



CO-OP WORK EXPERIENCE HANDBOOK

(for student and employer)



WELCOME TO COOPERATIVE WORK EXPERIENCE

STUDENT

Your decision to become a Co-op student will bring a new dimension to your college education. As you participate, you will gain valuable work experience, apply knowledge you have learned in class, and earn credit toward your college degree.

The best thing about Co-op is that **YOU** are in charge of your own learning. Each student sets different goals and accomplishes individual objectives with assistance from your faculty coordinator and work supervisor. It's **YOUR** Cooperative Work Experience.

This handbook will help show you how to make the most of Co-op. Read it carefully. If you have questions or concerns it does not answer, please ask your Faculty Coordinator.

GOOD LUCK AND GOOD LEARNING!

EMPLOYER

Thank you for agreeing to participate in Centralia College's Cooperative Work Experience Program. Your involvement as a work supervisor will assist a Co-op student to extend classroom learning while gaining valuable work experience. Co-op credit is earned for the learning that takes place on a job.

Co-op provides a unique opportunity for students to select what they wish to learn. With your assistance and approval, as well as that of the faculty coordinator, your Co-op student will identify learning objectives to be attained in conjunction with work. You will assess progress towards those objectives and evaluate the student's work performance.

This handbook answers questions about Cooperative Work Experience, outlines the steps to be completed, and gives samples of necessary forms. Please read it carefully. If you have questions or concerns it does not address, please ask the faculty Coordinator or call Centralia College's Co-op office. We want to make Co-op work for everyone involved.

TABLE OF CONTENTS

	PAGE
ANSWERS ABOUT CO-OP	1
BENEFITS OF CO-OP	2
RESPONSIBILITIES OF THE THREE CO-OP PARTNERS	3
THE PROCESS:	4
Co-op Checklist.....	5
Written Assignments.....	6
Guide for Developing Learning Objectives.....	7
Worksheet for Learning Objectives.....	12
Learning Agreement.....	14
Attendance Record.....	15
Employer Evaluation for Student.....	16
Student Evaluation of Coop Experience.....	17

COOPERATIVE WORK EXPERIENCE

Joan Rogerson
Program Coordinator
Tel: (360) 736-9391, ext. 208
Student Center Building

CENTRALIA COLLEGE
600 Centralia College Blvd
Centralia, WA 98531

It is the policy of Centralia College to comply with applicable federal and state laws designed to promote equal employment and educational opportunities. The college makes every effort to eliminate barriers to equal opportunity and to promote employment and educational opportunities to underutilized groups.

ANSWERS ABOUT CO-OP

Cooperative Work Experience allows students to earn college credits for learning that takes place in a work setting. The work must be related to an educational or a career goal.

Most Co-op students are paid employees; however, Co-op credit may be earned for approved volunteer work.

Co-op is available throughout the curriculum under the course number, 190 (Example: BTEC 190).

Cooperative Work Experience is a variable credit course. Students may earn up to 15 credits per quarter.* Thirty hours must be worked for each credit to be earned.

Up to fifteen Co-op credits may be applied toward an Associate degree.* Emphasis will be placed on vocational certificates/degrees. Usually these are elective credits, but Co-op may be required in some programs. With special permission, Co-op may be substituted for some credits in certain programs.

Co-op credit transfers as elective credit to most four-year institutions in Washington. Specific policies vary.*

Since Co-op credit is the same as any other college credit, it costs the same amount. To participate in Cooperative Work Experience, a student must be employed in a job that is related to their major or career goal, and the student must have obtained the approval of a faculty Coop Coordinator, which includes the faculty coordinator's signature on the Coop course listing on the registration form. (Note that students enrolled in ABE courses are ineligible for this student work program.)

Attendance at a Work Experience Seminar (WES) is required of Co-op students.* This course is designed to assist students in adapting to the world of work and must be taken previous to taking Coop credits or in the same quarter as enrolled in Coop credits. If there is no transcribed evidence that the WES has taken place by the end

- EARN CREDIT
- LEARNING AT WORK
- RELATED TO CAREER GOAL

- PAID EMPLOYEES
- SOME VOLUNTEERS

- COURSE NUMBER 190
- VARIOUS DEPARTMENTS

- VARIABLE CREDIT: UP TO 15/QTR. BASED ON HOURS WORKED
- THIRTY HRS. WORK = ONE CREDIT

- FIFTEEN CREDITS TOWARD A. A.
- ELECTIVE CREDITS
- CO-OP REQUIRED BY SOME PROGRAMS

- CREDIT TRANSFERS AS ELECTIVE
- POLICIES VARY

- CO-OP CREDIT COSTS SAME AS OTHER CREDIT
- MUST BE A CENTRALIA COLLEGE STUDENT

- SEMINAR REQUIRED
- SEMINAR PREVIOUS TO COOP CREDITS OR IN SAME QUARTER AS ENROLLED IN COOP CREDITS

of the quarter that the student is enrolled in Coop Work Experience credits, the student will be issued a "Y" (in progress) grade and will have one quarter to complete the WES, upon which time the "Y" grade may be changed. If WES is not completed within that timeframe the student must be issued a 0.0 grade for the Coop Work Experience credits as well as for the WES.

- If seminar not completed, will receive "Y" grade for WES as well as Coop Work Experience credits & will be given one quarter to complete.
- If WES not completed within timeframe student will receive 0.0 grade for both Coop Work Experience credits & WES.

** Indicates possible exceptions. See the Faculty Coordinator for more information.*

BENEFITS OF CO-OP

EMPLOYERS MAY:

- 1) Select trained, motivated employees
- 2) Reduce recruitment costs
- 3) Fill part-time and odd-hour positions more readily
- 4) Participate in the educational process
- 5) Upgrade quality of workers

COLLEGE CAN:

- 1) Integrate theory and practice
- 2) Enhance learning opportunities
- 3) Provide more quality, individualized instruction
- 4) Remain responsive to business/community needs
- 5) Keep informed of current technologies
- 6) Increase enrollment through community awareness

STUDENTS CAN:

- 1) Apply classroom learning
- 2) Test career choice
- 3) Interact with professionals in career field
- 4) Gain valuable experience
- 5) Develop positive work habits and attitudes
- 6) Enhance employability after college

RESPONSIBILITIES OF THE THREE CO-OP PARTNERS

EMPLOYER WILL:

- 1) Provide a suitable work/learning site
- 2) Supervise a student employee
- 3) Communicate with college coordinator
- 4) Assist in developing learning objectives for student
- 5) Provide opportunities to attain learning objectives
- 6) Evaluate student learning and performance

FACULTY COORDINATOR WILL:

- 1) Assist students to find appropriate worksites
- 2) Approve students' worksites
- 3) Advise student of requirements for Co-op completion
- 4) Assist student to develop learning plan
- 5) Meet with student and employer:
 - a. to formulate learning agreement
 - b. to assess student performance
- 6) Assign a grade to the Co-op experience and award college credit

STUDENT MUST:

- 1) Obtain approval of a Co-op worksite
- 2) Register for Co-op and the work experience seminar
- 3) Develop learning objectives
- 4) Complete learning objectives and other assignments
- 5) Attend a work experience seminar
- 6) Assess your own learning and progress

Further details of student responsibilities follow in next section, "THE PROCESS."

THE PROCESS

This section contains much of the paperwork you need to complete during your Co-op experience. Review these materials with your faculty coordinator to make sure you understand their purpose and how to complete and/or use them properly. A brief description of each form or section of paperwork is given here:

- 1) **CO-OP CHECKLIST**: To be completed by student and faculty coordinator to establish a time line for the Co-op experience.
- 2) **WRITTEN ASSIGNMENTS**: Explanations of and ideas for the written work you may be required to complete.
- 3) **GUIDE AND WORKSHEET FOR LEARNING OBJECTIVES**: Materials to assist you to develop a quality learning plan.
- 4) **LEARNING AGREEMENT**: A sample of the contract form.
- 5) **ATTENDANCE RECORD**: Daily notation of the hours you work during the quarter.
- 6) **EVALUATION FORM**: The form that will be used by your work supervisor to assess your performance.

Centralia College
COOPERATIVE EDUCATION CHECKLIST

Quarter/year: _____ / _____

Name _____ SID _____
 Major _____ Career Goal _____
 Course name/number _____ Number of Co-op credits enrolled for _____
 Employer (Firm) name _____
 Address _____

 Job title _____ Number of hours worked per week _____
 Work schedule _____ Wage _____
 Supervisor name _____ Phone _____
 Faculty Co-op Coordinator name: _____

The following are essential steps for successful completion of COOPERATIVE WORK EXPERIENCE. Be sure you understand your responsibility for the timely completion of each item.

**CHECKLIST
FOR
FACULTY COOP COORDINATOR AND STUDENT**

RESPONSIBILITIES:
 S=STUDENT
 C=FACULTY COORDINATOR

Date
to be completed
on or by:

C & S		1) Meet with faculty coordinator to discuss the appropriateness of your job for Co-op credits. Learning Agreement and other requirements will be explained.
C & S		2) Obtain faculty coordinator's approval to register for Cooperative Education. FACULTY NEED TO SIGN COOP COURSE LISTING ON REGISTRATION FORM TO VALIDATE THAT THE STUDENT HAS A SUITABLE JOB BEFORE APPROVING ENROLLMENT IN COOP. (Please note that students enrolled in ABE courses are ineligible for this work program.)
C & S		3) Faculty and student will work together to complete the Coop Checklist and faculty will send a copy to the Student Job Center.
C & S		4) Faculty and student assure registration in Work Experience Seminar (WES). If no transcribed evidence of successful completion of the Work Experience Seminar or an approved substitute (ICP 101, BA 161-166) prior to enrollment in a Coop Work Experience course OR concurrent with enrollment in the Work Experience course by the end of the quarter, the student must be issued a "Y" grade. The student will have one quarter to complete the WES at which time the "Y" grade may be changed. If WES is not completed within that timeframe the student must be issued a 0.0 grade for the Coop Work Experience credits and the WES.
C & S		5) Formulate learning objectives and complete the Learning Agreement form in a meeting with your supervisor and the faculty coordinator. All signatures and dates on the Learning Agreement form must be obtained PRIOR TO the student beginning their Coop Work Experience hours. Students cannot begin work without this signed Learning Agreement. Faculty will distribute copies appropriately, sending one copy to the Student Job Center at the beginning of the quarter.
S		6) Participate in Work Experience Seminar (WES). Quarter and year that the WES was taken/is being taken (must be prior to or concurrent with enrollment in Cooperative Work Experience credits): Quarter <input type="text"/> Year <input type="text"/>
S		7) Meet with faculty coordinator on scheduled "check in" dates.
C & S		8) Participate in an evaluation interview with your supervisor and the faculty coordinator.
S		9) Turn in written assignments/projects.

WRITTEN ASSIGNMENTS

In addition to satisfying established learning objectives, the student may be required to complete written assignments as a part of the Co-op experience. These assignments may vary at the discretion of each Faculty coordinator:

1) JUSTIFICATION OF CREDIT

Students may be required to write a paper assessing the value and quality of the Co-op experience by explaining why and how their credits have been earned.

- Attainment of learning objectives may be addressed.
- Specific examples should be used to show how and why you learned.

2) STUDENTS MAY SELECT ONE OTHER WRITTEN PROJECT FROM THE FOLLOWING:

- a. Keep a daily journal of your Co-op work experience. Entries should discuss progress towards learning objectives, new things learned about the job, application of classroom learning, observations about interaction with co-workers and supervisors, etc.
- b. Research your company's organization and complete an original organizational chart or plan. Indicate the flow of responsibility and accountability; place yourself on the chart. Write a 2-3 page analysis of the company's organization/management style or division of responsibilities.
- c. Write a 1,000-word paper analyzing the relationship between classroom training and on-the-job experience. Use specific examples from your Co-op assignment, observations of others' work experiences, and other sources to support your analysis.
- d. Read three or more articles in professional journals or magazines having to do with innovations or new trends in your career area. Complete a written summary of the materials and an assessment of the probable effects on you as you pursue your education and career.
- e. Complete a 1,000-word evaluation of your Co-op experience. Use specific examples to explain what and how you learned; successes and failures; the value of your learning objectives. Tell what you believe can be done to make Co-op effective for future students.
- f. You may propose an alternative written or research project for your coordinator's approval.

GUIDE FOR DEVELOPING LEARNING OBJECTIVES

- A. **INTRODUCTION:** The Cooperative Work Experience Program requires that a student pursue a planned program of work experience education which includes new or expanded learning opportunities beyond those required as part of normal job duties or regular classroom work.

You will be getting college credit not for what you do on the job, but for what you learn as a result of your job activities. Through Cooperative Education it is expected that your work experience will include new or expanded responsibilities or learning opportunities beyond those experienced during previous periods of employment.

To assure this, you are required to establish learning objectives for the quarter.

1. Setting objectives enables you to realize the educational opportunities that are available in your job.
2. Important dialogue between the student, the faculty instructor/coordinator, and the employer/supervisor occurs when they work together to identify job-oriented learning objectives.
3. The evaluation of the student/employee's job performance is more meaningful when the employer/supervisor and the employee understand and agree upon the objectives at the beginning of the work experience.

- B. **WHAT IS A COOPERATIVE EDUCATION LEARNING OBJECTIVE?:** A Cooperative Education learning objective is a measurable accomplishment which you plan to achieve through your work experience.

Learning objectives may be developed for one or more of the following categories:

1. Specific Job Competencies -- Particular understandings of work skills you would like to learn: surveying, operating a particular business machine, art work in a specific medium, photographic developing, tutoring, office management, cost accounting, editing, counseling old people.
2. Career Exploration -- First-hand observation of the daily routing of professionals in an area of interest, direct involvement in the types of work involved in a field, knowledge of job opportunities that might be available, familiarity with occupational literature and organizations.

3. Broadening Horizons -- Understanding how the legislative process works, familiarity with the bureaucracy of public agencies, the social role that organizations play and the values they hold.
4. Learning About Work -- How to make your way through a complex hiring process, understanding the fringe benefits and personnel policies that affect your welfare, learning how such practices are related to laws concerning employment.
5. Interpersonal Skills -- Learning how to deal with pressure and tension in work relationships, how to communicate what you know to strangers, being able to recognize when to speak and when to listen in work relationships, learning how to recognize adaptive and maladaptive behavior in dealing with another person.
6. Learning From Environment -- Understanding the unique history and character of an area, using the special resources of an area to further your own understanding of a particular interest like music or history.
7. Taking Responsibility -- Learning how to organize a complicated job, how to monitor your own time and effort so that a tight schedule is always met, how to get a piece of work done so that it fits with work of others.
8. Research Skills -- How to seek information, how to organize facts into a persuasive argument or course of action, how to relate academic knowledge to the demands of a particular job.

C. **SOME QUALITIES OF GOOD OBJECTIVES:** Please keep these characteristics in mind when developing objectives.

1. An objective should be stated in terms of the realistic result you intend to achieve.
2. Select language which can communicate to all interested parties, not just a limited technical group.
3. The objective must be specific, reasonable, achievable, and measurable within the available time limit.
4. The objective should relate specifically to the work experience. Related assignments set by the instructor/coordinator should support the objective.
5. On the next page are examples of several good objectives. In each case the same objective is stated in two different ways. In the left column the objective is either too general or not sufficiently measurable. In the right column the same objective has been stated correctly - (i.e.: In a manner that is specific, reasonable, achievable, and measurable).

VAGUE

- a. I will learn how to use my company's Xerox 860 word processor.
- b. I will evaluate the effectiveness of my company's advertising.
- c. I would like to know more about the chemical makeup of common drugs used in the hospital.
- d. I want to learn how to deal with grouchy people who are customers.
- e. I want to evaluate the effects of radiation on very small animals.
- f. I want to improve my sanding, priming, color-matching, and spot-painting techniques.
- g. I want to assist some children to learn a new skill.

SPECIFIC

- a. By December 15, I will be able to program and operate my company's Xerox 860 word processor with less than a 3% error rate.
- b. By March 15, I will make up, duplicate, distribute, pick up, evaluate, and report on a customer survey relating to my company's advertising.
- c. By mid-term I will list the forty most common medications I observe being used by referring to patients' charts, then research their chemical compositions, and record these data on my list.
- d. I will develop four different, cheerful conversation techniques and briefly describe each in a notebook. I will record reactions of grouchy people to these techniques and report by May 28.
- e. Within the next week I will expose an experimental group of five young mice to varying levels of radiation. I will compare their growth, exercise habits, and food consumption with a control group of mice who were not exposed. I will record data and report at the end of my Cooperative Education period.
- f. By November 1, I will successfully sand, prime, color-match, and spot-paint a repair on a customer's car to his satisfaction.
- g. By mid-term I will have taught a group of at least ten children ball-throwing athletic skills. The children will demonstrate their skills by achieving at least a minimum score, which I will determine as a proficiency level.

D. INSTRUCTIONS AND SUGGESTIONS FOR LEARNING OBJECTIVES

PREPARATION:

1. Orient yourself to the work situation, learn what your responsibilities and learning opportunities are; develop learning strategies.

In the first week or two of work experience you will need to give most of your attention to getting acquainted with your co-workers and your activities. Work situations vary a great deal, but the following *WHO*, *WHAT*, *HOW*, *WHERE*, *WHEN* questions may suggest the general types of information that may help you get oriented more easily.

WHO - Who does what in your work situation? Who is responsible to whom? Who is a good source for what types of information? What are the important names and telephone numbers you should know? (Make a list.)

WHAT - What are your responsibilities? What specific things are you expected to do on your own, to do when told, to monitor regularly, to look out for, etc.? (List and check with supervisor to clarify if necessary.)

HOW - How does work get done? Does everyone help one another or is work carried out independently? Are you expected to seek instructions frequently or have your work reviewed as it proceeds? Are there unwritten codes of behavior? (Such expectations may be very important but may require close attention to recognize.)

WHERE - Where are the important items kept? Where can answers be found? Who has the practical information? (Ask a lot of questions about such nitty-gritty. People love to tell the newcomer.)

WHEN - When are the critical deadlines? When is time important? How can you tell when speed is more important than care?

2. Walk around your place of employment and observe everything that is happening, all the employees, the physical nature of things, the attitude of people, and the employment situation generally. Also, consider your college classroom work, studies, labs, and career goals.
3. List some potential interests which may include items such as:
 - a. Things of a general nature (career orientation and routine duties).
 - b. Things that are new to you but apply to your present or future interests (skills acquisition or problem solving).
 - c. Things about which you know, but with which you need more practice to be more comfortable (skills application).

- d. People, things, attitudes and general feelings you hear, see, feel, or observe (human relations).
 - e. A specific activity or duty on which your immediate supervisor wants you to work (job implementation or new assignment).
 - f. Things you just cannot quite put into a category, but with which you would like to work (increased knowledge).
4. Once you have selected the interests you wish to develop, you are ready to formulate your learning objectives. As you create each objective *THINK ABOUT*:
- a. WHAT you want to accomplish: What knowledge, skill, attitude, understanding, or value are you seeking?
 - b. HOW you will accomplish it: What methods and materials will you use?
 - c. HOW you will *measure* your achievement: When will you complete the process? Who will assess your performance?
5. Use action words, not those "loaded" words open to a wide range of interpretations. Study the following examples of "action" words.

WORDS OPEN TO :

MANY INTERPRETATIONS

to know
 to understand
 to really understand
 to appreciate
 to fully appreciate
 to grasp the significance of
 to enjoy
 to believe
 to comprehend

FEWER INTERPRETATIONS

to write
 to recite
 to identify
 to differentiate
 to solve
 to construct
 to list
 to calculate

WORKSHEET FOR LEARNING OBJECTIVES

With the help of your Faculty Coordinator, use this worksheet to develop several learning objectives. Bring these objectives with you when you meet with your work supervisor and Faculty Coordinator to complete your learning agreement.

REMEMBER:

1. A learning objective is a measurable goal that you plan to accomplish through your work experience.

2. A learning objective might be:

IMPROVING THE QUALITY OF ROUTINE DUTIES AND SKILLS
FINDING A SOLUTION TO A PROBLEM
ACQUIRING NEW JOB KNOWLEDGE OR COMPETENCE
IMPROVING HUMAN RELATIONS SKILLS
INCREASING CAREER AWARENESS

3. A learning objective is *SPECIFIC, MEASURABLE, and ACHIEVABLE IN THE TIME AVAILABLE.*

ASK YOURSELF:

1. **WHAT** are you going to attempt?

2. **HOW** do you intend to do it?

3. **WHEN** are you going to complete it?

4. **WHO** will evaluate your accomplishment using *what criteria?*

LEARNING OBJECTIVE #1

WHAT? _____

HOW? _____

HOW MEASURED? _____

LEARNING OBJECTIVE #2

WHAT? _____

HOW? _____

HOW MEASURED? _____

LEARNING OBJECTIVE #3

WHAT? _____

HOW? _____

HOW MEASURED? _____

LEARNING OBJECTIVE #4

WHAT? _____

HOW? _____

HOW MEASURED? _____

LEARNING OBJECTIVE #5

WHAT? _____

HOW? _____

HOW MEASURED? _____

Centralia College Cooperative Work Experience LEARNING AGREEMENT

Quarter/Year _____ / _____

STUDENT

EMPLOYER

FACULTY COORDINATOR

The Employer agrees to provide the student employee with close initial supervision and training on the job site and also agrees, as employer of record, to accept all responsibility for the student employee, including L.&I. and liability coverage (whether in volunteer or paid employment status) while the student is on the job site. The employer agrees to comply with applicable State and Federal laws designed to promote equal opportunity employment and that the workplace is drugfree and free of discrimination and harassment. Employer agrees that all safety rules and regulations with regard to the assigned position have been discussed with the Coop Work Experience student employee prior to beginning employment.

I. JOB TITLE AND DESCRIPTION:

II. LEARNING OBJECTIVES: The student must identify specific skills, competencies, or knowledge to be gained.

A.

B.

C.

D.

III. ADDITIONAL ASSIGNMENTS: Determined by agreement between the college coordinator and the student.

A.

B.

IV. EVALUATION: Criteria used to determine the student's grade.

A. ___% Attainment of learning objectives and evaluation of overall work performance by work supervisor.

B. ___%

C. ___%

V. WORK HOURS:

Approximate number of hrs per week _____. Is the student receiving credit(s) for the agreed upon co-op work hours through any other program or class on campus: ___Y ___N If Yes, please explain: _____

All parties undersigned agree to this Learning Agreement and acknowledge that the student may not begin Cooperative Work Experience employment until this document is completed and signed by all parties:

STUDENT

Date

FACULTY COORDINATOR

Date

EMPLOYER

Date

Centralia College Cooperative Education
EMPLOYER EVALUATION OF STUDENT'S WORK EXPERIENCE

Student: _____
 Supervisor: _____
 Quarter/Year: _____

Faculty: _____
 Worksite: _____
 Total Hrs. Worked This Quarter: _____

Please complete the evaluation of your student employee's Cooperative Work Experience by marking the box appropriate to the the student's performance level in each of the following areas:

EVALUATION OF LEARNING OBJECTIVES

- 1.
- 2.
- 3.
- 4.
- 5.

Excellent	Good	Average	Marginal	Needs Improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STUDENT COMPETENCIES/SKILLS

- Academic and/or vocational preparation of the student for his/her position
- Focus on job duties
- Ability to learn quickly
- Quality of work
- Initiative
- Attendance/punctuality
- Appropriate appearance

Excellent	Good	Average	Marginal	Needs Improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERPERSONAL TRAITS

- Works well with others
- Participates as a member of a team
- Serves customers well (if applicable)
- Displays responsibility, integrity & honesty
- Dependable

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL RATING

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Would you recommend this student for future employment in your own or another worksite?: ____ Y ____ N

What above average strengths/skills/attitudes did the student possess: _____

In what ways could the student improve: _____

What suggestions can you give to improve the Cooperative Work Experience Program?: _____

The employer agrees to comply with applicable State and Federal laws designed to promote equal opportunity employment.

 SUPERVISOR signature

 Date

This performance evaluation was discussed with me on the date noted above. I understand that my signature attests only that a personal interview was held with me. It does not necessarily indicate that I agree with the evaluation:

 STUDENT signature

 Date



STUDENT EVALUATION of Cooperative Education Experience

Student: _____
Supervisor: _____
Quarter/Year: _____

Faculty: _____
Worksite: _____
Total Hrs Worked This Quarter: _____

Please complete the evaluation of your Cooperative Work Experience in order to assist our staff in monitoring and improving worksites and the Coop Program. Please return it to your Faculty Coordinator. Your assistance is appreciated.

EVALUATION OF YOUR WORKSITE

- Rate your interpersonal skills on the job
- Adequacy of direction from supervisor
- Was supervisor available when needed
- Variety of learning
- Expected vs. actual assignments
- Your relationship with the supervisor
- Adequate time to complete work assignment
- Opportunities to relate to other personnel
- Appropriate level of responsibilities/duties
- Satisfaction with worksite in general

	Excellent	Good	Average	Marginal	Needs Improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVALUATION OF YOUR WORK EXPERIENCE

- Did experience relate to major or career goals
- Were you educationally prepared for your experience

Briefly comment on the positive and negative aspects of this quarter's work experience, particularly with respect to career development: _____

Briefly explain how you applied classroom knowledge to your work experience: _____

What suggestions can you give to improve the Cooperative Work Experience Program?: _____

Student Signature: _____

Date: _____

* Please return to your Faculty Coop Education Coordinator *

NOTES