

# COOPERATIVE EDUCATION WORKBOOK

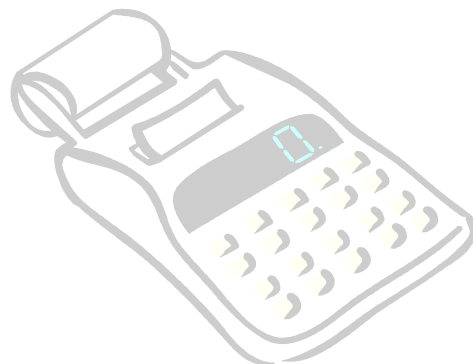
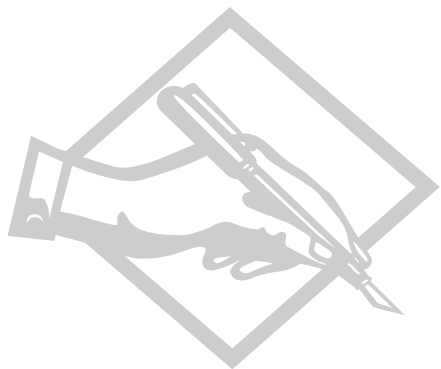
AT NORTHWESTERN STATE UNIVERSITY  
COMPLETING A COOP EXPERIENCE WITH  
NORTHWESTERN

Name \_\_\_\_\_

Place of employment \_\_\_\_\_

Course Title \_\_\_\_\_ Major \_\_\_\_\_

COLLEGE OF BUSINESS  
NATCHITOCHEs, LOUISIANA



## **THE MEANING OF COOPERATIVE EDUCATION**

Cooperative Education (Coop) as the name implies, is education based on a cooperative arrangement by the college and employers to provide practical work experience for students. Coop combines classroom study with related employment and is based on the principle that learning does not confine itself to academic achievement but is equally dependent upon practical experience.

### **SUMMARY OF COOP REGULATIONS**

As a Coop student you are expected to:

1. Register for the appropriate Coop course each semester.
2. Report absences from-work, which are longer than two days in duration (regardless of reason).
3. Report changes in work assignments, address, salary, etc. to the faculty coordinator.
4. Complete this workbook as instructed and return to the faculty coordinator by the required date.
5. Complete the COOP Report as instructed and return to the faculty coordinator by the required date.
6. Schedule two on-campus conferences with your faculty coordinator:
  - A. One during the first week of the quarter for the purpose of introduction and questions.
  - B. One during the last week of the work experience for the purpose of final evaluation.

**Do not turn this page in with the final copy of the workbook!**

## INSTRUCTIONS FOR WRITING MEASURABLE LEARNING OBJECTIVES

### What are Measurable Learning Objectives?

Measurable Learning Objectives (MLO's) refer to a set of statements which clearly and precisely describe accomplishments projected for the semester.

### Why have Learning Objectives in a Coop Program?

Cooperative Education is an academic program. Credit is granted for learning, which occurs as a result of working, and not for actual work done on the job. Learning objectives are the most effective method available to assess the extent and value of this learning.

### How are Learning Objectives Developed?

Carefully review your job, noting areas in which you can gain new skills, increase your knowledge, or improve your attitudes or feelings. It is important to avoid broad, general statements. Confine your objectives to those, which can be accomplished during a single semester. Be sure that you have sufficient knowledge, skill, time, and freedom at work to accomplish your objectives.

Usually, an MLO combines four major variables to form a single sentence. The variables or components are **ACTIVITY**, **FORECAST**, **TIME FRAME**, AND **EVALUATION**. The activity is the desired outcome or expected achievement, the forecast is the proposed level of accomplishment, which should be expressed numerically whenever possible, the time frame is the expected completion date, and the evaluation is the stated method of measurement.

Example: By the end of the semester (**Time Frame**), I will design and build a new chair (**Activity**), which meets company construction specifications (**Forecast**) as evaluated by my job supervisor (**Evaluation**).

A very important element in the development of MLO's is often called the **ACTION WORD**. There are two such action words used in the example above: design and build. Action words are found in all MLO's because they lead to measurable outcomes. Other examples of action words are: demonstrate, describe, develop, draw, discuss, operate, perform, summarize, recognize, etc.

### Examples of Poor MLO's

Become a better typist.

I will try to do better in accomplishing tasks assigned by due dates.

### Examples of Acceptable Measurable Learning Objectives

To increase my typing speed from 50 to 60 wpm while maintaining or decreasing my present error rate as judged by my supervisor.

I will learn to manage my time efficiently by listing priorities with tasks assigned and scheduling dates to be accomplished.

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## STUDENT'S MEASURABLE LEARNING OBJECTIVES

The objectives should clearly describe what you intend to accomplish this semester. They should be reviewed by your supervisor during the first two weeks of the semester and must be approved by your faculty coordinator. Your supervisors must sign and date the form and you must also sign and date it.

**Keep a copy of these objectives!** At the end of the semester, your supervisor will rate you on how well you accomplished each of the objectives by assigning a percentage figure (0-100%) in the columns provided at the right. A copy of this form with the final ratings, your supervisor's initials and date will become part of your COOP Workbook.

Student Name (Print) \_\_\_\_\_  
 Place of employment \_\_\_\_\_

By the end of the semester, I will accomplish the following objectives as rated by my supervisor	Supervisor's Rating(%)	
1. _____ _____ _____ _____ _____ _____ _____ _____		
2. _____ _____ _____ _____ _____ _____ _____ _____		
3. _____ _____ _____ _____ _____ _____ _____		
_____ Student's Signature	_____ Date	_____ Supervisor's Initials
_____ Supervisor's Signature	_____ Date	_____ Date
_____ Faculty Coordinator's Signature	_____ Date	

## **EMPLOYER EVALUATION INSTRUCTIONS**

The following pages are to be completed by the job supervisor and returned to the Coop Student sometime during the week specified in the COOP syllabus.

The supervisor's evaluation of the students Measurable Learning Objectives (page 3) should indicate how well the student has achieved each of the objectives during the semester.

The "Employer's Evaluation of Coop Student" form on page 5 should be completed as objectively as possible by the supervisor.

The supervisor is also asked to verify the student time/wage report (page 6) as being accurate.

After the evaluation is completed, the workbook should be reviewed with and returned to the student. It is then the student's responsibility to complete the self-evaluation on pages 7 & 8 and then return the workbook to the faculty coordinator by the date specified.

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## EMPLOYER'S EVALUATION OF COOPERATIVE STUDENT

Information, as checked in the spaces below, will assist in the appraisal of the work of

Student Name \_\_\_\_\_

Course \_\_\_\_\_ Work Period \_\_\_\_\_

Place of employment \_\_\_\_\_

**INSTRUCTIONS:** The immediate supervisor will evaluate the student objectively, comparing him/her with other students of comparable academic level, with other personnel assigned or similarly classified jobs, or with individual standards. This form must be signed by the supervisor and dated.

<b>RELATIONSHIP WITH OTHERS</b> <input type="checkbox"/> Exceptionally well accepted <input type="checkbox"/> Works well with others <input type="checkbox"/> Gets along satisfactorily <input type="checkbox"/> Has some difficulty with others <input type="checkbox"/> Works very poorly with others	<b>ATTITUDE-APPLICATION TO WORK</b> <input type="checkbox"/> Outstanding in enthusiasm <input type="checkbox"/> Very interested and industrious <input type="checkbox"/> Average in diligence and interest <input type="checkbox"/> Somewhat indifferent <input type="checkbox"/> Definitely not interested
<b>JUDGMENT</b> <input type="checkbox"/> Exceptionally mature <input type="checkbox"/> Above average in making decisions <input type="checkbox"/> Usually makes the right decision <input type="checkbox"/> Often uses poor judgment <input type="checkbox"/> Consistently uses poor judgment	<b>DEPENDABILITY</b> <input type="checkbox"/> Completely dependable <input type="checkbox"/> Above average in dependability <input type="checkbox"/> Usually dependable <input type="checkbox"/> Sometimes neglectful or careless <input type="checkbox"/> Unreliable
<b>ABILITY TO LEARN</b> <input type="checkbox"/> Learns very quickly <input type="checkbox"/> Learns readily <input type="checkbox"/> Average in learning <input type="checkbox"/> Rather slow to learn <input type="checkbox"/> Very slow to learn	<b>QUALITY OF WORK</b> <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Average <input type="checkbox"/> Below average <input type="checkbox"/> Very poor
<b>ATTENDANCE:</b> <input type="checkbox"/> Regular <input type="checkbox"/> Irregular <b>PUNCTUALITY:</b> <input type="checkbox"/> Regular <input type="checkbox"/> Irregular	
<b>OVERALL PERFORMANCE</b> Outstanding      Very Good      Average      Marginal      Unsatisfactory	
What traits may help or hinder the student's advancement?	

This report has been discussed with student?  Yes  No

Rated by: \_\_\_\_\_ Title \_\_\_\_\_  
 (Immediate Supervisor)

Department \_\_\_\_\_ Date \_\_\_\_\_



## **STUDENT'S SELF EVALUATION**

(Information must be **typed** on this form (use a 12 pt font) using the amount of space provided. I will not accept short answers. Remember this is your final project and takes the place of a final exam. Sign and date the form before submitting)

Give a complete description of your job.

How did you succeed in meeting your Measurable Learning Objectives: Be specific.

Objective #1

Objective #2



Objective #3

Identify areas of significant job-related learning this term not included in the objectives.

Can you recall any significant positive or negative experience that helped you learn something important?

Explain how your coop work experience has helped in your efforts to accomplish your career goals.

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Student's Signature

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Date

