



Mendocino College
COOPERATIVE WORK EXPERIENCE EDUCATION

INTERNSHIP PROGRAM

EMPLOYER MANUAL

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LEARN WHILE YOU EARN – EDUCATION THAT WORKS!

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MENDOCINO COLLEGE INTERNSHIP PROGRAM

WHAT IS AN INTERNSHIP?

Internships are hands-on, practical learning experiences typically associated with a specific occupational certificate or degree program. Usually unpaid, internships have similarities to Cooperative Work Experience Education and apprenticeships.¹ Interns may be paid employees or unpaid volunteers. The primary focus of an unpaid internship is education, not necessarily productive work, although being productive is an expected *outcome* of education. An ideal internship will be both educational and productive, but the principal focus should be on education.

As college-level educational experiences, internships require specific and measureable learning objectives. The learning objectives, developed by the college in partnership with the employer, are specific to the employer, the job function, and the student's level of abilities. A "SMART" objective is a **S**pecific, **M**easureable, **A**chievable, **R**elevant, and **T**ime-based college-level learning experience, and is intended to direct and evaluate student's application of knowledge, skills and attitudes required for the occupation. More information on Learning Objectives can be found in this document, and many sample Learning Objectives can be found on Mendocino College's Cooperative Work Experience Education (CWEE) website (www.mendocino.edu/cwee).

Many internships include both the workplace learning experience (also known as a "practicum" or "field placement") paired with a regularly-scheduled seminar class. In the seminar class, usually held weekly, an instructor meets with students in a specific discipline (like Agriculture or Human Services) in order to: facilitate student discussions regarding their workplace practicum experience; help students develop critical thinking and problem-solving skills; assist them in increasing their professional communication skills; and otherwise help assure that the students are receiving an optimal work-based learning experience. While ideal, not all internships include seminar classes.

THE MENDOCINO COLLEGE INTERNSHIP PROGRAM

MISSION

The mission of Mendocino College's Internship Program is to provide students with access to real world job experiences while earning academic credit. Directed work-based learning experiences using specific and measureable learning objectives help interns integrate academic learning with the realities of employment, and result in academic, professional and personal growth. Interns expand their academic learning by achieving skills necessary for success in the workplace such as self-motivation, initiative, resourcefulness, discipline, ability to work independently or as a team member, and receptivity to supervision and feedback. By understanding and responding to the work environment, interns develop effective time- and task management skills, improve their written and oral communication skills, and generally understand the inner workings of a business or agency and its relationship to its customers and the community.

GOALS

The goals of the MC Internship Program are:

1. Match students with work-based learning experiences that help them achieve their academic and career goals

¹"Apprenticeship" is a term with specific meaning to the Department of Labor and the California Community College system. See "Definitions" in this document's Appendix for distinctions between the terms "employee", "apprentice", "volunteer" and "intern".

2. Provide employers with students who are willing and capable of achieving their learning objectives and making a positive contribution to the workplace
3. Collaborate with employers and students to develop specific, meaningful, achievable, and relevant learning experiences that meet their mutual needs and desires
4. Validate the success of interns' learning experiences through the use of meaningful and accurate evaluation processes
5. Build and maintain strong, mutually beneficial relationships with employers, agencies, and other employment-oriented stakeholders in our community.

THE VALUE OF MENDOCINO COLLEGE INTERNSHIPS TO EMPLOYERS

- Mendocino College will market your workplace as an internship site
- Potential interns are pre-screened by the college to save you time and trouble
- Mendocino College will provide Worker's Compensation and liability insurance for interns enrolled in the College's CWEE program
- The CWEE program will assist you in creating an Internship Education Program specific to your workplace, helping assure that you are not in violation of labor laws regarding uncompensated employees (the Fair Labor Standards Act)
- A cooperative relationship between the College, the employer and the intern will maximize the educational value of the internship to the intern and the productive value of the intern to the employer
- An internship allows an employer to assess the intern as a potential employee, without obligation of hiring him or her
- If the intern becomes an employee, employer training costs and employee turnover are minimized. Nationally, 60 percent of interns go to work for their internship employers
- Employers establish a cooperative relationship with the college, providing an opportunity to influence vocational education and address industry training needs

THE VALUE OF MENDOCINO COLLEGE INTERNSHIPS TO STUDENTS

- Gain access to businesses and agencies and engage in learning experiences that might not otherwise be available to you
- Learn useful skills and gain expertise and confidence that will remain with you the rest of your life
- Earn up to 16 units of Bachelor's Degree-level college credit that transfer to state Universities
- As a student/intern, you may be eligible for financial aid through the college, including grants, fee waivers, and loans
- Enrollment fees are very low, but many interns can even have these low fees waived through a Board of Governors Grant (BOGG waiver).
- Interns are more likely to be hired sooner after college than students who did not enroll in internships
- Those who complete internships earn more during the first 3-4 years after college

HOW IT WORKS

1. Employers connect with the college and develop an internship education plan, including a “mentoring” or supervision strategy. The college will assist in this process (see “Getting Started: Employers”, below)
2. Mendocino College’s CWEE program will pre-screen potential interns and refer to employersthose who meet the employers’ requirements. (Alternately, an employer may pre-qualify an intern and refer that person to the college to enroll in the internship course)
3. Employers interview potential interns and select ones that meet their needs
4. The potential intern enrolls in Mendocino College’s internship course, and receives an internship orientation from the college
5. The employer either assigns learning objectives to the intern (pre-developed in partnership with the college) or the employer and intern coordinate with the college to develop unique learning objectives
6. The intern and employer sign an agreement regarding work schedule, learning objectives, and other pertinent requirements, expectations and conditions, and provides a copy to the college
7. The intern keeps track of hours worked and objectives met
8. The employer evaluates the outcomes of the student’s learning objectives
9. The college provides the student with a final grade and college credit

GETTING STARTED: EMPLOYERS

Starting an internship program is relatively easy, and does not necessarily require a significant diversion of staff or other resources. Mendocino College’s CWEE program will assist you in creating all aspects of the program. Simply complete the following steps (more details can be found in this manual):

1. Contact the Mendocino College Department of Work Experience Education (CWEE), indicating your interest in starting an internship program at your workplace
2. Identify job positions, programs and/or projects, which would be suitable for an intern’s involvement
3. Create a list of intern qualifications, which can include education/course work, skills, physical abilities, attitudes and behaviors (such as non-smoker, willing to work outdoors, etc.)
4. Determine the need for and availability of tools, equipment and/or space that will be used by intern(s), and whether the employer or intern will be responsible for these
5. Budget funds for an internship stipend, if any
6. Determine who will be the employer’s primary liaison with the college and interns, and who will provide supervision, guidance and/or mentoring to interns. This can be one or multiple persons
7. Complete an Employer Information Form, which addresses your specific needs and requirements, including internship qualifications, and forward to the CWEE program director
8. Sign a Memorandum of Agreement between the employer and the college
9. Meet with Mendocino College’s CWEE director to discuss and develop an internship education plan. Based on your input, an initial draft will be crafted for your review and feedback before creating a working model (open to ongoing revision). See “Creating an Internship Education Program for the Workplace” in this manual
10. Develop your supervision/mentoring plan.
11. Begin interviewing potential interns

GETTING STARTED: INTERNS

In some cases, potential interns must be enrolled in a specific certificate or degree program and have completed certain prerequisite courses. In other cases, completing certain introductory courses may be recommended, but not required. Potential interns do not necessarily have to be a former or current

student at Mendocino College before enrolling in the internship course. More information about prerequisite or recommended preparation courses can be found on the CWEE department website. In all cases, potential interns must complete the following steps:

1. Contact the Mendocino College CWEE department, indicating an interest in enrolling in an internship course
2. Meet with an instructor from the CWEE program to discuss your interests and qualifications and complete an Internship Screening Form
3. If qualified, complete an application for an internship with one or more employers
4. Create an updated résumé and cover letter for your college file
5. Complete a pre-internship interview with interested employers, and provide each employer with your résumé and a cover letter
6. If accepted by the employer, enroll in the appropriate internship course section, as discussed with the CWEE instructor
7. Attend an internship orientation meeting with your CWEE instructor
8. Meet with the employer, develop a work schedule, and sign an Internship Agreement
9. Get busy!

QUALIFICATIONS FOR INTERNSHIP EMPLOYERS

1. Employers must be able and willing to provide focused and supervised learning experiences to students from diverse backgrounds.
2. Employers must understand that *unpaid internships* are for the educational benefit of the student and not for the material benefit of the employer.
 - a. Any benefit received by the employer will only be as an outcome of the student's learning experience.
 - b. The intern will not displace a regular employee, fill a vacant position, or relieve an employee of assigned duties on a regular basis.
 - c. The intern is not necessarily entitled to wages or a job at the conclusion of the internship.
3. Employers must agree to abide by all applicable labor laws and regulations.
4. Employers are expected to review and approve learning objectives, sign monthly time sheets, meet with the course instructor, review and sign the students' self-evaluations, and complete evaluations of the students at the end of the semester.

An Internship Education Program for your workplace is a well-defined set of learning objectives in a structured framework of learning experiences. An effective Education Program includes the following elements:

- 1. Learning Objectives**
- 2. Progressive Learning Plan**
- 3. Methods of Evaluation**
- 4. Supervision and feedback strategy**

1. Learning Objectives

A *learning objective* is a statement defining what an intern will learn, how they will go about learning it, and the measurable outcomes that verify that learning has occurred. A “SMART” learning objective is one that is **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-based. It is a statement of *what an intern will know or what s/he will be able to do* when s/he’s completed the internship. By completing a learning objective an intern will **learn** a new skill, **develop** a new work habit or **gain** new information.

AN OBJECTIVE MUST BE A NEW LEARNING EXPERIENCE: This means acquiring new information or developing a new skill, or significantly improving current knowledge or skills. An intern’s objective cannot be a repetition of some task or skill that s/he has already mastered. For example, “enter all new customer data in a customer data base” is not an acceptable objective if s/he already knows how to do this. However, if s/he has never done this, it could represent a new learning experience, in which case it would be an acceptable objective. Interns cannot repeat objectives from prior internship courses *unless* s/he is revising or expanding the objective in some significant way.

Refer to the Appendix for a detailed explanation of how Learning Objectives are formulated.

2. Progressive Learning Plan

A progressive learning plan is a sequence of learning experiences (based on Learning Objectives) that build upon on another in a developmental manner. Typically, this involves a continuum of beginning, intermediate and advanced knowledge and skill sets, progressing from less complex and risky to greater complexity and risk. Not all internship programs can be structured in this manner, but when they can, a progressive learning plan can create educational milestones and incentives for interns, and help provide structure and focus to the Internship Education Program.

A progressive learning plan can also be a useful means to build a trusting relationship between the intern and the employer. Initial intern activities can be ones that give the intern an opportunity to demonstrate that s/he can keep to a schedule, follow directions, take feedback and criticism without becoming argumentative, etc. without too great a risk or investment on the part of the employer.

A progressive learning plan should also require that an intern first observe a supervisor or experienced employee perform a task or skill, and have an opportunity to ask questions, before the intern performs the task or skill him or herself under the direct observation of the supervisor or employee, again with an opportunity to ask questions and receive feedback. Only when an intern can perform to the satisfaction of the supervisor or mentoring employee should the intern be allowed or required to perform the activity alone. Even after the intern is working independently, s/he should receive regular supervision and feedback from his or her supervisor. See “Supervision and Feedback Strategy” in this document.

Mendocino College's CWEE director will assist you in creating a progressive learning plan unique to your workplace.

3. Methods of Evaluation

Evaluations or assessments should provide students with accurate and objective information that both validates their progress and offers feedback for improvement. It is easier to provide accurate and objective feedback if the Learning Objective and its outcome were carefully written. Did the intern do what was expected, in the manner expected? Did the intern exceed what was expected, by doing more and with greater accuracy or quality than expected or required? Or in what way did the intern fall short of what was expected?

Employers may quiz interns (orally or in writing) or have interns submit reports, products or summaries of work accomplished to demonstrate their achievement of their Learning Objectives. When the Learning Objectives are related to behavioral changes, employers rely on observations of changes in the intern's behavior to determine their achievement of Learning Objectives. Employers may rely on information from supervisors or interns' coworkers regarding how well an intern progressed in achieving his or her Learning Objectives.

We strive to keep the evaluation process simple and brief for the employer. Typically, a rating on a 10-point scale regarding the intern's achievement of Learning Objectives will suffice. See Appendix for a sample Evaluation Form.

4. Supervision and Feedback Strategy

Observation, monitoring, and feedback provided to the intern are critical components of an intern's learning experience. Understandably, it is necessary to provide regular, close supervision in the early stage of an internship, with less observation and monitoring being required as an intern demonstrates competency and earns the trust of the supervisor. The more specific and clear the directions provided to the intern, the more easy it is to provide feedback and constructive criticism.

It is recommended that a regular feedback be provided in a scheduled format. In addition to critiquing an intern at the conclusion of a task completed by the intern, the employer/supervisor should arrange for regular (weekly; bi-weekly) meetings with the intern(s) to discuss progress toward achieving Learning Objectives, and to make adjustments as conditions may demand.

5. The Intern Experience

Interns are, obviously, individuals who learn at different rates, in different manners, and respond to feedback differently. Some interns are purposeful and methodical, and may seem "plodding"; others thrive on stimulation and enjoy multi-tasking, but may appear frenetic or "scattered". It is important to assess an intern's learning style and temperament in the earliest stages of the internship. An employer cannot expect all interns to share the employer's temperament or work style, although it is appropriate to use the initial interview to determine whether an intern is likely to "mesh" with the work style and pace of the workplace.

It should be expected that interns will take longer to complete assignments and make more mistakes than an experienced worker, at least initially. That is one of the reasons a Progressive Learning Plan is so important. It is also a reason why close observation and careful feedback are important in the beginning (at least) of the internship. An intern can become disengaged if the assignments and work environment are in significant contrast to the intern's temperament and work style (that is, fall

significantly outside the intern's "comfort zone"). This could mean that there is too much expected in too hurried or active an environment, or too little expected in too sedate an environment. Of course, learning requires that the learner step outside his or her comfort zone, but this should be done gradually and as methodically as possible to minimize negative consequences to either the intern or the employer.

It is not unusual for an intern to complete an assignment before receiving another assignment related to his or her Learning Objective(s). The employer should consider creating a list of primary, secondary and tertiary duties or assignments for the intern. Primary assignments are ones that are directly related to the Learning Objective(s); secondary assignments are indirectly related to the Learning Objective(s); and tertiary assignments are not related to the Learning Objectives but fall within the job description or classification.

APPENDICES

- Definitions
- Employer Application
- Employer Memorandum of Agreement
- Creating Learning Objectives
- Learning Objectives Form
- Sample Learning Objectives
- Student Self-Evaluation Form
- Employer's Evaluation of Student Form
- Fair Labor Standards Act Form

Definitions

Employee

- Someone compensated for **meeting the labor needs** of an employer, within the scope of the workers ability, in accordance with a verbal or written agreement and applicable laws and regulations.
- A person who is hired by another person or business for a wage or fixed payment in exchange for personal services and who **does not provide the services as part of an independent business**²
- Individual who works part time or full time under a contract of employment, whether oral or written, express or implied, and **has recognized rights and duties**.³
- Under common-law rules, anyone who performs services for you is your employee **if you can control what will be done and how it will be done**. This is so even when you give the employee freedom of action. What matters is that you have the right to control the details of how the services are performed. Generally, **you must withhold income taxes**, withhold and pay Social Security and Medicare taxes, and pay unemployment tax on wages paid to an employee.⁴

Apprentice

Apprenticeship is a system of "learning by doing" which combines **training on the job with related and supplemental instruction** at school. Each program operates under apprenticeship training standards agreed to by labor and/or management **in accordance with State and Federal laws**, under which a person works with a skilled worker and gains on the job skills and "know-how" and in turn becomes an important part of the occupation and industry. Apprentices start **at a percentage of the skilled worker's wage** and receive increases at regular intervals.⁵

Volunteer

- The laws of the federal government and most states define volunteers as **those who provide unpaid services for nonprofits** such as educational, religious or charitable organizations. Most organizations employing **volunteers are exempt from antidiscrimination laws** such as the Civil Rights Act of 1964 and the Age Discrimination in Employment Act of 1967. The reason is that their volunteers are not classified as "employees" and case law historically excludes volunteers. However, if an organization receives state or federal funds, the situation changes drastically. Most governmental grants include a clause requiring adherence to nondiscrimination laws.⁶
- Individuals who volunteer or donate their services, usually on a part-time basis, for public service, religious or humanitarian objectives, not as employees and without contemplation of pay, are not considered employees of the religious, charitable or similar **non-profit** organizations that receive their service. **Under the FLSA, employees may not volunteer services to for-profit private sector employers**. On the other hand, in the vast majority of circumstances, individuals can volunteer services to public sector employers.⁷

Intern

An intern is a student engaged in a directed work-place learning experience, either as an extension of classroom learning or as part of an employer or employer group's training program. Internships are hands-on, practical learning experiences typically associated with a specific occupation, or occupational certificate or degree program. Although usually unpaid, interns may be paid employees or unpaid volunteers⁸. The primary focus of an unpaid internship is education, not necessarily productive work. An ideal internship will be both educational and productive, but the principal focus should be on education.

²<http://www.lectlaw.com/def/e009.htm>

³<http://www.businessdictionary.com/definition/employee.html>

⁴<http://www.irs.gov/businesses/small/article/0,,id=179112,00.html>

⁵<http://www.dir.ca.gov/databases/das/descOfAppr.html>

⁶http://www.ehow.com/about_5513233_volunteer-labor-laws.html

⁷<http://www.dol.gov/elaws/esa/flsa/docs/volunteers.asp>

⁸ Unpaid (volunteer) internships are allowed in **nonprofits** such as educational, religious or charitable organizations. In for-profit businesses, unpaid internships are allowed if the intern is engaged in a clearly defined learning experience with measureable outcomes.

Mendocino College
COOPERATIVE WORK EXPERIENCE EDUCATION

Internship Employer Application

Mendocino College refers interns to employers who meet the basic criteria for an educational internship site. Please complete the following information to be considered for inclusion as an employer- member of Mendocino College's internship program.

Business/Agency name

Type of business			
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Business mailing address: street or PO	City	State	Zip
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Business website			
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This internship is paid unpaid If PAID, hourly rate of pay: \$ _____

Describe potential intern duties: _____

Name any current or potential position(s) or job classifications that an internship would be most closely related to: _____

What are the basic intern qualifications/eligibility criteria? _____

Will the internship involve any potentially unsafe or dangerous activities? No Yes

If "yes", describe: _____

Days/times available for interns: _____

When will this internship be available? _____ For how long? _____

Mendocino College internships are work-based learning experiences considered an extension of the College's education and training. As college-level educational experiences, internships require specific and measureable learning objectives. Please sign your initials after the following statements:

- I understand that an internship is for the educational benefit of the student and not for the material benefit of the employer. Any benefit received by the employer will only be as an outcome of the student's learning experience. Initial: _____
- I understand that Mendocino College will provide liability and Workers Compensation insurances for unpaid interns. Initial: _____
- I agree to abide by all applicable labor laws and regulations. Initial: _____
- The intern will not displace a regular employee, fill a vacant position, or relieve an employee of assigned duties. Initial: _____
- The intern is not necessarily entitled to wages or a job at the conclusion of the internship. Initial: _____

- I understand that, as an employer, I will be expected to review and approve learning objectives, sign monthly time sheets, meet with the course instructor, review and sign the students' self-evaluations, and complete evaluations of the students at the end of the semester. Initial: _____

Print Name	Signature	Date
Title	Email address	Phone

Please print, sign and submit to **Dan Jenkins** at:

Mail: Mendocino College CWEE, 1000 Hensley Creek Rd., Ukiah, CA 95482; Fax: 707-467-1017; or scan and email to djenkins@mendocino.edu

You application will be reviewed and you will be contracted about your participation in the Mendocino College Internship program. If accepted, you will be asked for permission to post this information to the Mendocino College Internship website.

Thank you!



MEMORANDUM OF AGREEMENT

Between

MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
COOPERATIVE WORK EXPERIENCE EDUCATION – INTERNSHIP PROGRAM
and

I. AFFILIATING AGENCIES:

Mendocino-Lake Community College District (hereinafter called “College”) and
_____ (hereinafter called “Employer”).

II. AFFILIATING AGREEMENT:

This is a mutual agreement between the College and the Employer regarding College students (either employee(s) of or volunteer(s) recruited by Employer) enrolled in a supervised internship.

III. THE EMPLOYER AGREES TO:

- A. Provide equal employment opportunity to qualified students without regard to ethnic group identification, creed or religion, sex, national origin, physical or mental disabilities, marital status or age.
- B. As required by law, comply with all appropriate federal and state employment regulations. If the student is a minor, comply with all laws or rules applicable to minors in employment relationships.
- C. Provide orientation and training regarding Employer’s work performance expectations.
- D. Provide direction to students in establishing specific, measurable and attainable work-based learning objectives.
- E. Inform student of the probability of working sufficient hours for the number of internship units attempted (1 unit = 75 hours paid, 60 hours volunteer) during the current period of enrollment.
- F. Provide a safe and supportive atmosphere to enable students to apply academic learning to the work environment.
- G. Provide adequate facilities, equipment and materials at the work-site to achieve approved on-the-job learning objectives.
- H. Provide adequate supervision, which includes, but is not limited to, recommending and approving learning objectives, signing monthly time sheets, meeting briefly with the internship instructor, and completing end-of-semester evaluations on students’ progress.
- I. Notify the Cooperative Work Experience Education Director, or assigned internship instructor, immediately should problems arise concerning a student’s involvement in the internship.

IV. THE COLLEGE AGREES TO:

- A. Ensure that programs and services are available to all persons without regard to ethnic group identification, creed or religion, sex, national origin, physical or mental disabilities, marital status, or age.
- B. Orient students to the internship program.
- C. Provide guidance to students in establishing specific, measurable and attainable work-based learning objectives.
- D. Acknowledge the Employer's right to hire employees or accept volunteers based on the Employer's hiring criteria and availability of open positions.
- E. Provide an internship instructor/liaison, who will make at least one visit to the work site, when feasible.
- F. Communicate with the work-site supervisor for the purpose of evaluating the student's success in achieving work-based learning objectives.
- G. Meet with students on an as-needed basis to ensure they understand the requirements for succeeding in the internship program.
- H. Provide liability insurance in the amount of one million dollars and Worker's Compensation Insurance when necessary (for volunteer students).
- I. Provide consultation to the Employer.

V. REQUEST FOR WITHDRAWAL

The College may drop from the internship program any student whose participation does not justify his/her continuance with the program, in accordance with pertinent regulations. The Employer, in consultation with the College, has the right to discontinue any given student's involvement in the internship if the student is not participating satisfactorily in the program.

VI. DISCONTINUANCE OF THE AGREEMENT:

If either party to this Agreement wishes to withdraw from the Agreement, it is understood that at least two months' notice shall be given by either party. Students assigned to this Employer and who are otherwise meeting the Employer's expectations for continued employment shall be given an opportunity to complete the semester as an intern with this Employer.

EMPLOYER

Business Name: _____

Address: _____

Phone Number: _____

Employer's Representative: _____

Signature: _____ Date: _____

Title: _____

COLLEGE

Dan Jenkins, Director of Cooperative Work Experience Education

Signature: _____ Date: _____

Dennis Aseltyne, Dean of Applied Academics

Signature: _____ Date: _____

CREATING LEARNING OBJECTIVES

A *learning objective* is a statement defining what an intern will learn, how they will go about learning it, and the measurable outcomes that verify that learning has occurred. A “SMART” learning objective is one that is **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-based. It is a statement of *what an intern will know or what s/he will be able to do* when s/he’s completed the internship. By completing a learning objective an intern will **learn** a new skill, **develop** a new work habit or **gain** new information.

WHAT IS A “LEARNING OBJECTIVE”?

AN OBJECTIVE MUST BE A NEW LEARNING EXPERIENCE: This means acquiring new information or developing a new skill, or significantly improving current knowledge or skills. An intern’s objective cannot be a repetition of some task or skill that s/he has already mastered. For example, “enter all new customer data in a customer data base” is not an acceptable objective if s/he already knows how to do this. However, if s/he has never done this, it could represent a new learning experience, in which case it would be an acceptable objective. Interns cannot repeat objectives from prior internship courses *unless* s/he is revising or expanding the objective in some significant way.

AN OBJECTIVE MUST BE UNDERSTANDABLE: The statement of what the intern intends to accomplish should be written in basic terms and generally be no more than one sentence. Technical terminology is appropriate if it is understandable to both the intern and the work supervisor.

AN OBJECTIVE MUST BE MEASURABLE: There should be some observable outcome(s) that result from the intern having accomplished this objective. There will be an end-product or a behavioral change that the employer can observe and evaluate. If the intern’s objective is to “demonstrate the ability to effectively and efficiently enter data in a customer data base”, then one outcome would be “an accurate and up-to-date database approved by my supervisor”. Using words like “demonstrate”; “complete”; “develop”; “implement”; or “revise” in the statement of what the interns is expected to accomplish will result in an outcome that can be measured. Words like “learn”; “know” or “understand” relate to internal changes that are more difficult for an employer to measure, but can be used if knowledge-based testing (written exams, for example) are used.

AN OBJECTIVE MUST BE COLLEGE-LEVEL: The objective must be challenging, just as one would expect in a college course. “College-level” learning means:

- **Taking ideas or concepts learned in the classroom** and applying them to the work place. This may mean taking principles of good customer service, for example, and applying them at work by changing specific behaviors towards customers. This demonstrates an ability to understand and apply principles which enables the intern to adapt to new work situations
- **Demonstrating skills learned in the classroom**, like creating a spreadsheet or leading a group counseling session, and doing it in a professional manner with appropriate conduct and vocabulary. This demonstrates an ability to use skills and vocabulary consistent with higher levels of education.
- **Examining work activities by thinking critically** about how to accomplish certain tasks, how one might do them differently, and whether the desired outcomes are achieved. This demonstrates the use of critical thinking and problem-solving skills
- **Working independently in completing complex assignments** that require planning, organizing and implementing new tasks, skills or behaviors. This demonstrates initiative and requires the use of critical thinking, problem solving, communication and teamwork skills.

AN OBJECTIVE MUST BE ACHIEVABLE: the learning objective must be accomplished by the end of the internship. An anticipated end-date should be identified when the learning objective is created.

CREATING LEARNING OBJECTIVES

To create a learning objective, answer the following questions:

1. **What is to be learned?**
2. **How will the attainment of the learning objective be measured?**
3. **What is the specific learning process necessary to accomplish this objective?**
4. **When will the objective be completed?**

1. WHAT IS TO BE LEARNED?

What skill or knowledge is to be learned, or in what area is the intern expected to improve? At the end of the semester, this is what s/he will have achieved.

- **For a *new skill***, use a phrase like “Gain (or demonstrate) the ability to (use, operate, control, complete, perform, design, etc.)...”
- **For *improvements to a skill***, use a phrase like “Increased (or improved) efficiency (or effectiveness, or speed, or safety, etc.) in...”
- **For *new knowledge***, use a phrase like “Demonstrate (or gain) an understanding (or awareness, or knowledge, etc.) of...”
- **For *improved knowledge***, use a phrase like “Increased (or improved) understanding (or knowledge, or awareness, etc.).”

Example: My objective is gain the ability to accurately and efficiently review and approve invoices

Keep in mind that this is a *learning* objective, not simply a task that must be completed. By using words like “gain” and “increase” you make it clear that achieving this objective will result in an increase or improvement in the intern’s knowledge and/or skill.

2. HOW WILL ATTAINMENT OF THE LEARNING OBJECTIVE BE MEASURED?

What are some observable outcomes that will result from the intern having accomplished this objective? What end-product or behavioral change will you, the employer, be able to observe and evaluate? What will be the “proof” the intern learned what s/he intended to? If the objective is a behavioral one, e.g., “improve customer service skills”, then evidence of attainment can be based on the workplace supervisor’s and/or coworkers’ observations of specific new behaviors demonstrated by the intern.

- **For a *new skill***, if it’s the use, operation or control of tools or equipment, the intern should be able to do so “*safely, effectively and efficiently, without need of correction or assistance, as observed by the supervisor or co-worker(s)*”. If it involves creating or designing an end-product, the intern should produce “[x] *number of products independently and without need of correction or assistance, according to the supervisor’s standards*”.
- **For *improvements to a skill***, use a phrase like “*increase speed [accuracy; efficiency; safety] in performing X skill*” in some kind of quantifiable manner; this can be quantified by the speed with which a task requiring the skill is completed, or the quantity of tasks completed, the accuracy/lack of errors, etc.
- **For *new knowledge***, use a phrase like “*describe; list; identify*”; etc. specifics related to the topic in some specific and quantifiable way. (“*Intern will be able to answer questions*”

regarding the confidentiality protocol presented to the intern by supervisors and/or clients”)

- **For improved knowledge**, use a phrase like “discuss/describe in greater detail/with greater accuracy”.

3. WHAT WILL BE THE LEARNING PROCESS USED TO ACCOMPLISH THIS OBJECTIVE?

What are the **specific learning steps** involved in attaining the objective? This must be a clearly defined and outlined “college level” learning process. This section should indicate ways in which the intern will *conduct research, ask questions, receive instructions, be provided with demonstrations, observe others*, etc. The following four steps define a typical learning process:

1. **Obtain information** (read an operator’s manual, read an online tutorial, watch a video, attend a training session or workshop);
2. **Observe** an experienced co-worker or supervisor demonstrate the skill, or review examples of properly completed work;
3. **Be observed** by an experienced co-worker or supervisor and receive direction, correction and feedback. Or, have s/her supervisor review s/her work and provide s/he with instructional feedback.
4. **Practice**, with observation, review and feedback as needed.

Example:

- *Observe supervisor reviewing invoices; take notes on the procedure and critical things to look for*
- *Review invoices under observation of supervisor; receiving feedback and making adjustments as needed.*
- *Research individual invoices, match invoice amount to previously agree pricing, properly code to expense and adjust invoices if necessary*
- *Continue to seek supervisor’s review and feedback*

4. WHEN WILL THE LEARNING OBJECTIVE BE ACCOMPLISHED?

Learning Objectives should be designed with a finite period of time in mind. Long-term goals should be broken down into smaller objectives that can be accomplished in the time available to the intern, and a specific ending date should be assigned to each Learning Objective.

Mendocino College operates on a semester schedule⁹, and students are typically expected to complete a course by the conclusion of the semester in which it started. Internships, however, are Cooperative Work Experience Education (CWEE) courses and can begin at most any time and conclude in a semester other than the one in which it started (with permission from the internship instructor).

An internship calendar is driven more by the hours of work required for each unit being attempted than by the semester schedule. An intern who is a paid employee must work 75 hours per unit attempted, while an unpaid intern must work 60 hours per unit attempted. The employer must consider how much time is available for an intern to achieve the Learning Objective(s) and decide whether the intern can be provided (or is available) enough hours to complete the Learning Objective(s) and unit(s) being attempted in a reasonable time-frame.

⁹ Spring semester typically begins in late January and ending in late May, the summer session begins in mid-June and ends in late July/early August, and the Fall semester begins in late August and ends in late December, before Christmas.



**MENDOCINO COLLEGE
COOPERATIVE WORK EXPERIENCE EDUCATION**

SAMPLE LEARNING OBJECTIVES

Please note that these are general work experience learning objectives, and are provided as examples of style and formatting. While these same learning objectives can be used for interns, internships typically require learning objectives that are more specific to the job.

Statement of Objective	Objective Outcomes	Learning Process
Demonstrate effective time management skills	<ul style="list-style-type: none"> Absence of or significant reduction in tardiness/absences. Completion of tasks in expected time frames. A detailed schedule of work activities, approved by my instructor Lowered sense of stress and anxiety. 	<ul style="list-style-type: none"> After a discussion with my supervisor, I will create a schedule for work tasks and follow it; I will review it weekly and adjust as needed Create a personal schedule to allow myself to prepare for and arrive at work on time Create a list of work duties and situations that take longer to complete than expected; review with supervisor and make adjustments in my approach, as needed
Demonstrate effective customer service skills	<ul style="list-style-type: none"> Positive feedback from supervisors and co-workers regarding my interaction with customers. Positive customer evaluations (response cards; secret shopper surveys, etc.) Demonstration of initiative by engaging with customers without prompting or solicitation. Accurately answering customer's questions without referring the customer to another employee. 	<ul style="list-style-type: none"> Read literature on positive customer service; identify, in writing, strategies to improve skills; implement one new strategy every week under observation of supervisor/coworkers; obtain feedback and implement suggestions for improvement. Keep a journal on customer interactions to identify difficult situations; review responses with supervisor; implement suggestions for change and note outcomes in journal and in discussion with supervisor.
Demonstrate the ability to work effectively as a team member	<ul style="list-style-type: none"> By the observations of supervisors and team members of increased cooperation and communication, with minimal unproductive conflict 	<ul style="list-style-type: none"> Discussions with supervisor and team members regarding their understanding and expectations of teamwork Read literature/ obtain other sources of information on how to be an effective team member. Identify 3 strategies and discuss them with supervisor before implementing them. Maintain a journal of my attempts to engage in teamwork and the outcomes - share this and discuss with supervisor
Manage stress related to my job effectively	<ul style="list-style-type: none"> Positive change in a stress rating index; Observations of supervisor and co-workers that I am more relaxed, 	<ul style="list-style-type: none"> Complete a stress analysis related to my job Identify 3 stressors related to my job and develop a healthy response to

	friendly and effective in the performance of my duties	the stressors <ul style="list-style-type: none"> • Maintain a journal on my attempts to manage stress and the outcomes - share this with my supervisor
Effectively and efficiently operate all equipment needed to perform my job <i>[you could specify a particular piece of equipment, depending on the complexity of operation]</i>	<ul style="list-style-type: none"> • By using the equipment in a way that gets desired results with minimal waste and malfunctions, as noted by my supervisor and coworkers. 	<ul style="list-style-type: none"> • Reading pertinent operators manuals and/or policies/procedures for each piece of equipment I will be using • Observe coworkers use of equipment, using the equipment under observation until I am able to do so efficiently and effectively, then using the equipment on my own without the need for assistance.
Effective, professional oral communication skills	<p>Observations of supervisor and coworkers that I can:</p> <ul style="list-style-type: none"> ➤ express myself in a concise and clearly understandable manner, with minimal misunderstandings; ➤ ask pertinent questions to ensure that I understand what is expected of me; ➤ provide feedback to others in a way that is objective and promotes productive communication. 	<ul style="list-style-type: none"> • Read literature on effective communication; identify 3 strategies to improve skills and discuss these with my supervisor; implement these under observation of supervisor/coworkers; obtain feedback and implement suggestions for improvement. • Keep a journal on my interactions with coworkers and supervisors and identify ways I could have responded more effectively; discuss with supervisor
Ability to <i>[specify a particular task or function]</i>	<ul style="list-style-type: none"> • Ability to complete or perform <i>[particular task or function]</i> accurately, effectively and efficiently, according to supervisor's feedback. • <i>[The measurement should also include some tangible material or behavioral evidence of the ability to perform the task or function]</i> 	<ul style="list-style-type: none"> • Read instruction manuals • Observe coworkers or supervisor performing the task or function • Performing the task or function under observation of coworkers or supervisor; receiving feedback and making adjustments as needed • Performing the task or function on my own without error
Increase efficiency in <i>[specific task or function]</i>	<ul style="list-style-type: none"> • Completion or performance of <i>[task or function]</i> with fewer errors • Completion or performance of <i>[task or function]</i> with less waste • Completion of performance of <i>[task or function]</i> in less time 	<ul style="list-style-type: none"> • Observe a coworker or supervisor who is efficient in task or function and take notes and ask questions on how this was performed • Perform task or function while observed by coworker or supervisor; receive feedback on how I might improve my efficiency; implement changes • Practice task or function regularly, under observation whenever possible



Mendocino College
COOPERATIVE WORK EXPERIENCE EDUCATION

This is a sample form. The Learning Objectives are submitted online on the CWEE website

LEARNING OBJECTIVES

All students must complete a number of objectives corresponding to the number of units attempted (one objective for 1 unit, two objectives for 2 units, etc.). Your objectives must be **TYPED**. Refer to the student packet or CWEE website for Information on Identifying learning objectives and how to write them. Use this form to prepare a draft for review by your work supervisor and Work Experience instructor prior to submitting your final draft.

OBJECTIVE # _____: (use one sheet for each objective)

WHAT ARE YOU ATTEMPTING TO ACCOMPLISH? *(What do you wish to learn, or in what way do you want to improve? At the end of the semester, this is what you will have attained. Start with words like "The ability to..." or "The completion of...")* _____

HOW WILL ATTAINMENT OF THE OBJECTIVE BE MEASURED? *(What observable evidence will exist indicating that you have attained the objective? What will be the "proof" you accomplished what you set out to do? If the objective is a behavioral one, e.g., "improve customer service skills", then evidence of attainment can be based on supervisor's and coworkers' observations).*

WHAT WILL BE YOUR LEARNING PROCESS TO ACCOMPLISH THIS OBJECTIVE? *(What are the specific steps involved in attaining the objective? There must be a clearly defined and outlined "college level" learning process. You should indicate in what ways you will need to conduct research, ask questions, receive instructions, be provided with demonstrations, observe others, etc.)* _____

WHEN WILL THE OBJECTIVE BE COMPLETED? *(All objectives must be completed by or before the end of the semester or learning period)* _____

STUDENT'S NAME (Print): _____

STUDENT'S SIGNATURE _____ DATE ____

EMPLOYER'S SIGNATURE _____ DATE ____

INSTRUCTOR'S SIGNATURE _____ DATE ____

**** BE SURE TO KEEP A COPY, TURN IN A COPY, GIVE A COPY TO YOUR SUPERVISOR**



STUDENT SELF EVALUATION

Refer to the CWEE website for information on completing the Self Evaluation. The Self Evaluation form must be **completed on-line**. You can use this form to prepare a draft prior to submitting a copy on-line. When completed, the on-line form must be printed and then signed by you and your supervisor.

In the spaces provided, write the objective as it was approved by your CWEE instructor. Then, answer the questions that follow. Use one form for each objective.

Objective # _____: _____

What did you actually accomplish? (“I completed...”; “I improved...” etc.) If what you accomplished differed from your *intended* learning objective (as approved by your instructor), explain how and why: _____

What specific steps did you take to complete this objective? What was the *learning process* involved? (“I read”; “I practiced”; “I interviewed”; “I observed”; etc.) Include all your learning activities. If the learning process differed from your *intended* learning process (as approved by your instructor), explain how and why: _____

What was the most significant improvement in your skills or knowledge that resulted from completing this objective? What did you actually learn? _____

What difference did the completion of this objective make (in how you do your job; your relationship with your supervisor/coworkers; in how you feel about yourself; in your potential for promotion or new job opportunities, etc.): _____



**Mendocino College Cooperative Work Experience Education
Employer's Evaluation Form**

Student

of Learning Objectives Being Evaluated

Employer

Semester

HUMAN RELATIONS: (25% of total evaluation score)	Always: 10	9	Nearly Always: 8	7	Usually: 6	5	Infrequently 4	N/A (✓)
Works cooperatively and effectively as a team member								
Is friendly and helpful to team members								
Is courteous and helpful to customers/clients								
Communicates effectively – written								
Communicates effectively – orally								
Solicits feedback to improve performance								
ATTITUDE:								
Uses mature judgment								
Takes responsibility for own actions								
Shows initiative								
Effectively works independently, when required								
Accepts feedback non-defensively								
Applies recommendations and helpful suggestions								
Provides constructive criticism in a respectful manner								
WORKMANSHIP AND SKILL:								
Understands job requirements								
Strives for improvement								
Manages/organizes time effectively								
Manages/organizes tasks effectively								
Does a thorough job								
Performs tasks and skills accurately								
Uses tools and equipment accurately and effectively								
DEPENDABILITY:								
Arrives at work and leaves when scheduled								
Works all scheduled shifts								
Meets deadlines								

LEARNING OBJECTIVES (75% of total evaluation score)

Use the following scale to score this student's achievement of the approved learning objectives. Please refer to the attached Learning Objectives documents (the student may have anywhere from 1 to 8 Learning Objectives)

Excellent: 9-10 Met all expectations, exceeded most key expectations	Very Good: 8 Met all expectations; exceeded some key expectations	Acceptable: 6-7 Met most expectations; met all key expectations	Below Standard: 5 Met many expectations but only a few key expectations	Unacceptable: 1-4 Met few expectations; met no key expectations
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LO #1	LO #2	LO #3	LO #4
LO #5	LO #6	LO #7	LO #8

Comments:

Employer Signature

Date



Mendocino-Lake Community College District
Cooperative Work Experience Education

Application of the Fair Labor Standards Act (FLSA) to School-Related Programs¹⁰

_____		_____	_____
STUDENT'S NAME		SEMESTER	YEAR
_____		_____	
BUSINESS OR AGENCY		CONTACT PERSON	

With respect to the individual student's placement at a for-profit business establishment, check "yes" or "no" for each of the following criteria:

- YES NO 1. The student receives training at the employer's worksite similar to that which would be given in a vocational school (a curriculum is followed and the student is under extensive and ongoing instruction and supervision).
- YES NO 2. The training is intended to benefit the student and not to meet the labor needs of the business.
- YES NO 3. The placement of the student at a worksite during the learning experience does not result in the displacement of any regular employee.
- YES NO 4. The result of any productive work the student performs is offset by the employer's burden to provide training and supervision.
- YES NO 5. The student is not entitled to a job at the completion of the learning experience.
- YES NO 6. The employer and the trainee/student understand that the trainee or student is not entitled to wages for the time spent in training.

YES to all six criteria: The individual student is NOT an employee within the meaning of the FLSA. Wages are not required.

NO to any six criteria: Either the business or the school system must compensate the student worker; both parties are jointly responsible for compliance with labor laws.

_____		_____
EMPLOYER REPRESENTATIVE		DATE
_____		_____
CWEE DIRECTOR		DATE

¹⁰US DOL Fact Sheet No. 013, *Employment Relationship Under the Fair Labor Standards Act*