

## Measurable Learning Objectives Planning Your Internship

In order for the internship program to be effective for you, it is necessary to develop new or expanded responsibilities/activities in addition to those experienced during previous periods of employment.

These new experiences are to be written in an objective format. They must be approved (signed) by your employer or supervisor and your college faculty coordinator. The educational value of one's internship will depend on how realistic and meaningful these objectives are.

Simply stated, learning objectives are your plan for learning what will occur throughout your work experience. Progress toward meeting these objectives and fulfilling the required number of work hours will be the most important factors in determining your satisfactory completion of this course.

#### Step 1. Most learning objectives will be in one of the following categories:

- A. Creative Doing things a new way and finding new things to do. (Example: Make a study on the installation of a new bookkeeping system or on the application of a computer to some aspect of company operation such as inventory control. Prepare a report on the study.
- B. Problem Solving Taking apart some existing problem and finding a solution. (Example: Perhaps a number of customers have complained of waiting for service. You seek a solution through a new employee scheduling system or a new way of processing orders. Perhaps equipment is breaking down too often and you seek a solution through an improved maintenance procedure or through a new piece of equipment). While you may not be in a position to actually make the change, you can go through all the problem-solving steps to be prepared to present your ideas of management.
- C. New Assignment or Acquisition of New Knowledge or Skill Growing in one's work, increasing usefulness, improving performance. (Example: You are working in Human Resources improving a new hire orientation program; developing attractive, clear orientation materials and presenting these materials to management; developing a measurement tool to evaluate the success of the program. Learning to organize the data, creating a database to track the responses, creating a frequency distribution table, creating bar graphs to illustrate results, drawing conclusions and making recommendations; presenting results and recommendations to management demonstrates an expansion of knowledge and skills.
- D. Personal Improvement Developing personal habits or a social skill that allows one to deal better with work situations. (Example: A teacher's aide may need to develop the patience and skill to work with slow learners. A recreation leader may need to develop ways to give proper attention to the needs of a certain age group. Making clearly identifiable, concrete efforts to overcome these personal problems are suitable objectives.

#### E. New Assignment

- What are you going to do?
   I will personally prepare the December 1 payroll report.
- 2. How are you going to attempt to do it?

I will read the three manuals written about our company's accounting system and procedures, especially the sections on payroll. I will set aside one hour daily for reading the manuals and one hour daily to assist the regular payroll clerk in preparation of each payroll report.

- When are you going to complete it?
   I will begin immediately and continue through the quarter.
- Why are you going to accomplish this objective?
   To enhance my chances of promotion from clerk typist to assist in the accounting department.
- 5. How can you measure the results?
  I will personally prepare the December 1 payroll report and show my knowledge of the system by having it error-free. The payroll clerk will verify its accuracy.

#### Step 2 - (Review) Use these basic rules in writing your learning objectives:

- A. Begin each objective with "I will" and an action word (see the list on the following pages).
- B. Identify a single key result for each objective.
- C. Give an estimated time for completion.
- D. State verifiable criteria that signal when the objective has been reached.
- E. To test for validity, ask yourself if the objective is feasible by the end of the quarter and measurable.

#### **Course Objectives:**

The objective of this course is to make you think about what you are getting from your work, in terms of learning about your job and its setting, as well as enabling you to plan for your future career by:

- Observing the internal and external work environment
- Developing better insight into factors that influence individual and group behavior in an organizational setting
- Learning to assess personal skills and work processes in order to increase your job satisfaction

Internships are excellent ways to learn how systems work through experience, to assess the validity of theories of organizations, policies, etc., and to establish a track record and good contacts for future employment. The transition from student to professional is facilitated by this program.

#### **Required Meetings with Faculty Coordinator**

Interns are required to meet with faculty coordinators on three separate occasions during the semester:

- Meeting #1 Prepare and review learning objectives (a minimum of four)
- Meeting #2 Provide an oral progress report at the mid-semester
- Meeting #3 Discuss the results of final reports (Student Achievement Report and Employer Evaluation of Student).

Differences between disciplines are to be expected because the expected outcomes vary. These differences are also predictable between Faculty Coordinators and even between students because of the highly individualized nature of internships. Parity, while subjective, is sought in the value of the learning experience. How the learning takes place is of small importance compared to the quality of the learning.

#### **Evaluation of the Internship Learning Experience**

As a credit-learning experience, an internship must be strong academically. Regardless of academic department, faculty coordinators have a common objective: to develop the tools and techniques that will facilitate assessment and evaluation of the learning that occurs in an internship.

The quality and relevance of academic assignments have a direct bearing on the quality of the learning experience. Faculty Coordinators who assess the students' learning have several tools and techniques at their disposal.

The following instruments are utilized by the Faculty Coordinators:

- Learning Objectives
- On-site Visitation
- Employer Evaluation of Intern

- Student Achievement Objective Report
- Student Evaluation of Employment Experience
- Internship Employment Agreement

In addition, several departments require one or all of the following:

- Research Project
- Journal
- Group Meetings/Seminars
- Readings/Annotated Bibliography
- Monthly Reports

- Portfolio
- Daily Log
- Workbooks
- Individual Meetings

#### **Grading of the Internship Learning Experience**

The Director of the Center for Career and Professional Development will distribute a list of interns to their respective faculty coordinators. Faculty coordinator will indicate their evaluation of the student for the course on the list and return it to Career and Professional Development.

Grades of PASS, NO CREDIT, INCOMPLETE, or LETTER GRADES may be assigned. The Director will consolidate the grades and report them to the Registrar.

Failure to meet requirements or assignments within specified time limits may result in a grade of "NO CREDIT."



# Internship Experience Education On-The-Job Learning Objectives Worksheet

Students should show this Learning Objectives Worksheet to their job supervisors, discuss objectives, and revise them if necessary. Students should have their supervisor approve objectives by signing below, and then students should return this completed and signed worksheet to Career and Professional Development in Grace Hall.

Student Name
Objective A
1. WHAT are you going to learn?
2. HOW are you going to attempt to learn this objective? List steps to achieve the objective.
a
b
C
3. WHEN are you going to complete it?
4. WHY are you going to accomplish this objective?
5. HOW can you measure the results?
Objective B
1. WHAT are you going to learn?
2. HOW are you going to attempt to learn this objective? List steps to achieve the objective.  a
b
C
3. WHEN are you going to complete it?
4. WHY are you going to accomplish this objective?
5. HOW can you measure the results?

### **Objective C**

1. WHAT are you going to learn?

2. HOW are you going to attempt to learn this objective? List steps to achieve the	objective.
a	
b	
C	
3. WHEN are you going to complete it?	
4. WHY are you going to accomplish this objective?	
5. HOW can you measure the results?	
Objective D  1. WHAT are you going to learn?	
2. HOW are you going to attempt to learn this objective? List steps to achieve the a.  b.	objective.
C	
WHEN are you going to complete it?      WHY are you going to accomplish this objective?	
5. HOW can you measure the results?	
Supervisor Signature	Date
Faculty Coordinator Signature	Date