COOPERATIVE WORK EXPERIENCE EDUCATION

STUDENT MANUAL

San Diego Community College District
3375 Camino Del Rio South, San Diego, CA 92108

San Diego Mesa College
7250 Mesa College Drive
San Diego, CA 92111-4998
(619) 388-2789

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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 and faculty cultivate 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 and faculty support 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 **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imely (**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.

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.
- Conferences with supervisor/mentor, student and instructor to discuss the student's development of measurable learning objectives, progress and achievements.
- Supervisor/mentor and student evaluation of documented workplace objectives/projects using a rating scale to measure how well the workplace objectives/projects were accomplished.
- 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 District 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 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.
   5. Students may enroll in only one (1) General Work Experience 272 or Occupational Work Experience 270 (including subject specific 270 courses) course per semester and may not exceed the lifetime maximum of 16 units.

B. **State Title 5 Regulations**
   1. There are two types of Work Experience:
      a. **General Work Experience 272**: This course is 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. Students may take General Work Experience courses up to a maximum of 6 semester units.
      b. **Occupational Work 270**: These courses extend classroom based occupational learning at an on-the-job learning station so employment or internship must be related to the students' educational or occupational goal. Students may take Occupational Work Experience courses up to a maximum of 16 units. 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 so check the subject area course description in the catalog.

   2. **Repeatability**: Students may repeat Work Experience up to a maximum of 16 units. General Work 272 may be taken up to a maximum of 6 semester units. If a student takes General and Occupational Work Experience courses, the combined maximum credit may not exceed a total of 16 units.

   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:

Paid Position	Non-Paid Position
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, attendance and drop 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 Training/Learning 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 a regular semester. 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. Assist in developing 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, and your Work Experience instructor, and then, they are written on the 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 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?

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, 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 wanted 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.**

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 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, 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 Training/Learning Agreement.
2. Students turn in the White 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 Training/Learning 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 14-15)

2. State **what** you want to learn, change or improve <u>with</u> 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 16.)

4. State **how** the results will be evaluated or measured.
    (See Measurement / Evaluation Word List on page 17.)

5. State **when** it will be completed.

IMPORTANT:
- The statements that go on the Training/Learning Agreement provide the above information and follow format shown below.
- Your work supervisor 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

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	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

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 massages 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 ides, 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

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

Action Word List

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

Management & Leadership	Management & Leadership(cont.)	Research	Teaching	Technical
Administer	Oversee	Arrange	Advise	Assemble
Analyze	Perform	Automate	Clarify	Build
Approve	Prioritize	Catalog	Coach	Calculate
Assign	Plan	Categorize	Communicate	Change
Attain	Preside	Calculate	Control	Complete
Authorize	Produce	Classify	Design	Compute
Chair	Propose	Collect	Develop	Convert
Collaborate	Recommend	Compare	Encourage	Construct
Conduct	Reduce	Compile	Evaluate	Design
Consolidate	Regulate	Complete	Explain	Engineer
Contract	Remove	Compute	Guide	Install
Control	Reorganize	Critique	Influence	Operate
Coordinator	Replace	Define	Inform	Overhaul
Delegate	Reposition	Diagnose	Instruct	Modify
Develop	Reproduce	Decrease	Interpret	Program
Direct	Retain	Distribute	Motivate	Remodel
Enact	Review	Evaluate	Persuade	Repair
Establish	Revise	Examine	Present	Restructure
Evaluate	Schedule	Formulate	Rewrite	Service
Execute	Simplify	Generate	Stimulate	Solve
Expand	Strengthen	Identify	Test	Sort
Guide	Standardize	Inspect		Upgrade
Head	Supervise	Interview		
Implement		Investigate		
Improve		Monitor		
Incorporate		Operate		
Increase		Organize		
Initiate		Prepare		
Institute		Process		
Investigate		Record		
Launch		Retrieve		
Lead		Review		
Maintain		Separate		
Mediate		Schedule		
Negotiate		Screen		
Organize		Summarize		
		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	Seeking information
Applying new/current skills	Seeking input
Asking	Studying
Assisting	Surveying
Attending	Using a journal or report
Demonstrating	Testing
Experiencing	Training
Following policies and procedures	Trial and error
Gathering information or data	Updating
Increasing communication	Visiting
Increasing product knowledge	Using necessary materials
Installing	Working with co-workers
Investigating	
Meeting with	
Memorizing	
Observing	
Obtaining feedback	
One-to-group sessions	
One-to-one sessions	
On-the job training	
Operating	
Organizing information or products	
Planning	
Reading	
Receiving	
Recording	
Researching	
Reviewing	

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
Compare	Project completion
Co-worker feedback	Program review
Control process	Progress report
Critique	Quiz
Cross-check	Sales receipts
Display	Supervisor review
Demonstrate	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	

APPENDIX

- Work Experience Student FAQs

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 I300-Room 202, or (619) 388-2777. The Career Center has 100s of job listings, including some internships and career specific websites to aid in your search. To access these listings please visit the Career Center for a short orientation and then you can self-search for employment opportunities or internships. Staff is on hand to give some assistance.

2. **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 Late Start courses that begin mid-way through the semester.

3. **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 or petition for the new course from the course instructor.

4. **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.emailaddresses.com; www.hotmail.com

5. **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.

6. **Q. I need to make changes to the objectives on the Learning Agreement after the first site visit. What do I do?**
   A. Discuss the changes with your supervisor and contact your instructor immediately.

7. **Q. Can I take Work Experience courses more than once?**
   A. Yes. Students can take General Work Experience up to a total of 6 semester units and/or a maximum of 4 units of Occupational Work Experience per semester up to a total of 16 semester units. If a student takes both General and Occupational Work Experience courses, the combined maximum credit may not exceed a total of 16 units. It is not possible to enroll in both General and Occupational Work Experience in the same semester.

8. **Q. I am self-employed. Can I enroll?**
   A. Yes, except for the courses listed below. 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.

9. 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.

10. 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 Record of Work/Intern Hours signed by your supervisor and both you and your supervisor need to evaluate your objectives. A new Program Application and Learning Agreement will need to be completed for the new job. Be sure to record your work hours at the new job on a new Record of Work/Intern Hours.

11. 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.

12. 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.

14. 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

15. 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.