be completed, in part, by your supervisor and maintained by the college as a record of your participation in the class. These two assignments are to be completed on the forms provided by your faculty mentor. Each form is discussed below and a sample of each follows.

TRAINING AGREEMENT

The Training Agreement serves as a learning contract between you, your faculty mentor, and your supervisor and plays an important role in the two meetings you will have with your faculty mentor and your supervisor. At the first meeting, you will discuss and finalize your draft SMART learning objectives with your faculty mentor and your supervisor. Then, when everyone agrees that your objectives meet all the characteristics of a SMART learning objective and that they will enhance your skills or industry knowledge, you will record them on the Training Agreement. At the second meeting, your supervisor will assess how well you met each of your learning objectives. You, too, will assess how well you met each learning objective and you'll identify specific factors that affected your level of achievement.

As discussed above, throughout the semester you will record your monthly and cumulative hours on Blackboard. Your faculty mentor will record your hours on your Training Agreement. At the second site visit, your supervisor will verify the hours you reported working every month.

SUPERVISOR EVALUATION OF WORKPLACE COMPETENCIES

Students participating in the Internship and Co-op programs have the opportunity to develop and strengthen the workplace skills and competencies employers expect. One of the requirements for this class is that your supervisor evaluate your workplace skills and competencies. A sample of the Supervisor Evaluation of Workplace Competencies follows; it was derived from a recent national employer survey. A key finding of the survey was the employers' identification of the most important skills that recently-hired college graduates need to succeed in the American workplace. To view the report in its entirety, follow this link: http://www.conference-board.org/pdf_free/BED-06-Workforce.pdf (the report pages referenced are 9, 11, 14, and 21).

Before the first site visit, take some time to assess your skill level in each of the areas that will be assessed by your supervisor. Initiate activities that will allow you to develop or strengthen those skills you feel you are performing at a competent or an unsatisfactory level. This class presents you with the opportunity to develop your skills to above average and excellent levels. Developing and strengthening each of the skills described on the Supervisor Evaluation to the best of your ability will contribute to your preparedness as a member of the global workforce and will increase employers' demand for you as a valued member of the company or organization.



TRAINING AGREEMENT

Student Name _____

ID _____

of Units _____

MiraCosta College Internship & Cooperative Work Experience Education

1 Barnard Drive, Oceanside, CA 92056 P: 760.795.6772 F: 760.795.6773 careers@miracosta.edu

The student will comply with the Internship Studies/Co-op Program guidelines and regulations. The worksite supervisor will meet with the faculty mentor twice during the semester to evaluate the student's performance on the learning objectives and to verify the total hours worked. The faculty mentor will award academic credit for successful completion of the course requirements. *Coverage for student interns is valid only during the dates for which the student is enrolled. There is no expectation of employment upon completion of the credit experience.*

First Site Visit Date: _____

Student develops and writes one learning objective per unit below, after discussion and consensus.

Schedule 2nd Site Visit _____

Discuss Individual Project (Content, Scope, Due Date) _____

Confirm Final Reflective Essay Due Date _____

SMART JOB-ORIENTED LEARNING OBJECTIVES

Each semester that a student is enrolled in Internship/Co-op, it is necessary to identify new SMART job-oriented learning objectives. These objectives are formulated by the student, then discussed with and approved by both the worksite supervisor and the faculty mentor.

1. _____

2. _____

3. _____

4. _____

Supervisor Name (Print) Phone Supervisor Signature Date

Company Name Faculty Mentor Signature Date

Student Email Phone Student Signature Date

Second Site Visit Date: _____

Evaluate SMART job-oriented learning objectives. Student self-assesses and identifies factors affecting achievement. (Student & Supervisor initial at right of table.)

Verify recorded monthly and cumulative semester hours completed. (Supervisor initials at bottom of document.)

Evaluate student workplace competencies (Supervisor completes Supervisor Evaluation of Student Intern/Employee.)

SMART JOB-ORIENTED LEARNING OBJECTIVES EVALUATION

The student/employee and supervisor each will evaluate the learning objective accomplishments at the end of the semester using the following rating scale: Rating Scale: 4=Exceeded (A); 3=Accomplished (B); 2=Average (C); 1=Limited (D); 0=Did Not Accomplish

	Objective #1	Objective #2	Objective #3	Objective #4	Initials
Student Evaluation					
Supervisor Evaluation					

Hours Worked: Student enters monthly hours worked on Blackboard; faculty mentor transfers them to the space below.

Jan. _____ Feb. _____ Mar. _____ Apr. _____ May _____ June _____ **Total** _____
(Supr. Initials)

July _____ Aug. _____ Sept. _____ Oct. _____ Nov. _____ Dec. _____ **Total** _____
(Supr. Initials)



Internship & Cooperative Work Experience Education

Supervisor Evaluation of Student Intern/Employee

MiraCosta College, 1 Barnard Drive, MS # 8A, Oceanside, CA 92056; Phone: 760.795.6772; Fax 760.795.6773

Student Name: _____ Student I.D. #: _____

Company/Organization: _____ Student Job Title: _____

Rating Scale: 4 = Excellent (A); 3 = Above Average (B); 2 = Competent (C); 1 = Unsatisfactory (D); NA = Not Applicable

Workplace Competencies	4	3	2	1	NA	Comments
<u>Professionalism/Work Ethic:</u> Demonstrates personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.						
<u>Teamwork/Collaboration:</u> Builds collaborative relationships with colleagues and customers; is able to work with diverse teams, negotiate, and manage conflicts.						
<u>Oral/Written Communication:</u> Articulates thoughts and ideas clearly and effectively; has public speaking skills. Writes clearly and effectively.						
<u>Critical Thinking/Problem Solving:</u> Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems; applies math and science concepts to problem-solving.						
<u>Leadership:</u> Leverages the strengths of others to achieve common goals; uses interpersonal skills to coach and develop others.						
<u>Information Technology Application:</u> Selects and uses appropriate technology to accomplish a given task; applies computing skills to problem-solving.						
<u>Diversity:</u> Learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.						
<u>Self-Direction/Lifelong Learning:</u> Is able to continuously acquire new knowledge and skills; monitors own learning needs; is able to learn from mistakes.						
<u>Creativity/Innovation:</u> Demonstrates originality and inventiveness in work; communicates new ideas to others; integrates knowledge across different disciplines.						
<u>Ethics/Social Responsibility:</u> Demonstrates integrity and ethical behavior; acts responsibly with the interests of the larger community in mind.						

Supervisor's Printed Name

Supervisor's Signature Date

Faculty Mentor's Printed Name

Faculty Mentor's Signature Date

Student's Printed Name

Student's Signature Date



ATTENTION EMPLOYERS AND SUPERVISORS!

Each semester a growing number of MiraCosta College students enroll in Internship Studies and Cooperative Work Experience Education (Co-op) courses. Students participate in these experiential education programs to increase their knowledge in a certain field, improve their workplace competencies, and develop or strengthen their skills in preparation for advancing in their careers. We appreciate your serving as a worksite supervisor and supporting the student's professional development.

At the beginning of each semester, each student enrolled in an experiential education course is asked to develop specific learning objectives that are directly related to his/her position. These objectives are to be approved by you as the student's worksite supervisor and by a MiraCosta College faculty mentor. The objectives must be attainable within the semester and must represent real progress in the student's learning or occupational skill development. The student's progress toward attaining the objectives is monitored by you and by the MiraCosta College faculty mentor.

Your assistance in this program is essential. With your cooperation, the student will meet objectives that enhance his or her skill development and your organization's productivity. What's required? Two brief meetings and two short forms – that's it! Your participation will benefit the student and will assist the faculty mentor with assessing the student's learning outcomes. Here's what we ask of you:

- ◆ When the student and the faculty mentor seek to schedule the site visits, be as flexible as your calendar allows. The faculty mentor will visit the worksite to talk with you and the student about the student's objectives and performance twice during the semester, once at the beginning and once at the end. The meetings usually require less than 30 minutes of your time.
- ◆ Review the learning objectives the student has drafted. Suggest changes that might make them more appropriate to the position, more measurable, or more attainable by the end of the semester. The objectives will be written in final form on the Training Agreement at the first site visit. You, the faculty mentor, and the student will each sign and date the Training Agreement.
- ◆ At the end of the semester, we ask that you and the student conduct a final evaluation of the student's accomplishment of his or her objectives on the Training Agreement. You will also be asked to verify the monthly and cumulative hours the student worked. Finally, you'll be asked to complete an evaluation of the student's workplace competencies by checking the appropriate rating and offering commendations and constructive criticism as appropriate.

We thank you for your participation and we welcome any suggestions that will help us continue to improve MiraCosta's experiential education programs and our community's workforce. We hope you find the program as beneficial to your organization as the students find it to their career development; please take a moment to read the student quotes on the reverse. For more information about MiraCosta's Internship and Co-op programs, call 760.795.6772 or visit www.miracosta.edu/careers, then click on "Employer Resources."

MiraCosta College is committed to providing equal education and employment opportunities to all persons regardless of, but not limited to, race, color, religion, national origin, gender, marital or parental status, disability, age, sexual orientation, or status as a Vietnam-era veteran. Individuals with verifiable disabilities can be accommodated with advance notice.

Comments from Previous MiraCosta College Intern & Co-op Students

"The most valuable aspect of my internship was seeing the practical application of things I'd learned in class. My professor taught that 85% of communication is non-verbal. Without being in the workplace, you don't get an opportunity to see how that works, or what that's like."

"In my supervisors' eyes, this program is a win-win situation. It allowed me to expand my education in school, and at the same time pushed me to overachieve and complete my work objectives. This benefited my supervisor because I learned very vital work abilities that in other ways I may not have learned."

"I feel that I benefited from this program because I was forced to evaluate my own performance. I realized at the end of each month, when I had to type my monthly objectives report, I had not accomplished as much as I would have hoped. I was forced to deal with the fact that I constantly struggle with time-management and priority setting."

"My employer noticed some very big changes in my work habits and performance. A lot of the motivation came from this class. Thanks."

"I have learned new skills and shown my employer that I am hard-working and creative. The demonstration of these skills and of my hard-working personality led to a new position and a raise."

"It helped me not only to focus on my production scheduling responsibilities and objectives but also to focus on innovative ways to increase production efficiency."

"The program helped me stay on track by being accountable for projects. I was also more aware of things I was actually 'learning' while at work."

"The class gave me a chance to set specific goals that I may have thought of before but probably would never have followed through with."

"My supervisor was supportive of the program and he was willing to help me learn things I would have never had a chance to learn. He was very willing and interested in letting me become involved in new responsibilities. This program has definitely affected the way my supervisor looks at my employment."

"When I started the class I had already been here for two years. This gave me the opportunity to assess my job and work towards higher achievement."

"I became more aware of working on my objectives once they were in writing as goals. Knowing that my boss was involved, for support, influenced me to focus on those objectives."

"Having the faculty mentor come to my job was very beneficial in setting goals for me to accomplish at my job site."

"The conferences improved my relationship with my supervisor."

"My supervisor was very enthusiastic about the class. She asked me to write an article for our company newsletter and it is to be published soon."

"Helped me to focus on goals otherwise I may have procrastinated."