The Career & Transfer Center

Located in the
Student Center Building, Room 201

Contact us at:
Phone 914-606-6760 Fax 914-606-6767

On the web:
www.sunywcc.edu/ctcenter
Dear Employer Partner:

Welcome to the Cooperative Education & Internship Program at Westchester Community College. We appreciate your interest and commitment to education by your participation in our program. Employers who make a commitment to participate in programs like this, play an important role in preparing and training the region’s future professional workforce. In fact, without employers like you, our program would not exist.

This manual is designed to introduce you to the program, outline the employer’s commitment and supervisor’s role and review the program procedures and guidelines. We hope it will be a useful tool as you design and or/ expand your commitment to this partnership.

We hope that your participation will prove to be rewarding for you. It is a vital link in a student’s education and personal development as it uses the workplace to enlarge their perspective and stimulate learning.

We are excited to have you participate in our program, and look forward to your active involvement in the development of our students.

Sincerely,

Susan D. Hacker, Associate Professor/Counselor
Coordinator, Career Services
Introduction

The Cooperative Education/Internship Program at Westchester Community College is an experiential learning program that provides opportunities for students to gain career related work experiences, while completing a degree. This academic program is designed to complement traditional learning methods and enhance personal growth through the practical application of theoretical and technical knowledge and skills gained in the classroom.

For employers, the program brings the workplace and academic curricula closer together. Since 1994, employers have provided students at Westchester Community College the opportunity to work in career related positions in corporations, small to mid-sized businesses, museums, schools, non-profit organizations and municipalities. Employers provide opportunities for students to practice and prepare for success in the profession of their choice. Students get a head start in making professional contacts while strengthening their resume for future employment opportunities. Employers receive highly motivated employees who are enrolled in coursework that meets their needs and utilize that educational knowledge at the worksite.

The Westchester Community College Cooperative Education/Internship Program is considered both an academic program and a career service. Through this program, students learn about the variety of possibilities open to them with their academic training, interests and past experiences. They acquire a clearer understanding of the “world of work” and a greater appreciation of the skills and abilities they bring to that environment from the “world of the classroom”.

Program Goals

The goal of our program is to link education and experience in an effective way so as to develop the aptitudes, attitudes and capabilities of our students. As an academic program, experiential learning is a key educational tool designed to:

- Enhance student’s traditional academic experiences
- Teach life-long career development skills
- Provide financial/economic gains to area students
- Provide students with career access into the labor market
- Assist this region in its economic and human resource development needs

As your employee, students who participate in the Westchester Community College Cooperative Education/Internship Program learn the requirements and demands of the workplace. Additionally, the experience creates the atmosphere for students to “test”, explore and demonstrate an understanding of:

- Work values
- Ethical issues in the workplace
- Human relations skills
- Decision-making skills
- Civil responsibility
- Effective communication skills
- Social, political and economic issues
- A broad base of knowledge related to their specific career goals


**Student Eligibility**

The Cooperative Education/Internship Program at Westchester Community College is an optional program for students. It attracts students who take their education and future career goals seriously. It requires students with initiative, those who apply themselves and accept constructive feedback. From an employer’s perspective, they are a good bet.

Students are eligible for the program after completing 1-2 semesters of coursework. They must have a minimum GPA of 2.5, completed ENG 101 and a minimum 12 credits in their area of study. Specific additional requirements are determined by the student’s academic department.

**Developing Effective Job Descriptions**

Getting a good “fit” between employer and student is important to all of us. Matching the right student with a position enhances the experience for everyone. Each organization has certain job requirements as well as a culture which suits some better than others. Every position has a particular potential for learning. Therefore, taking the time to develop a thorough job description is an important step in the process. We have found that the more information provided, the more likely we will be able to find the best candidate and potentially create the best learning environment. As an educational institution, an important issue for the college is to have students in positions where we can document learning. A well thought out job description can create such an environment. A copy of the job description form is in the appendix for your review. We suggest you plan for students by discussing potential tasks, qualifications and possibilities for learning within the department where the student will be assigned.

**Hiring Process**

Students are available for placement throughout the Spring, Summer and Fall semesters. Students apply to the program, complete a professional resume and attend an interview training workshop. Faculty provide recommendations for students who apply for a placement. Once a student is prepared, their resume is sent to employers requesting candidates. The employers interview prospective students and make the hiring decision. Students who opt to earn academic credit for their experience must follow the guidelines and procedures for the credit component of the program.

**Hiring International Students (F-1 visa)**

International students with an F-1 visa are eligible to participate and earn a salary under the Curricular Practical Training (CPT) component of their visa. They are required to register for academic credit and therefore must be enrolled in a curriculum that offers credit for co-op/internships.

**Salary**

Wages for Westchester Community College Co-op/Internship students vary depending upon a student’s academic major and past work experience. The salary decision is made

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exclusively by the employer and should be discussed with the student candidates before the position is offered. Employers are not required to provide health insurance and fringe benefits, but may at their discretion. For International students, as per the Internal Revenue Service, Social Security and Medicare taxes are not withheld from wages unless the student is considered a resident alien. (see IRS website for details) www.irs.gov/businesses/small/international/article/0,,id=96431,00.html

Unpaid positions for academic credit are included as part of the program.

**Maximizing the Experience**

**General Guidelines**

*Plan Ahead*
Select work areas and supervisors where students will be well received. Identify tasks and responsibilities for a prospective student. Determine goals and learning outcomes for the position.

*Relate the Work to the Student’s Curriculum*
Since this is an Educational Program, keep in mind assignments should primarily related to the students major and career choice.

*Assign Progressive Responsibilities*
Plan for the students to “grow” in the position so that they will move from more routine activities early in the semester to more complicated task as they mature, gain more academic background and have additional professional experience.

*Provide a Variety of Experiences*
The more varied the experience, the more the student and potentially the employer will gain

*Keep Students Busy*
Plan a sufficient amount of work to keep the student actively engaged in the learning process

*Make the Student Feel Part of the Organization*
Orient them to the office, introduce them to the existing staff

*Promote Professional Development*
Students should be encouraged to participate in professional associations, seminars training workshops and to develop a regular program of professional reading.

*Provide Feedback*
Periodic feedback is important to maintain the integrity of the placement and to ensure that the student is doing work that will enhance their professional development

**Program Structure**

**Academic Majors and Work Assignments**

For most students the primary benefit of participating is the chance to actually “try out” their major in the workplace. It is crucial that the students work assignment relates closely to their academic major. This will ensure that the students will maintain interest and enthusiasm in their work and the work will provide a basis for evaluating abilities related to their chosen profession.
Training Agreements
A Training Agreement is completed for all students who participate in the internship program regardless of whether they are earning academic credit for the experience. The employer agrees to our program policies and outlines some of the basic tasks. Both the student and Faculty Advisor agree to participate so that the relationship is fruitful for all.

Academic Credit Component-Student Assignments
Students who are earning academic credit for the experience have a structured program of assignments and responsibilities to complete in order to earn the credit.

Work Hours
Students complete a minimum of 60 hours for each credit at the job site. A specific weekly schedule is arranged with the work supervisor.

Faculty Advisor Meetings
Students are required to meet with their Faculty Advisor during the placement period.

Blackboard Supplement
Students are required to sign on to our Distance Learning website to complete assignments as a supplement to their work tasks. This is an opportunity for them to communicate on a regular basis with faculty and other students enrolled in the program. They are required to react to and discuss topics relevant to the professional work environment.

Written Assignments

- Learning Contract

  Students earn college credit for documenting the learning that has taken place through their work assignment. Early in the semester students are required to develop learning goals to accomplish over the course of their placement. Work supervisors are expected to review the student’s objectives and make recommendations for targeted learning, training, and skill development during the placement.

- Bi-Weekly Tracking of Objectives

  Students submit a “reflection journal” to their faculty advisor every two weeks. They are instructed to review their tasks/accomplishments at work for that time period in relation to their goals from the Learning Contract.

- Final Paper

  At the end of the work assignment, students write a detailed paper about their experience. This included an evaluation of their learning objectives, a review of the experience in light of their career choice and a discussion of courses that were relevant to the work experience.
**Student Evaluations**

Students need to know how well they are doing their jobs. Evaluation of the student is useful in three principle ways:

- For self improvement
- As an aid to the faculty advisor in assessing learning objectives
- For future job searches

Employers are requested to complete both a mid-term and final evaluation on each student. It is recommended that work supervisors thoroughly discuss the evaluation with the student. (copies of the evaluation forms are in the appendix)

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**Benefits to Employers for Participating**

Employers have determined that students who participate in co-op/internship programs perform as well or better than regular employees in the areas of technical knowledge, communication skills, quality of work, quantity of work, cooperation, dependability, ability to follow instructions and motivation. These students exhibit excellent work habits, job performance and attitudes. They are bright, enthusiastic and in many cases provide new ideas and new viewpoints to organizations.

Hiring students makes good business sense.

Specifically, experiential education programs:

- Provide employers with a continual pool of pre-screened, high achieving students
- Serve as a low-cost training and development program without sacrificing quality
- Help employers attain Equal Employment Opportunity objectives. More members of minority groups are hired through co-op/internship programs
- Allow flexibility in staffing needs; frees up higher paid staff to do more creative or higher priority work
- Offer a cost effective, screening program for recruiting highly qualified students; provides the opportunity to evaluate prospective employees under actual working conditions
- Help employers meet cyclical, project or short term needs without a long term commitment
- Provide employers with a screening process for high potential professional and technical employees
- Opens the door for organizations to influence the design and content of college curricula

Other benefits:

- The recruitment costs for co-op/interns are from 30-90% less than those for non participants
- Student employment costs (salaries) are reduced because of lower or non-existent fringe/compensation benefits
- Recruitment yields as measured by the number of job offers accepted as a percent of the number of candidates interviewed, is over 13 times higher for co-op/interns than for non participants
- Graduate co-op employees have less early attrition and turnover as compared to non participants. Retention studies indicate that after 3 ½ years on the job, the retention rate is well above the national average
▪ Student participants experience greater satisfaction with their jobs than non participants 1-5 years after graduation
▪ Student work performance has been reported by employers to be as good to excellent as compared to regular employees
▪ Experiential learning programs provide a formal mechanism to maintain ongoing, positive contact with academic institutions

**Role of the Employer**

The role of the employer is primarily to provide an environment in which learning can take place. Supervision needs to be available to the student to provide assistance when needed.

At the beginning of the semester students set four learning goals to complete at the worksite. The supervisor’s input is critical in this process. Supervisors can identify areas in which they would like the student to develop and can advise the students on realistic and achievable goals.

The supervisor will be asked to formally evaluate the student at the mid term and end of the program. (Sample forms are included in the appendix)

▪ Understand and promote the concept of experiential learning
▪ Provide meaningful experiences and supervision related to the students objectives and professional growth

▪ Review performance expectations and organizational policies/procedures with students at the beginning of the placement
▪ Provide appropriate orientation and training as needed for fulfillment of job responsibilities

▪ Provide a safe and healthy work environment for students. Inform students of all safety regulations
▪ Assist students with developing meaningful and appropriate learning objectives

▪ Provide technical assistance and training as appropriate
▪ Assist the college in the evaluation process of students in the Cooperative Education & Internship Program

▪ With students, identify individual and departmental goals to be realized during work period.
▪ Communicate and meet with the student’s faculty advisor during the semester to provide meaningful feedback on the student’s performance

▪ Provide positions that will challenge students and provide a variety of exposure with increasing levels of responsibility; opportunities for group and individual work and a chance to address individual career goals
▪ Allow the students to learn and experience a realistic overview of the profession

▪ Periodically review and discuss with students his/her progress and development toward objectives
▪ Equitably compensate students for duties and tasks of their position
Role of the Program Coordinator

The Program Coordinator initially meets with all students expressing interest in the co-op/internship program. The Coordinator is the initial liaison between the college and the employer before the student is placed. The Coordinator’s main objective is to prepare the students for the interview and hiring process, work with employers to generate options for students and screen students for eligibility for the program. The Coordinator also orients the students to the course requirements and obligations.

- Coordinate workshops in resume writing and interviewing in preparation for co-op/internship job search
- Serve as a liaison between students, faculty advisors and employers to foster good work relationships and ensure quality of the learning/work experiences
- Contact employers to generate potential positions
- Assist students in securing a position and enrolling for academic credit when indicated

Role of the Faculty Advisor

The Faculty Advisor acts as the instructor and mentor for the learning experience. They assist the student in formulating attainable, measurable learning objectives, meet regularly to monitor the student’s progress toward their goals and grade all written assignments. They are the primary liaison during the placement period.

- Maintain weekly contact with co-op students. This contact can be in person, by phone or email, or through the submission and review of the weekly journal.
- Serve as the liaison between the students and the work supervisor
- Be generally available to students enrolled in a co-op placement to provide ongoing support and encouragement.
- Visit the worksite at the end of the semester to discuss/evaluate the student’s progress and overall performance

Role of the Student

Students who participate in experiential learning programs have a dual role- student and employee. To successfully complete the program, students meet responsibilities both to their faculty advisor and employer. These include written assignments, a minimum number of work hours, individual and group meetings.

- Meet regularly with their Faculty Advisor to discuss progress with learning objectives
- Conduct themselves in a professional manner at the work site
- Attend required group meetings and complete all written assignments
- Report to work promptly, and in the event of an emergency, notify the employer
Abide by the regulations and policies of the employer

Keep an open mind in order to learn as much as possible from the experience

Take the initiative to communicate needs and concerns to their employer and faculty advisor

Be aware of personal goals as well as employer expectations and goals

**Influence of the Work Supervisor**

For the student, the relationship with their work supervisor is primary. Perceptions of their chosen career, your organization and the requirements for success are influenced to a large extend by the work supervisor. Some of the areas were a supervisor can influence a student's experience include

**Organizational/Professional Adjustment**- assist the student in understanding not only how to do their job, but why it is important

**Social Adjustment**- Help the student become an accepted member of the “team”.

**Motivation**- Provide encouragement and support to stimulate learning and personal growth

**Career Development**- Share your knowledge of the field. Help students learn about professional affiliations, advancement potential and industry needs

As a supervisor and mentor, developing future professional workers is no small task but it can be rewarding and challenging. Creating an environment where people motivate themselves, strive to develop new skills, recognize their own potential and strengthen their weak point takes a committed supervisor who clearly understands their role in this partnership.

**Student Expectations**

Students eagerly anticipate the opportunity to gain career-related experience. Most have work experience but not related to their academic major. To be expected to use what they learn in the classroom in the workplace can evoke both excitement and anxiety. Although their level of self confidence may vary, there are certain expectations and needs they all have. They include:

- A basic understanding of what the job entails and what is expected of them
- An orientation to the organization and position
- Constructive feedback and evaluation of work performance
- An opportunity to building self-confidence
- A progression of responsibility in relation to skills gained
- Understanding and guidance while trying to mesh individual and organizations goals
- Leadership practice
- Fair monetary compensation
**Participating Curricula**

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Business Administration</th>
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<tbody>
<tr>
<td>Communications &amp; Media Arts</td>
<td>Computer Information Systems</td>
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<tr>
<td>Computer Science/Networking</td>
<td>Visual/Digital Arts</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Digital Film</td>
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<tr>
<td>Office Technologies</td>
<td>Paralegal Studies</td>
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<tr>
<td>Liberal Arts/Social Science</td>
<td>Marketing</td>
</tr>
<tr>
<td>Retail Management/Fashion Merchandising</td>
<td>Engineering Technologies: Civil, Mechanical, Electrical</td>
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</tbody>
</table>
Appendix
Westchester Community College  Cooperative Education/Internship Program

Employing Organization:  Today’s Date:

Address:

Phone:  Fax:  Web Site:

Contact Person(s):  Phone Ext:

Title:  E-Mail:

Organization Description:

Position Title:

Position Description:

Appropriate Year in (check all that apply):  Fresh_____ Soph._____

Qualifications Required:

Skills expected to be learned on the job:

Position Starting Date:  Position Hours:  Hourly wage:

Position Ending Date:

Contact Instructions:  Students should _____Call for an appointment

_____Mail, fax or email a letter with resume

_____Other:
SUNY WESTCHESTER COMMUNITY COLLEGE
COOPERATIVE EDUCATION/INTERNSHIP LEARNING AGREEMENT

Please return this form to the Career & Transfer Center prior to the start of the student’s internship.

1. Internship Site Supervisor

Name__________________________________________ Phone _______________________________

Title/Dept. ______________________________________ Email _______________________________

Company Name __________________________________________ Fax____________

Address _____________________________________________________________________________

City, State, Zip___________________________________ FEIN#________________________________

SITE SUPERVISOR RESPONSIBILITIES:

Our academic institution greatly appreciates your participation in our internship program. Your role is integral to the student’s internship experience and success.

As a site supervisor for this internship, I agree to:

• Accept the student/employee and assign jobs without regard to age, gender, race, sexual orientation, national origin, disability or marital status
• Provide an orientation for the student/employee which includes the company’s rules, regulations and duties of the job
• Provide a quality experience related to the student’s academic program of study
• Clearly discuss the requirements of the internship with the student intern
• Work with the student to complete work goals, duties and learning objectives
• Provide ongoing supervision and feedback to the student on his/her performance
• Talk with the faculty advisor and/or meet with him/her during a site visit to discuss the internship
• Complete an evaluation of the student’s performance and attitude twice during the experience

Internship Description & List of Duties (please include specific intern duties or indicate approval of duties already listed below)

a.  

b.  

c.  

d.  

(Please include additional duties as appropriate)

Site supervisor Signature:__________________________________________ Date:________________
2. **Faculty Supervisor** (Faculty Internship Coordinator or designated Departmental Faculty Advisor)

Name___________________________________________  Phone (___)________________________

Title_____________________________________________  Email ______________________________

Department/Office _____________________________________________________________________

**FACULTY SUPERVISOR RESPONSIBILITIES:**

Academic Criteria: See the departments internship syllabus for specific academic requirements
(for students earning academic credit only)

As a Faculty Internship Advisor, I agree to:

- Keep in periodic contact with the student to provide guidance and support
- Visit/contact the site supervisor at least once during the semester to discuss the students
  performance
- Assess the student’s learning based upon internship duties listed in the Learning Contract, tracking
  form or other student assignments

Faculty Advisor
Signature__________________________________________ Date____________________
3. **Student Intern**

Name___________________________________________ Curriculum___________________________

Phone (___)_____________________________________ Cell Phone (___)________________________

Email___________________________________________ Term in which you are seeking credit______

**Program Prerequisites**

- GPA of at least 2.5
- A minimum of 12 credits in academic curriculum
- Completion of ENG 101 Composition & Literature I

**STUDENT INTERN RESPONSIBILITIES**

As a student seeking credit for an internship experience, I agree to

- Obtain proper approval from my Faculty Internship Coordinator or Curriculum Chair in the academic department granting credit
- Complete the internship Learning Agreement and submit it to the Internship Coordinator in a timely fashion
- Perform to the best of my ability those tasks assigned by my Site Supervisor which are related to my learning objectives and to the responsibilities of this position
- Follow all the rules, regulations and normal requirements of the internship site
- Complete the academic requirements outlined in this agreement under the guidance of my faculty internship advisor
- Notify the Internship Coordinator and my faculty internship advisor of any changes I need to make in the agreement or of any problems that may develop during the work experience
- Report to work promptly and regularly and notify the employer at once if illness or an emergency prevents reporting to work
- Abide by the regulations and policies of both the employer and the Cooperative Education/Internship program

**Student Signature___________________________________________ date__________________

**Deadlines for submission of Internship learning agreement**

<table>
<thead>
<tr>
<th>Semester in which the internship is completed</th>
<th>Deadline to complete and submit the Learning Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Second Friday of the Fall Semester</td>
</tr>
<tr>
<td>Spring</td>
<td>Second Friday of the Spring Semester</td>
</tr>
<tr>
<td>Summer</td>
<td>Second Friday in June</td>
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Any questions, contact the Program Coordinator, 606 6760, STC 201
Developing Learning Objectives

Cooperative Education and Internships are academic programs. They recognize that learning which occurs as a result of experience can be worth academic credit. Learning objectives are the most effective method devised to assess the extent and value of this learning. Learning objectives refer to a set of statements which clearly and precisely describe what it is that you intend to accomplish during your work period.

Learning objectives should contain the following information:

- A statement of what you expect to achieve through your work experience
- An indication of how you expect to achieve the goal
- The time frame involved in completing the task
- Identification of the method of evaluation to be used

Key to Completing Your Learning Objectives

There are many different types of objectives you can set for yourself during your work experience. To help you, we have provided lists of possible objectives (page 16) as well as the following categories as suggested general areas.

- **Skill Development**- learning a new skill or improving and existing one
- **Knowledge Attainment**- learning new facts and concepts
- **Personal Development**- learning about yourself
- **Interpersonal Development**- improving your ability to get along with others
- **Problem Solving**- developing a solution for a problem that hinders your ability to succeed

You will be expected to identify four (4) learning objectives this semester related to your experience. Meet with your work supervisor first to establish appropriate learning objectives. Then schedule an appointment with your faculty advisor to discuss and review them. **This assignment must be completed during the first three weeks of the placement.**

Some Qualities of Good Objectives

Please keep these characteristics in mind when developing objectives.

- Objectives should be stated in terms of the realistic results you intend to achieve.
- Select language which can communicate to all interested parties, not just a limited technical group.
- Objectives must be specific, reasonable, achievable, and measurable within the available time limit.
Objectives should relate specifically to the work experience.

Below are examples of several good objectives. In each case the same objective is stated in two different ways. In the "wrong" 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).

### Wrong
- 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 want to learn how to deal with irritable people who are customers.
- d. I want to improve my sanding, priming, color matching, and spot painting techniques.
- e. I want to assist some children to learn a new skill.

### Right
- a. By December 15th, 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 15th, I will make-up, duplicate, distribute, pick-up, evaluate, and report on a customer survey relating to my company's advertising.
- c. I will develop four different, cheerful conversation techniques and briefly describe each in a notebook. I will record reactions of customers to these techniques and report by May 28th.
- d. By November 1st, I will successfully sand, prime, color match, and spot paint a repair on a customer's car to his/her satisfaction.
- e. By mid-term, I will have taught a group of 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.

### Instructions and Suggestions for Preparation of Learning Objectives
- 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 in general. Also, consider your college classroom work, studies, labs, and career goals.
- List some potential interests which may include items such as:
  - Things of a general nature (career orientation and routine duties)
  - Things that are new to you, but apply to your present or future interest (skill acquisition or problem solving)
  - Things about which you know, but with which you need more practice to be more comfortable (skills application)
  - People, things, attitudes and general feelings you hear, see, feel, or observe (human relations)
  - A specific activity or duty on which your immediate supervisor wants you to work (job implementation or new assignment)
  - Things you just cannot quite put into a category, but with which you would like to work. (increased knowledge)
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 what you want to accomplish; what knowledge, skill, attitude, understanding, or value are you seeking?

**What Do You Want To Accomplish?**

**Examples:**

a. To increase sales by 10%

b. To revise the current office filing system, to achieve a more efficient method of handling, storing and retrieving records

**How Are You Going To Accomplish It?**

Steps you will take to accomplish your objective. Which activities will you do? How will you acquire the learning? Under what conditions will the learning occur?

**Examples:**

a. Experiment with three sales techniques; keep a journal of the results for two weeks to determine the best one to use

b. I will research the various methods of filing systems available for implementation

**How Will You Measure Your Objective?**

What evidence will you have to demonstrate that learning has taken place? What criteria will be used to evaluate your evidence? You may indicate a time limit, a minimum number of correct responses, a number of principles, a percentage or proportion, or define the important characteristics of performance accuracy. Then identify who will do the evaluation.

**Examples:**

a. My performance will be judged by my sales record and the sales manager

b. By acceptance and implementation of a new or revised filing system

**NOW write a complete objective:**

**Example A**

By December 1, I will increase sales by 10%. For the first two weeks of the semester I will experiment with three sales techniques and keep a journal of the results to determine the best one to use. My performance will be judged by my sales record and the sales manager.

**Example B**

By December 1, I will revise the current office filing system, to achieve a more efficient method of handling, storing and retrieving records. I will research various methods of filing systems available for implementation, for the first three weeks of the semester. I will review the various methods with my supervisor and together we will select a method to try. After one month we will evaluate the success of the method chosen by reviewing the new method with co-workers and staff.

**Follow these steps to create your own objectives. Discuss and review them with your immediate work supervisor and then present them to your Faculty Advisor for comment and possible revision.**
Possible Learning Objectives - General

1. Produce high quality work
2. Learn how to compile and analyze quantitative or statistical data
3. Develop a systematic approach to problem solving
4. Work effectively with a wide variety of people
5. Develop techniques to handle conflict
6. Relate effectively to management
7. Relate effectively to co-workers
8. Develop ability to accept criticism constructively
9. Learn techniques of self-reflection
10. Improve oral and written communication skills
11. Learn how to compile and organize information effectively
12. Understand company's business and competition
13. Learn professional procedures and attitudes
14. Develop leadership skills
15. Develop a professional vocabulary
16. Demonstrate technical competence
17. Develop the ability to work independently
18. Develop the ability to listen and follow instructions
19. Learn how to take the initiative
20. Improve time management skills
21. Improve organizational skills
22. Learn decision making abilities
23. Develop good phone techniques
24. Increase understanding of the professional work environment
25. Learn how to delegate responsibilities
26. Learn how to complete work tasks in relevant time frames
27. Learn how to achieve results through team efforts
28. Understand the operation of a small business/department
29. Understand how to achieve results
30. Learn how to motivate others
31. Develop research skills.
32. Learn how to plan and prioritize completion of tasks
33. Assume responsibility for completion of assigned job responsibilities
34. Learn to coordinate events or people
WESTCHESTER COMMUNITY COLLEGE
COOPERATIVE EDUCATION/INTERNSHIP PROGRAM
LEARNING CONTRACT

Student ___________________________ Date __________________________

Job Location __________________________ Semester ______________________

Job Title ___________________________ Curriculum ______________________

Briefly describe your job tasks:

______________________________________________________________

______________________________________________________________

______________________________________________________________

Think about what you hope to accomplish in your position this semester. Note areas where you feel you can gain new skills, increase your knowledge or improve your attitude. Your objectives can be personal or related to specific job competencies. It is important that you be as specific as possible, as broad general statements are difficult to measure. After discussing your learning objectives with your work supervisor and faculty advisor, list them below.

OBJECTIVE #1:

______________________________________________________________

Method of Accomplishment: ______________________________________

______________________________________________________________

______________________________________________________________

Time period: ______________________

Method of Measuring Success: _____________________________________

______________________________________________________________

______________________________________________________________

OBJECTIVE #2:

______________________________________________________________

Method of Accomplishment: ______________________________________

______________________________________________________________

______________________________________________________________

Time period: ______________________

Method of Measuring Success: _____________________________________

______________________________________________________________
OBJECTIVE # 3: 

Method of Accomplishment: 

Time period: 

Method of Measuring Success:


OBJECTIVE # 4: 

Method of Accomplishment: 

Time period: 

Method of Measuring Success:

Student's Signature

Supervisor's Signature

Faculty Advisor's Signature
WESTCHESTER COMMUNITY COLLEGE  COOPERATIVE EDUCATION/INTERNSHIP PROGRAM

BI-WEEKLY TRACKING OBJECTIVES

Name:__________________________________________________SS#________________

Job Location:___________________________________________________Semester:________

Faculty Advisor:______________________________________________________Week:________

Indicate, on a daily basis, activities performed and time spent on each activity. Relate your accomplishments to one or more of your chosen learning goals.

<table>
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<tr>
<th>Date</th>
<th>Activities performed</th>
<th>Relationship to Learning Objectives</th>
<th>Time Spent</th>
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Describe below your thoughts on what you feel you learned this past week.

Student Signature________________________ Date ________________
WESTCHESTER COMMUNITY COLLEGE
COOPERATIVE EDUCATION/INTERNSHIP PROGRAM
FINAL REPORT- WORK EXPERIENCE- I

In a well developed essay of a minimum 5-7 pages, describe your experience in detail. Try to reflect on your work assignments as a learning experience as you address the areas below. Use your weekly journals and your learning contract to assist you with this assignment. Presentation, content, organization, as well as grammar and spelling will be used to determine your grade for this assignment. This essay must be typed.

1. Describe in detail your work experience:
   - Briefly outline your responsibilities and job tasks
   - List the responsibilities of your immediate supervisor
   - Identify the role of your department within the entire organization
   - Include an organizational chart

2. Discuss and evaluate the accomplishment of your learning objectives during this work experience.

3. Discuss the aspects of your position that you especially liked and those you specifically disliked. If you encountered any difficulties or challenges, how did you resolve them?

4. Discuss the college courses that were most relevant to this work experience.

5. What new competencies did you develop as a result of this experience?

6. Evaluate your position in terms of your specific career objectives. Have your goals been confirmed or have they changed?

7. In what way was this experience meaningful to your personal and professional development. What did you learn about yourself? What impact do you think you had on the organization’s success?

8. Assess, from your viewpoint, how successful the organization is. What policies/procedures would you revise?

9. What suggestions or recommendations would you give to the President of the organization to improve productivity, customer satisfaction, operations or staff development?
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