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# MEASURABLE LEARNING OBJECTIVES
# PLANNING YOUR COOPERATIVE EDUCATION PROGRAM

In order for the Cooperative Education 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/supervisor and your college faculty coordinator. The educational value of one's co-op experience 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 I - Most learning objectives will be in one of the following categories:**

**A.** **Creative** - Doing things a new way -- 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**

1. What are you going to do?
   I will personally prepare the December 1st 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.

3. When are you going to complete it?
   I will begin immediately and continue through the quarter.

4. 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 II -** **(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.

Avoid general statements: To know, learn, enjoy, understand are vague!

B. Identify a single key result for each objective.

C. Give an estimated time for completion.
   1. by the end of the quarter
   2. every three weeks during the quarter
   3. by March 13th

D. State verifiable criteria which signal when the objective has been reached.

E. To test for validity, ask yourself the following questions:
   1. Can the objective be achieved by the end of the quarter?
   2. Is the objective feasible?
   3. Is the objective achievable?
   4. If the objective measurable.

**Use the Pink Learning Objectives Work sheet to prepare your objectives.**

**CABRINI COLLEGE**
**DIVISION OF COOPERATIVE EDUCATION**

# COOPERATIVE EDUCATION FIELD EXPERIENCE

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## *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; and
- Learning to assess personal skills and work processes in order to increase your job satisfaction.

Co-ops 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

Co-op students 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 Cooperative Education. 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 CO-OP LEARNING EXPERIENCE***

As a credit-learning experience, Co-op 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 a Co-op experience. 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 Co-op Student
Student Achievement Objective Report
Student Evaluation of Employment Experience
Co-op 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 CO-OP LEARNING EXPERIENCE***

The Director of Cooperative Education and Career Services will distribute a list of co-op students to their respective Faculty Coordinators. The Faculty Coordinator will indicate his/her evaluation of the student for the course on the list and return it to the Co-op Office. Grades of **PASS, NO CREDIT, INCOMPLETE,** or **LETTER GRADES** may be assigned. The Director of Cooperative Education will consolidate the grades and report them to the Registrar.

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

CABRINI COLLEGE COOPERATIVE WORK EXPERIENCE EDUCATION

ON-THE-JOB LEARNING OBJECTIVES WORKSHEET

Show this Learning Objectives Worksheet to your job supervisor, discuss the objectives and revise them, if necessary. Have your supervisor approve them by signing the line below. You will then need to return this completed and signed worksheet to the Co-op office.

_____ _____

Student's Name Supervisor's Signature

_____

Faculty Coordinator's Signature

**OBJECTIVE A**

1. WHAT are you going to learn?_____
_____
_____

2. HOW are you going to attempt to learn this objective? List steps to achieve 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 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 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 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?_____
_____