



Dear Employer/Supervisor:

We are excited to inform you that an employee or student intern from your organization is participating in our Work Experience Education program at the College of the Sequoias. This course is designed to enhance their job skills through practical hands-on-the-job training, providing valuable experience that complements their college education.

To ensure the program meets its goals and to grant the student college credit, we require the following:

1. **SMART Learning Objectives:** At the start of the semester, the student will work with you to establish at least three specific learning objectives. These objectives should reflect new skills or knowledge the student aims to acquire. Your approval and validation of these objectives are crucial, as they will guide the student's development and be used for their final evaluation.
2. **Time Cards:** You will be asked to verify the student's work hours by signing monthly time cards. The student is responsible for submitting these cards to their instructor.
3. **Instructor Interaction with the Supervisor:** During the semester, a COS instructor will contact you to schedule at least one site visit. This visit will allow the instructor to discuss the student's progress and gather your feedback on their performance and contributions.

Should you have any questions or need additional information, please feel free to contact me at 730-3742.

Thank you for your support and participation in this program. Your involvement is greatly appreciated and vital to the success of our students.

A handwritten signature in black ink that reads 'Brittney D. Faulkner'. The signature is written in a cursive, flowing style.

Brittney D. Faulkner
Work Experience Program Coordinator/Instructor
915 S. Mooney Blvd. Visalia, CA 93277 (p) 559.730-3742



Dear Student:

Welcome to the Work Experience Program (WEXP) program at COS! This course provides a unique opportunity to gain practical job-site experience while earning elective transferable college credit.

Included in this packet are all the forms and information you'll need to participate in the program. Please complete and return these forms to your instructor of record.

Additionally, you'll find a letter addressed to your employer or supervisor on the following page. Please detach this letter and present it to your supervisor, who will be responsible for signing forms and evaluating your performance.

The work experience program is a valuable component of your college education, offering real-world experience that complements your academic studies. If you have any questions or need further assistance, please do not hesitate to contact me at 730-3742.

Best regards,

A handwritten signature in black ink that reads 'Brittney D. Faulkner'. The script is cursive and fluid, with the first letters of each word being capitalized and prominent.

Brittney D. Faulkner
Work Experience Program Coordinator/Instructor
915 S. Mooney Blvd. Visalia, CA 93277 (p) 559.730-3742

WORK EXPERIENCE PROGRAM PARTICIPATION INFORMATION

This guide is here to help you use the forms included in this packet. It applies to both student volunteers and paid employees. Be sure to keep this sheet handy—it may be useful throughout the semester. If you have any specific questions, don't hesitate to reach out to your instructor.

Cooperative Education Agreement Form

This form must be signed by the following individuals:

1. The student
2. The site supervisor
3. The COS instructor

Please submit the white copy of the form to your instructor.

Time Cards

You are required to submit time cards monthly. You can log a maximum of **20 hours per week (4 hours per day 5 days a week)**. If you work fewer than 20 hours, report the actual hours worked. Ensure that all time cards are signed by your site supervisor before turning them in to your supervisor.

Note: During the summer session, you may count all hours worked.

Other Requirements

Work Experience instructors may have additional requirements for participation. Contact your instructor to discuss these requirements and to obtain the course syllabus. It is your responsibility to follow up with your instructor regarding any specific expectations.

Site Visit

Your COS Work Experience instructor will conduct a visit to your work site during the semester. During this visit, the instructor will:

1. Obtain your supervisor's signature
2. Provide an opportunity for your site supervisor to ask questions about the program and discuss your progress related to your SMART Learning Objectives.

If you change employers, notify your instructor immediately, either in person or by phone. You will need to complete new forms if you switch employers.

Dropping the Class

If you wish to drop the work experience class, contact the Work Experience Program office in Kern Building, Room 738, or call (559) 730-3742.

SMART Learning Objectives

Learning Objectives Resource Guide and Worksheet

At the start of the semester, you are required to establish **at least three** learning objectives. These objectives should be directly related to your work for the semester and must be approved by both your instructor and your job/placement site supervisor. For your convenience, you can access the Work Experience packet on the COS website at [COS Academic Programs & Classes: Work Experience MLO Form](#). If you need further assistance, call the Work Experience office at 730-3742.

The Work Experience program emphasizes the importance of practical, hands-on learning in real-world job settings. It is designed to complement academic education with on-the-job training, allowing students to take on new or expanded responsibilities that build on their previous work experiences. This approach not only enhances their educational achievements but also fosters professional growth.

By engaging in a structured program that encourages exploring learning opportunities, students gain valuable skills and insights that contribute to their overall development. Additionally, regular performance evaluations conducted by supervisors facilitate improved communication and feedback, creating a supportive environment that benefits both the student and the employer. This continuous feedback loop ensures that students are making meaningful progress and gaining relevant experience that aligns with their educational and career goals.

How to Write Learning and Achievement Objectives:

You will profit most from your Work Experience by developing a set of meaningful and attainable objectives. As you develop your objectives, consider and identify:

1. **Current Level of Development**

A detailed assessment of your current skills, knowledge, and professional growth, highlighting strengths and areas for improvement.

2. **Area of Interest**

Identification of the specific field or discipline you are passionate about and wish to explore further.

3. **Expected Activities**

A clear outline of the tasks and responsibilities you will undertake, including any projects or assignments you are expected to complete.

4. **Potential Challenges**

An overview of possible obstacles or difficulties you may face, along with strategies for overcoming them.

5. **Opportunities for Self-Realization**

Insight into how the experience will contribute to your personal and professional growth, including ways you can achieve greater self-awareness and fulfillment.

Formulating and pursuing clear learning objectives is central to an effective instructional system. By engaging in discussions with your employer about your goals, you create a collaborative partnership. This process ensures that your supervisor understands your educational ambitions while you gain insight into the expectations of your employer. Setting these objectives allows you to take an active role in designing your own instructional path and enhances your participation in reaching your educational goals.

Your job supervisor plays a crucial role in this process by working closely with you and your instructor to establish meaningful objectives. They provide guidance on the tasks you are assigned and regularly evaluate your progress, helping you to stay on track and achieve your learning outcomes effectively.

Your instructor is available to support you in setting and achieving your learning objectives throughout your work experience.

Getting Started with Writing Your Objectives:

Begin by identifying your learning objectives through a careful evaluation of your current job responsibilities and your ability to meet them effectively. If you are new to your job, focus on objectives that will help you master your assigned duties by the end of the semester.

A common challenge students face when setting objectives is the belief that "I've been in this job for six months, and there's nothing new to learn." Even if your current tasks seem routine, there are always opportunities for growth and improvement. Consider exploring advanced techniques, seeking additional responsibilities, or enhancing your skills in ways that contribute to your professional development.

If you're struggling to come up with ideas for new learning opportunities, consider the following strategies:

- **Preparation for Promotion:** Identify the skills and functions required for advancement to a higher job classification. Focus on learning these areas to position yourself for future promotion.
- **Learning Supervisor's Tasks:** Evaluate the tasks currently managed by your supervisor. Determine which of these responsibilities you could learn and take on in a few months, thereby allowing your supervisor to focus on more critical tasks.
- **Supporting Co-Workers:** Explore the functions or responsibilities handled by your co-workers that you could learn. This would enable you to step in and perform these roles if needed, providing flexibility and support within your team.
- **Enhancing Current Job Performance:** Reflect on ways to improve your performance in your current role. Consider innovative ideas or methods that could enhance your efficiency or contribute to your company's success.
- **Long-Term Learning Goals:** Look ahead for two to five years and determine what skills or knowledge you need to acquire to achieve your intermediate or long-term career goals.
- **Increasing Productivity:** If merit-based raises are tied to individual output or productivity, set a goal to improve your work output by a measurable percentage during the semester. This can contribute to both your professional growth and potential financial rewards.

Guidelines for Crafting SMART Learning Objectives:

Creating effective learning objectives involves careful planning and attention to detail. To ensure your objectives are clear and actionable, adhere to the following SMART criteria:

1. **Specific:** Clearly define what you intend to accomplish. Avoid vague language and ensure your objective precisely outlines the task or outcome without ambiguity.
2. **Measurable:** Ensure that the objective includes criteria for assessing progress and completion. Use concrete metrics or indicators to track and evaluate your achievements.
3. **Achievable/Attainable:** Set objectives that are within your capability to achieve, given your current skills, resources, and time commitments. While challenging, the goal should be realistic and attainable with effort and resources.
4. **Relevant:** Confirm that the objective is meaningful and aligns with your broader goals or needs. Consider its significance and the impact it will have on your personal development or organizational success.
5. **Time-Based:** Specify a clear deadline or time frame for completing the objective. Define when you expect to achieve the goal to ensure accountability and focus.

Example of SMART Learning Objectives and Goals:

SMART Goal: By May 2024 (month and year), I will earn a promotion to Lead Receptionist by completing the required training within three months and submitting my application for the role at the end of the next quarter.

- **Specific:** Achieve a promotion to Lead Receptionist by completing the necessary training and applying for the new position.
- **Measurable:** Measure progress through the successful completion of training, the submission of the promotion application, and ultimately receiving the promotion.
- **Achievable:** The goal is attainable by completing the required training within the specified time frame and preparing a strong application for the promotion.
- **Relevant:** The promotion aligns with the goal setter's career advancement plans and builds on the skills and knowledge gained from the training.
- **Time-Based:** Complete the training within three months and apply for the promotion by the end of the next business quarter.

SMART Goal: By May 2024 (month and year), I will become faster at pallet sorting and stocking my designated aisle. Right now, it takes me one hour to sort through the pallets and stock my aisle. I would like to cut this time down to 45 minutes. My supervisor will be monitoring me and giving me guidance as to safely meet this goal.

- **Specific:** Sorting through the pallet and stocking my aisles.
- **Measurable:** Measure progress through the successful completion of the sorting through the pallets and safely add the items to the aisle.
- **Achievable:** The goal is attainable by working on cutting the time frame down from one hour to 45 minutes.
- **Relevant:** Working on the time frame will help me so that I can work on other duties that are required of me during my shift.
- **Time-Based:** Complete this goal within three months with my supervisor's approval and standards.

Not a SMART Learning Objective Goal:

- Become a better sales representative. (Unclear and not specific on how to become a better sales representative)
- Gain more knowledge on management. (Too many employees will improve their writing skills, being on time to work, or updating customer service.)
- Improve my attitude at work. (Not readily measurable)
- Be on time for work. (Every employer should be on time or early to work)

These do not identify a measurement or time frame, nor identify why the improvement is needed or how it will be used.

Keep in Mind:

The workplace is a highly competitive environment where standing out is crucial. Engaging in Work Experience demonstrates your willingness to embrace additional tasks and challenges, setting you apart from colleagues who may not be actively pursuing new learning opportunities. Always seek ways to improve your role. Look for creative solutions to enhance efficiency and discuss these ideas with your supervisor to contribute positively to your company's success. Maintain open and proactive communication with your job supervisor and be prepared to implement changes they suggest to boost productivity and overall performance. Lastly,

develop a clear plan for achieving your goals and remain committed to following it. Consistent effort and strategic planning are key to your success and professional growth.

Student Action Steps:

1. **Draft Your Learning Objectives:** Begin by drafting a **Word document** on three learning objectives using the SMART Goal planning form and the word lists provided below.

2. **Prepare Three Objectives:** Before meeting with your supervisor, make sure you have at least three well-developed objectives. This demonstrates to your supervisor that you are proactive about your personal growth and ready to take initiative at your work site while participating in the WEXP program.
3. **Discuss with Supervisor:** Present your draft objectives to your supervisor, showing your commitment to personal development and seeking their input and guidance.
4. **Meet District Requirements:** Note that the College of the Sequoias mandates that each student identify at least three objectives for new learning. Ensure you meet this requirement by developing and finalizing a total of three objectives before turning them into your supervisor for signatures.

Additional Resources:

- SMART Goal Worksheet
- Word Lists:
 - o Action
 - o Learning Processes
 - o Measurement and Evaluation

Work Experience Hours and Units:

Units	Hours for the semester	Hours per week
1	52.5	3
2	105	6
3	157.5	9
4	210	12

ACTION WORD LIST

These are possible words to start your SMART Learning Objectives

Clerical	Communication	Teaching	Leadership & Management	Leadership & Management	Technical
Arrange	Address	Advise	Administer	Reorganize	Assemble
Advise	Arrange	Clarify	Approve	Reposition	Build
Assist	Author	Coach	Assign	Retain	Calculate
Budget	Lecture	Communicate	Attain	Review	Complete
Catalog	Convince	Control	Authorize	Schedule	Compute
Collect	Correspond	Design	Collaborate	Simplify	Construct
Coach	Define	Developed	Consolidate	Strengthen	Design
Collaborate	Direct	Encourage	Control	Standardize	Engineer
Clarify	Draft	Evaluate	Coordinator	Supervise	Install
Create	Edit	Explain	Delegate	Train	Operate
Define	Formulate	Guide	Develop	Verify	Modify
Dispatch	Influence	influence	Direct		Program
Decrease	Interpret	Instruct	Establish		Remodel
Distribute	Improve	Interpret	Direct		Repair
Direct	Lecture	Motivate	Establish		Restructure
Evaluate	Meet	Persuade	Evaluate		Service
Examine	Moderate	Present	Execute		Solve
Establish	Negotiate	Rewrite	Expand		Sort
File	Participate	Test	Guide		Upgrade
Generate	Persuade		Implement		
Hire	Present		Improve		
Inspect	Promote		Incorporate		
Interview	Publicize		Increase		
Monitor	Recruit		Institute		
Market	Represent		Investigate		
Monitor	Sell		Lead		
Organize	Speak		Maintain		
Plan	Translate		Negotiate		
Prepare	Write		Organize		
Process			Oversee		
Purchase			Perform		
Record			Prioritize		
Retrieve			Plane		
Review			Produce		
Represent			Purpose		
Setup			Recommend		
Schedule			Reduce		
Screen			Regulate		
Summarize			Remove		
Survey					
Strengthen					

SMART LEARNING PROCESSES WORD LIST

Possible words or ways you can describe **HOW** you learn, change, or improve your SMART Learning Objectives. Technical terminology is appropriate if it is understandable to both the student and the work supervisor.

Adapting classroom knowledge	One to group session
Applying new and current skills	One-to-one group session
Asking	On-the-job training
Assisting	Operating
Attending	Organizing information or products
Demonstrating	Planning
Experiencing	Receiving
Follow new and existing policies and procedures	Recording
Gathering information or data	Researching
Increasing communication	Reviewing
Increasing product knowledge	Seeking information or input
Installing	Sorting
Meeting with.. customers, clients, children, etc.	Surveying
Memorizing	Training
Observing	Updating
Obtaining feedback	Working with co-workers

MEASUREMENT AND EVALUATION WORD LIST

Possible words or ways of measuring SMART Learning Objectives

Accuracy	Project completion
Co-worker /Client feedback	Program review
Compare	Progress report
Display	Sales update
Demonstrate	Supervisor review
Improvement	Verification
Increase knowledge	Written report
Increase productivity	
Increase Sales	
Increase Safety	
Inventory	
Meet Standards	
Observation	
Product development	



Name: _____ Banner ID: @_____

COOPERATIVE EDUCATION

SMART LEARNING OBJECTIVES (MINIMUM OF THREE – MAXIMUM OF FIVE)

A minimum of three Measurable Learning Objectives must be established at the beginning of the semester, completed during the semester, and rated by the on-site supervisor at the end of the semester. The SMART Learning Objectives must be specific, measurable, and within the participant's ability to accomplish. The rating of the SMART Learning Objectives will be used by the instructor as one of the criteria for determining the semester grade.

Add your text here: You can increase the box line if needed.

The employer and college agree to provide the necessary supervision and counseling to ensure the participant receives maximum education benefits from this experience. (Signed at the beginning of the semester indicating agreement on SMART Learning Objectives).

Employer/Supervisor

College Instructor/Coordinator

Student (Please Sign Legibly)

END-OF-SEMESTER RATING

Rated by: _____ (Sign at time of rating) Date: _____

- E - - - Excellent (Outstanding Accomplishment)
- BA - - - Better Than Average (Better Than Average Accomplished)
- S - - - Satisfactory (Average Accomplishment)
- L - - - Limited (Below Average Accomplishment)

Rating

MLO #1 _____
MLO #2 _____
MLO #3 _____
MLO #4 _____
MLO #5 _____

Final Student/Instructor Conference:

Instructor's Signature: _____ Date: _____



Student Name: _____ Banner ID: @_____

COOPERATIVE EDUCATION AGREEMENT

The COOPERATIVE EDUCATION AGREEMENT is to assure that there is a mutual understanding between the *supervisor*, the *participating student*, and the *college* concerning the purpose of this Cooperative Education Agreement. It should be noted that the policy of the College of the Sequoias prohibits discrimination based on *race, color, national origin, sex, and handicap* in admission or access to, treatment, or employment in its programs or activities.

SUPERVISOR

SMART Learning Objectives are established at the beginning of the semester. SMART Learning Objectives identify what will be learned or improved during the semester and will be rated by the supervisor at the end of the semester.

Employers/site supervisors or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning station (site) to achieve the SMART Learning Objectives. Site supervisor/designated representative will comply with all federal/state employment regulations including CalOSHA requirements and any related industry standards.

Name of Company/Organization:

Address:

Print Name of Supervisor:

Telephone Number:

Signature of Supervisor:

Date:

STUDENT

The student agrees to abide by the rules that govern this program, which include responsibility for turning in all assignments at the required times, allowing an evaluation of learning objectives, and performing required activities. The student will keep the supervisor and college informed on matters affecting this agreement.

Signature of Participant:

Date:

Telephone Number:

College of the Sequoias (915 South Mooney Blvd., Visalia, CA 93277)

The coordinating instructor will guide the student's education and job training. This includes assisting the supervisor with matters related to the student's work experience and determining the student's semester grade based on the evaluation and designated assignments. *Students who are volunteering to satisfy the requirements of the Cooperative Education/Internship class are covered by the College of the Sequoias student accident coverage during the time they are performing supervised volunteer work.*

Signature of Instructor/Coordinator:

Date:

Telephone Number



Student Name: _____

Banner ID: @_____

Month/Year: _____

1		6		11		16		21		26		31	
2		7		12		17		22		27			
3		8		13		18		23		28			Total Hours
4		9		14		19		24		29			
5		10		15		20		25		30			

Supervisor Signature: _____

Timecard Instructions:

This timecard is for tracking your work hours. Record the total number of hours on the time card above each day you work. At the end of the month, have your supervisor or an authorized person sign the timecard to verify the hours worked.

Important:

- Your supervisor or an authorized person must sign the timecard to confirm the hours listed above.
- Submit a completed timecard to your assigned WEXP instructor by the end of the first week of the following month.
- You may work up to 80 hours per month for the Work Experience program. Any hours worked beyond 80 hours are considered extra and will not count towards the program requirements.



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