



COLUMBIA  
COLLEGE

YOSEMITE COMMUNITY  
COLLEGE DISTRICT

Cooperative Work Experience

Student Handbook

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## Program Guidelines

Cooperative Work Experience can provide a variety of opportunities for student: job experience, career exploration, community service and the pursuit of educational experiences beyond the campus.

A maximum of twelve (12) units in Cooperative Work Experience are allowed towards an AA/AS from any Community College in California and towards a BA/BS from any California State University, Units are determined as follows:

<u>Paid Hours/Semester</u>	<u>Units</u>
54 hours	1.0
108 hours	2.0
162 hours	3.0
216 hours	4.0

To enroll, a student must get work site approval with the Cooperative Work Experience Coordinator, (209) 588-5244, prior to enrolling unless their job directly relates to their field of study, i.e., fire, business, child development, office occupants, etc. Upon approval of the worksite, the student will be assigned a section number and an access code to enroll on-line or on campus. Learning objectives for the job must be developed with the job supervisor and the Faculty Coordinator's approval. Work Experience packet will be provided to student at initial meeting with Faculty Coordinator. All forms must be returned to the Faculty Coordinator within two weeks of the beginning of the semester. Course requirement are outlined as follows:

### Student Responsibilities

1. Schedule and attend a mandatory orientation with the Faculty Coordinator within the first two weeks of the semester to assist in writing three job learning objectives. Objectives should include identifying learning on the job, application of previously learned skills or problem solving. (See handbook for guidelines)
2. Submit the fully completed and signed Application/Training Agreement and the Learning Objective forms to the Faculty Coordinator at the beginning of the semester or within two weeks of enrollment.
3. Submit accurately completed and signed monthly time sheets to the Faculty Coordinator for verification of hours. Forms must be sign by the work site supervisor and student.
4. At the end of the semester, submit a final paper (four (4) page minimum). Guidelines are enclosed in the student materials packet.
5. Student who do not complete above responsibility #4 will be dropped.

### Grading

CR/NC option only. Students will earn a CR grade if they complete the required hours, successfully complete the learning objectives according to the evaluation of the work site supervisor, and submit the written paper by the established deadline.



**Employment Supervisor's Responsibilities**

1. Assist in developing learning objectives toward which the student will work during the term. Objectives should include learning, problem solving, and skill application.
2. Provide a beneficial educational experience through supervised on-site employment training.
3. Approve the completed Time Summary Reports prior to their being submitted to the Faculty Coordinator by the student.
4. At the end of the term in collaboration with the Faculty Coordinator, evaluate how well the learning objectives were met.

**Faculty Coordinator responsibilities**

1. Meet with the student to assist in drafting measureable learning objectives.
2. Visit the student and the supervisor on the job at least once to discuss progress toward meeting the learning objectives set at the beginning of the semester.
3. Meet with the supervisor and the student to finalize the evaluation and assign a grade of CR/NC for the semester's work.
4. Be available to assist either the student or the supervisor to ensure the quality and applicability of the educational experience.

## Learning Objectives

The goal of a Cooperative Work Experience Education Program is that the student pursues a planned program of Work Experience Education which includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment. The requirement for new learning opportunities requires special attention. One way to increase the likelihood of success in this regard is through a program of planned measurable learning objectives centered around the student's success in the work environment. By setting objectives, it is anticipated the student will realize greater accomplishment.

By identifying and planning learning opportunities, the student becomes a predictor of his or her own success and accomplishments. Through active student/supervisor/faculty dialogue, the supervisor becomes a partner, forearmed with knowledge of the student's intents. At the same time, the student may become more aware of the supervisor's goals. Behind the emphasis on setting objectives is the belief that students cannot be passive and merely perform well in their instructional assignments; they must be perceptive and seek to experience real applications of previously learned skills. It is expected that interim and final student performance evaluations made by the employment supervisor will become more meaningful because assessments can be made based upon expectations. With a fixed objective, the student, faculty and supervisor can better determine whether the student is on the right path or not.

## Types of Learning Objectives

Most learning objective will be in one of the following categories: **Creative** and **Problem Solving**

### Creative

Doing things a new way or finding new things to do.

Example:

- **What** is the skill to be learned?
  - To write a training manual for administrative secretaries.
- **How** will it be accomplished?
  - By maintaining a daily log of activities, including duties and responsibilities, and developing the training manual from this log.
- **How** will it be evaluated and by whom?
  - My supervisor will read and evaluate my final draft for accuracy, completeness, and clarity.
- **How** will it be evaluated and by whom?
  - My supervisor will evaluate by progress through a reduction in my errors and by shorter customer waiting time at my register.
- **When** will the objective be completed?
  - By the end of the semester.

## Problem Solving

Taking apart an existing problem and finding a solution.

Example:

- **What** is the task to be completed?
  - Develop a list of recommendations for reducing equipment failures.
- **How** will it be accomplished?
  - Personally investigate equipment failures and identify the contributory causes of these failures.
- **How** will it be evaluated and by whom?
  - Acceptance of recommendation by supervisor.
- **When** will the objective be completed?
  - By the end of the semester.

## Application of Previously Learned Skills or New Assignment of Additional Skills

Growing in the job, increasing usefulness, or improving performance.

Example:

- **What** is the task to be completed?
  - Learn the accounting process involved in preparing the payroll for our department.
- **How** will it be accomplished?
  - Applying knowledge learned in accounting classes and assisting the regular payroll clerk in the preparation of each payroll.
- **How** will it be evaluated and by whom?
  - Prepare the December payroll without error. The payroll clerk will verify for accuracy.
- **When** will it be accomplished?
  - Lists will be reviewed weekly. Performance will be evaluated at the end of the semester.

## Routine Duties

Improve efficiency in completing routine jobs.

Example:

- **What** is the task to be completed?
  - Increase my speed and accuracy in the use of the cash register.
- **How** will it be accomplished?
  - By improving my knowledge of the merchandise prices and increasing my finger speed in ringing up customer items.
- **How** will it be evaluated and by whom?
  - My supervisor will evaluate my progress through a reduction in my errors and by shorter customer waiting time at my register.
- **When** will it be accomplished?
  - By the end of the semester.

## Writing Learning Objectives

If you look at each of the preceding examples of learning objectives, you will see that they make use of action verbs and are specific in identifying how the objectives will be achieved and the method of evaluation. The following lists of terms will assist you in helping student and employers write challenging learning objectives.

### What is the Skill or Task?

It is helpful when identifying skills or tasks to be learned to think of the ideal resume that the student would like to offer a future employer. What skills and abilities can the student learn now that will help him/her to move into the next step of a career ladder? Remember, learning objectives must include new or expanded responsibilities and/or skills each semester.

**AVOID** vague or overly broad terms such as: **to know, understand, appreciate, enjoy, believe, to learn.**

Make use of action verbs listed below:

Activate	Coordinate	Instruct	Reduce
Adjust	Create	Insert	Remove
Aid	Decrease	Introduce	Reorganize
Analyze	Define	Investigate	Repair
Apply	Deliver	Lengthen	Replace
Arrange	Demonstrate	Limit	Report
Articulate	Describe	Locate	Research
Assemble	Design	Maintain	Restructure
Assist	Detect	Match	Review
Build	Develop	Modify	Revise
Calculate	Devise	Monitor	Rewrite
Categorize	Direct	Motivate	Select
Change	Display	Monitor	Rewrite
Check	Edit	Observe	Separate
Collect	Establish	Participate	Simplify
Combine	Estimate	Perform	Structure
Communicate	Evaluate	Permit	Summarize
Compare	Expand	Place	Supervise
Compile	Explain	Plan	Survey
Complete	Identify	Process	Train
Compose	Illustrate	Produce	Translate
Compute	Implement	Provide	Transfer
Conduct	Improve	Prepare	Update
Construct	Increase	Rearrange	Verbalize
Contrast	Indicate	Reconstruct	Verify
Convert	Inspect	Record	Write
Cooperate	Institute	Recruit	

### Examples:

- To categorize stock by inventory number.



- To increase sales by 15%.
- To process 10% more claims.
- To record information with zero errors.
- To write a procedure manual.
- To compute invoices for tools, materials, and labor charges correctly by November 17.
- To research and prepare a list of computer work stations costs by October 30.
- To greet by name at least 15 regular customers by November 15.

### How Will it be Accomplished?

Use the examples below, or create your own, to explain specifically how the task will be accomplished.

Actual experience	Maximizing efficiency
Adaptation	Observations
Adopting classroom skills	On-the-job training
Application	Operating
Applying new skills	Organizing information
Arranging	Learning new skills
Assisting	Participation
Attending workshops	Planning
Case studies	Practice
Client response	Reading
Concentration	Receiving
Consultations	Recording
Correspondence	Research
Customer response	Review
Decreasing errors	Scheduling
Demonstration	Seeking feedback
Development	Seeking information
Discipline	Seeking input
Efficient use of time	Selling related items
Experience	Sorting
Field research	Study
Following procedures	Surveying
Gathering information	Through analysis
Increased communication	Training
Increased product knowledge	Trial and error
Increased productivity	Typing
Increased understanding	Updating
Instruction	Using display techniques
Interpreting	Using motivational skills
Investigation	Using sales skills
Making additions	Visitations
Making corrections	Working with others
	Writing

### Examples:

- To be accomplished by efficient use of time.
- To be accomplished by selling related accessories.
- To be accomplished by surveying satisfied customers.
- To be accomplished by analyzing customer complaints.
- To be accomplished by trial and error.





## How Will it be Evaluated and by Whom?

In most instances, the evaluation will be conducted by the immediate supervisor in the work place. Most statement in this part of the learning objective should begin with the phrase "To be evaluated by supervisor through..." and end with statements similar to those listed below:

Accuracy	Increased utilization
Client feedback	Inspection
Company evaluations	Inventory checks
Comparisons	Invoices
Co-worker feedback	Observations
Consultations	Participation
Control process	Personal conferences
Critique	Program review
Cross-checking	Progress reports
Customer feedback	Recommendations
Demonstration	Reduced errors
Discussion	Reductions
Drills	Review
Elimination	Sales receipts
Health Code Standards	Surveying
Improved performance	Testing
Increased accuracy	Verification
Increased efficiency	Witness progress
Increases	

### Examples:

- To be evaluated by the supervisor through increased accuracy.
- To be evaluated by the supervisor through demonstration of ... (the skill/task identified).
- To be evaluated by the supervisor through increased sales.
- To be evaluated by the supervisor through testing.
- To be evaluated by the supervisor through verification.

# Learning Objective Work Sheet

Complete this worksheet before meeting with your instructor.

**YOU ARE REQUIRED TO COMPLETE 3 OBJECTIVES FOR 1-4 UNITS OF WORK EXPERIENCE.**

## Learning Objective 1

Write out the objective that includes: an action word, description, measurement, completion date.

To				
	Action Word	Description	Measurement	Completion Date

## Learning Objective 2

Write out the objective that includes: an action word, description, measurement, completion date.

To				
	Action Word	Description	Measurement	Completion Date

## Learning Objective 3

Write out the objective that includes: an action word, description, measurement, completion date.

To				
	Action Word	Description	Measurement	Completion Date

**Yosemite Community College District  
Reporting a Work-Related Injury**

**Worker's Compensation**

The following information is offered to assist supervisors when reporting work-related injuries. These steps must be followed to comply with current Workers' Compensation law and District policy.

1. When an employee reports an accident/illness as work-related the supervisor and/or employee must call the **COMPANY NURSE HOTLINE: 1-877-854-6877**. Company Nurse will complete a report of injury and notify the Benefits Office. The employee will speak to a Registered Nurse who will provide homecare/first aid advice.
2. Stanislaus County employees requiring medical treatment must to:
  - Sutter Gould Medical Foundation  
Occupational Medical Clinic  
600 Coffee Road  
Modesto, CA
  - Tuolumne County employees must seek initial treatment at:  
Indian Rock Prompt Care  
1000 Greenley Road  
Sonora, CA 95370

It is the supervisor's responsibility to direct the employee to Sutter Gould Medical Foundation or if the injury is an emergency and requires immediate treatment, the employee should go to the nearest emergency facility.

Employees also have the option of being treated by their personal physician, if a pre-designation of personal physician within the Medical Provider Network (MPN) has been filed with the Benefits Office prior to the injury.

If you feel it is not a work-related injury, please make note on the report or attach a note stating your observations or knowledge about the injury.

3. When an employee is off work as the result of a work-related injury, please notify the Benefits Office and forward all doctor's notices. Work related absences must be verified with a doctor's note in order to be excused as a workers' compensation absence; otherwise, the employee's time off will be charged to leave or leave without pay.

Please call the Benefits Office with any questions ☎ (209) 575-6981.

***THE DISTRICT'S CLAIM ADMINISTRATOR, ATHENS ADMINISTRATORS,  
WILL DETERMINE IF A REPORTED INJURY/ILLNESS IS WORK RELATED.***

The District's Workers' Compensation Administrator is:

Athens Administrators

P O Box 696

Concord, CA 94522

(866) 482-3535

Claims Examiner: Tom Troxler

☎ (925) 826-1155

FAX: (925) 826-1155

