



# Welcome to Coastline College's Work-Based Learning Program

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Vince Rodriguez, Ed.D.  
President

Francisco Arce, Ed.D.  
Interim Vice President, Instruction

Shelly Blair, Ph.D.  
Dean of Innovative Learning & Career Education

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Work-Based Learning Information:

714 241 6209 ext. 17306

Coastline College  
12901 Euclid St., Garden Grove, CA 92840

(714) 421-6209 ext. 17306

Student's Name:

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Dear Work-Based Learning Student,

Welcome to the Coastline College Work-Based Learning Program (WBL)! The WBL Program is designed to help you relate your college courses with your future career goals. Your WBL Instructor and resources of the WBL office are available to help you obtain the maximum benefits of this experience.

This handbook has been prepared to provide you with all of the forms and information necessary to meet the course requirements. For the activities listed in our student handbook, please follow the direction outlined in the Section 1—Guidelines and Applications. The “Student Guidelines” and “Student Timeline” pages serve as your course syllabus; all assignments listed are to be submitted to your WBL Instructor by the due dates.

Work-Based Learning is a valuable and significant part of your college education. Each member of the staff will help make this goal a reality. Please feel free to contact (in person or by phone) WBL staff at any time during the semester for assistance (714) 241-6209 ext. 17306.

On the following page you will find a letter to your employer/supervisor from our office. Please remove this letter from the handbook and give it to the supervisor who directly oversees your work.

Best of Luck!

Coastline College's Work-Based Learning Staff

Dean of Innovative Learning & Career Education

11460 Warner Avenue, Fountain Valley, CA, 92708-2597  
(714) 546-7600  
Coastline.edu



Dear Employer:

The employee presenting this letter to you is a Coastline College student enrolled in a Work-Based Learning Program.

Work-Based Learning is a unique method of instruction which enable students who are employed in a job related to their career goal to earn college units for new learning experiences they obtain in the performance of their job. To qualify, the student must be enrolled in at least three other college units and independently pursue identified learning objectives during the 16-week semester.

Initially, we ask you to assist the student in preparing the performance objectives worksheet. This worksheet must contain a minimum of three measurable learning objectives that will involve the student in new learning activities of expanded job responsibilities related to the student's career goal. Projects above and beyond the normal duties of the employee/student are heartily encouraged.

The employer or supervisor signs the college-approved Student Objectives Form, which is verification that the objectives represent valid learning experiences worthy of academic credit for the student/employee. The Student Objectives Form simply serves as an assessment tool and is not a binding contract. When signed by you, the employee/student, and the college WBL Instructor, it shows your willingness to cooperate with the college and your employee/student in this educational program, barring any unforeseen obstacles.

The WBL Instructor from Coastline College will visit you **by appointment** (30 minutes or less) at the end of the semester to ascertain your evaluation of the student's accomplishment of his/her stated goals. It is strongly recommended that the employee/student also be in attendance at this meeting. This contact will allow the college to properly evaluate the student and will provide career and educational guidance to your employee. It is also your opportunity to access the resources of our college programs and staff.

Please call (714) 241-6209 ext. 17306 if you need further information about this program or if you would like any assistance the college may provide.

Sincerely,

Shelly Blair, Ph.D.  
Dean of Innovative Learning & Career Education  
Coastline College

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## Section 1: Guidelines and Applications

**Section 1** serves as an orientation to Coastline's Work-Based Learning Program and the foundation for the development of your performance objectives. Your WBL Instructor will review your responsibilities and his/her commitment to you

## Section 2: Writing Your Learning Objectives

**Section 2** serves as a guide for writing individual performance objectives. Present job and career plans will be reviewed to prepare for the development of performance objectives. Applicable WBL Instructor will then review the rough objectives sheet and establish an evaluation plan with the student.

## Section 3: Student Performance Objectives

**Section 3** serves as a format to establishing an official written record of the agreement between the Work-Based Learning student, the student's employer/supervisor, and the Coastline WBL Instructor. The student's performance objectives are an official record of the student's learning experiences during the semester.



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# Section 1—Guidelines and Applications

## Work-Based Learning



## Overview of Work-Based Learning

### What is it?:

Work-Based Learning is a non-traditional delivery system that incorporates work into the curriculum. This program provides a cooperative effort for the college, its staff, the work supervisor, and the student to establish and accomplish learning objectives toward the student's career goals.

### What is its purpose?

To help students:

- Improve on the job.
- Prepare for advancement.
- Retrain on the job.
- Prepare for a new occupation.

### Work-Based Learning Units:

1. Earn elective credit for job experiences.
2. Apply toward an A.A. degree (up to 16 WBL unit's maximum in California).
3. Make learning realistic.
4. Apply toward the following certificate programs at Coastline College:

Accounting

Building Codes Technology

Business

Business Computing

Computer Networking

Digital Media

Informatics

Law

Management

Office Support Specialist

Retail Management-see Appendix A

Small Business Ownership

Supervision

### Does it Transfer?

Many four-year institutions (like C.S.U.) will accept some Work-Based Learning elective units. Coastline College numbers WBL as a 281- 284 course, which may be student negotiated for transfer to baccalaureate-granting institutions, depending upon the student's major and the transfer college/university. Please verify the exact number with the college or university you are planning to attend. For additional information please contact the Coastline Transfer Center at (714) 241-6171 for questions or to schedule a counseling appointment.

# Checklist of Requirements for Enrolling in Work-Based Learning

## Seven Units

Work-based Learning (WBL) students are required to enroll in and complete a minimum of seven units per semester. Units earned in WBL may be applied toward this total. Maximum of four WBL units per semester and 16 total WBL units toward AA degree electives may be earned.

Example:	Accounting 101	= 3 units
	Accounting 284*	= 4 units
	*WBL class	7 units total/semester

## Related Class

Students must be concurrently enrolled in an occupational/vocational class that is required or recommended for their major or career goal.

## Relationship of Student's Job and College Major/Career Goal

Student must be employed/volunteer on a job directly related to their major or career goal. Units earned are determined by the **total** number of **hours** employed/volunteered **per semester**.

### *Paid Position*

Approx Hours Worked/Week	Minimum Hours Completed	Units Eligible
5	75	1
10	150	2
15	225	3
20	300	4

### *Volunteer Position*

Approx Hours Worked/Week	Minimum Hours Completed	Units Eligible
4	60	1
8	120	2
12	180	3
15	240	4

## New Learning Opportunities Available on the Job

There must be an opportunity on-the-job for a student to become involved in a new learning experience that will provide for an expansion of knowledge and/or learning of new skills or improving existing skills.

## Employer Participation

The student's job supervisor (manager) must be willing to:

1. Assist student in preparing learning objectives.
2. Meet with the student/employee and his/her WBL Instructor.
3. Evaluate the learning objectives and verify total hours worked.



## Student Benefits

### Work-Based Learning Students Qualify By:

- Identifying learning objectives to gain new or expanded knowledge on the job.
- Working or volunteering at least five hours per week for each unit of credit. Up to four units can be earned each semester and 16 total units can be earned.
- Enrolling in at least seven units during the semester, including WBL units.
- Having a job related to occupational/vocational major.
- Having a work supervisor willing to supervise and evaluate student's program and comply with fair employment practices.
- Having earned fewer than 16 units of WBL previously.

### Work-Based Learning Students Benefit By:

- Increasing the potential for job advancement or improvement.
- Providing the opportunity to prepare for a new occupation.
- Increasing the student's financial potential.
- Gaining an opportunity to apply knowledge learned in the classroom to actual situations on the job.
- Earning college credit through learning experiences that take place on the job and are related to career/occupational goals.
- Helping the employer become aware of the student's career goals, educational progress and desire for advancement.
- Establishing the foundation for continued learning in higher education.
- Accelerating certification and graduation.
- Awarding Work-Based Learning units applicable toward an A.A. degree. Most certificate programs and transfer units apply to many B.A. degree programs.

## Employer Benefits and Responsibilities

### Work-Based Learning Employers Benefit By:

- Providing an opportunity to identify, encourage and motivate career employees.
- Encouraging employees to set job/career performance objectives.
- Strengthening and enhancing employee/supervisor working communications and relationships.
- Preparing employees with the potential of advancement.
- Providing an opportunity for employers to observe and direct employees in the operation and philosophy of their company.
- Minimizing employee turnover through increased job satisfaction.
- Providing the training, facilities and qualified Instructor to prepare employees for career/occupational opportunities.
- Providing the employer with meaningful contact with the college through the Work-Based Learning Instructor/coordinator.
- Reducing training costs through the use of educational resources and services, and reducing turnover by having committed employees.
- Providing a direct return from tax dollars through employee utilization of educational resources and facilities.
- Providing individualized programs to meet employer and employee needs.
- Providing the employer with an opportunity to input and advise how college programs and courses can be more meaningful.

### Employer Responsibilities:

- Assist in developing and achieving job-related learning objectives that reflect new or expanded learning experiences for the student each semester.
- Evaluate student/employee success in meeting objectives.
- Verify student work hours on the job.
- Comply with all state and federal employment regulations.
- Allow a brief (15-30 min.) site visit by WBL Instructor to discuss student's performance in the program.
- Furnish supervision and guidance to the student/employee and submit performance evaluations.
- Provide a meaningful work experience and work station.
- Provide safe and healthful working conditions.
- Assist the student by providing the related training so he/she can attain his/her Work-based Learning objectives.

## Student Guidelines

### You will be required\* to:

1. Discuss ideas for objectives with your work supervisor prior to communicating with your Work-Based Learning Instructor.
2. Consult with your Instructor to develop one objective for each credit you plan to earn.
3. Have a supervisor willing to participate and available for a short conference with you and your Instructor to finalize your objectives.
4. Complete all work on your objectives no later than the end of the semester.
5. Evaluate and have your supervisor evaluate your performance on the objectives at the end of the semester in a meeting including your Instructor.

\* Additional requirements exist for Veterans earning VA Benefits and vary for qualified self-employed students.

### You must notify your WBL instructor immediately if you change:

- Work assignment(s)
- Supervisor(s)
- Employer(s)
- Hours worked per week

Students who fail to meet the above requirements of this program will receive a semester grade based on the grading policy of Coastline College.

### Semester Grade:

Your Instructor has the authority and responsibility to make final determination of your grade which will be determined by the following criteria:

- Your self-evaluation of your Job-Related Performance Objectives.
- Your supervisor's evaluation of your Job-Related Performance Objectives.
- The manner in which you fulfill your responsibilities, keep scheduled appointments and submit all necessary paperwork.
- Instructor's evaluation of your written assignments.

## Student Timeline: Responsibilities to Earn WBL Units:

### It is the student's primary goal to:

- Accept responsibility for initiating all contacts and completing requirements.
- Pursue a plan of learning new or expanded responsibilities beyond those of the previous employment period.
- Have an occupational or educational goal related to the Work-Based Learning program in which he/she is enrolled.

Week of Semester	Length of Time Involved	Responsibilities
1-2	Varies	Student enrolls in course; Completes paperwork and contacts Instructor.
1-2	60 minutes	Purchase and read the <u>Student Handbook</u> ; complete the application form and professional growth plan provided.
1-2	30 minutes – on the job	Student meets with work supervisor to get ideas of areas he/she can learn or improve on the job; begin to prepare learning objectives.
2-3	5 minutes – on the phone	Student and WBL Instructor arrange a conference to have objectives approved prior to Friday of the fourth week of the semester.
3-4	60 minutes	Student consults with WBL Instructor to finalize objective form.
5-9	30 minutes – on the job	Student meets with supervisor for approval of learning objectives; submits approved form to WBL Instructor.
10-13	10 minutes – on the phone	Student discusses progress on objectives with WBL Instructor.
10-15	10 minutes	Student notifies WBL Instructor of any changes in employment, objectives or hours.
1-16	Varies – on the job Reflects minimum of 16 hours of learning/32 hours application for each unit	Student completes the learning objectives on the job to the satisfaction of the supervisor and the WBL Instructor.
14-16	30 minutes – on the job	Student meets with supervisor and WBL Instructor to evaluate performance of learning objectives. Turns in Student report to WBL Instructor.
15-16	10 minutes – online	Student completes program evaluation survey.

**NOTE:** It is the student's ongoing responsibility to notify the Work-Based Learning Instructor IMMEDIATELY of any change in home /work address OR home /work telephone number.



**Coastline College**  
Work-Based Learning Student Application Form

Student Name \_\_\_\_\_ Today's Date \_\_\_\_\_  
(Last) (First) (MI.)

Student ID # \_\_\_\_\_ Please check: \_\_\_ Fall \_\_\_ Spring \_\_\_ Returning Student \_\_\_  
Veteran Benefits? \_\_\_ Yes \_\_\_ No

Grade Option: \_\_\_ Letter \_\_\_ Cr/NCr

Home Address \_\_\_\_\_ CA \_\_\_\_\_  
(Street) (City) (Zip Code)

Student Home Phone (\_\_\_\_) \_\_\_\_\_

Best time to call Supervisor 8-4:30 \_\_\_\_\_ Day M-F \_\_\_\_\_

Best time to call: \_\_\_\_\_

Supervisor's Name \_\_\_\_\_

Student E-mail \_\_\_\_\_

Supervisor's Title \_\_\_\_\_

Company Name \_\_\_\_\_

Supervisor's Phone (\_\_\_\_\_) \_\_\_\_\_

Company Address \_\_\_\_\_

Cross Streets \_\_\_\_\_

Company City \_\_\_\_\_ Zip \_\_\_\_\_

Type of Firm \_\_\_\_\_

Student Business Phone (\_\_\_\_\_) \_\_\_\_\_

Student FAX Phone (\_\_\_\_\_) \_\_\_\_\_

Previous Completed Work Experience Units (0-16 max.) \_\_\_\_\_ Work Experience 4-Digit Section # \_\_\_\_\_

Work Experience Instructor's Name \_\_\_\_\_ Instructor's Phone \_\_\_\_\_

Educational Level Attained: Below 60 Units \_\_\_ Above 60 Units \_\_\_ Cert \_\_\_ AA \_\_\_ BA \_\_\_ Other \_\_\_

Educational Goal: Certificate \_\_\_ AA \_\_\_ Bachelor \_\_\_ Major or Occupational Goal: \_\_\_\_\_

Related Classes taken: \_\_\_\_\_

Total number of class units (\_\_\_\_) + (\_\_\_\_) Work Experience units = Total Semester Units (\_\_\_\_) *Must total 7 or more.*

Your Title and Job Duties \_\_\_\_\_

Years with Employer \_\_\_\_\_ Work Hours & Days: \_\_\_\_\_ M \_\_\_\_\_ T \_\_\_\_\_ W \_\_\_\_\_ T \_\_\_\_\_ F  
\_\_\_\_\_ S \_\_\_\_\_ Sun

Training will provide for: ENTRY \_ RE-ENTRY \_\_\_\_\_ IN-SERVICE/ADVANCEMENT \_

1. Please attach a map giving directions to your workplace.
2. Attach one of your supervisor's business cards if available.

NON-DISCRIMINATION POLICY; It is the policy of the Coast Community College District to provide all persons with equal employment and educational opportunities regardless of race, color, sex, religion, national origin, age, handicap, or marital and Vietnam-era veteran status.

As a Co-op Work Experience student, I understand my WBL Instructor will be providing information about my educational activities to my employer, and my employer will be providing information to my WBL Instructor concerning my educational job-related objectives.

Signature: \_\_\_\_\_  
By typing my name here, I am agreeing to all of the above.

If you need help completing all items call your Work-based Learning Instructor or call the WBL office at (714) 241-6209 ext. 17318.

This information is **DUE NOW!**

## Work and Class Schedule

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_ Other Phone: \_\_\_\_\_

**Directions:** This is a rough estimate of your weekly schedule for the semester. Please block out the hours you are in class with the letter “**C**” and scheduled work hours with the letter “**W**” in the appropriate day/time slots. If your work schedule varies, fill in your current schedule and write “**VARIES**” to the side.

C = CLASS HOURS      W = WORK HOURS      VARIES = SCHEDULE VARIES

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 a.m.							
9 a.m.							
10 a.m.							
11 a.m.							
12 noon							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.							
7 p.m.							
8 p.m.							
9 p.m.							

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Getting Started: WBL Student "TO-DO" List

1. Be enrolled in a related class (career and/or educational goal), total enrollment for a semester must be at least seven (7) units, including Work-Based Learning.
2. Be employed (paid or volunteer) in a job directly related to your career and/or educational goal.
3. Download the WBL Student Handbook (to download the complete Work-Based Learning handbook, visit <http://www.coastline.edu/degrees/> and click on the "Work-Based Learning" link at the bottom of the page.) Students must submit completed Work-Based Learning Student Application Form and Work and Class Schedule to your WBL Instructor.
4. Contact the WBL office at (714) 241-6209 ext. 17318. This is an INDEPENDENT STUDY class and it is your responsibility to contact the WBL office and the Instructor. We suggest that you leave phone or e-mail messages until you have made contact.
5. Develop and deliver the employer letter to the Work-Based Learning Instructor or the WBL office by the 5th week of the semester.
6. Establish your objectives including new learning opportunities available on the job. Establish these objectives with your direct supervisor. Have your direct supervisor's consent and willingness to participate.
7. Complete your objectives by the end of the semester. Schedule meeting with supervisor and Instructor to ascertain completion of your objectives. Submit completed Student Objectives Form and Final Report to Instructor at the evaluation meeting.
8. Students must complete the Work-Based Learning Program Evaluation online.



# Section 2—Writing Your Learning Objectives

## Work-Based Learning



## Writing Objectives (See note at bottom of page)

An objective is simply a statement of what you want to do and should be stated in terms of results. What do you expect to accomplish?

### Establishment of Job-Related Performance Objectives:

At the beginning of each semester of Work-Based Learning, you are to establish Job-Related Performance Objectives. The objectives should:

- Reflect discussion with your work supervisor of on-the-job activities to be accomplished. These are beyond your regular on-the-job duties.
- Be written so that you can control their completion.
- Be achievable within the semester.
- Relate specifically to your job and/or college major.
- Be specific and measurable.
- Be stated in terms of results you will achieve – not generalities.

Before writing your objectives, you must first prepare your own professional growth plan and rough objectives worksheet.

Your WBL Instructor will help you refine your objectives and complete the statement of job-related performance objectives.

**NOTE:** For Retail Management Program students: Learning objectives are included in APPENDIX A: RETAIL MANAGEMENT PROGRAM REQUIREMENTS (pg. 39) and identified in the BUSC283/4-Work-Based Learning Retail Management Certificate Supplement (pg. 40-41).

## Quick Tips for Writing Meaningful Objects

Use the worksheet on the following page to develop objectives. Fill in each section of the “Rough Objectives Worksheet” using the following tips. Although the rules are difficult to establish, the following may be useful when writing your learning objectives:

**Objectives to be complete by:** Date stated must be by or before the end of the semester.

**WHAT will be accomplished:** Identify a single key result for each objective such as:

Attain competency for a job promotion to  
Increase job proficiency by  
Attain better working relations by  
Create a procedure for

Increase productivity by  
Acquire better job attitude by  
Obtain new knowledge of  
Improve the system for

Avoid vague or general results such as:

To believe

To understand

To enjoy

To appreciate

**HOW this will be done:** Use action verbs! Some examples are in the following list:

organize  
compute  
install  
compare  
recognize  
introduce  
develop  
analyze

determine  
inspect  
assemble  
calculate  
write  
revise  
establish  
change  
read

investigate/research  
solve  
select  
evaluate  
apply  
collect  
summarize

### Performance Standard:

Identify how the accomplishment can be measured and verified.

- State outcome that will signal when the objective has been completed (report, log, finished product, form, etc.).
- State who will verify that the objective has been completed (“Supervisor will verify”).

## Rough Student Objectives Form

**Student Name:** \_\_\_\_\_

**Complete this before your first consultation with your WBL Instructor.**

**DIRECTIONS:** Please write one (1) objective for each unit of Work-Based Learning desired.

**NOTE:** You must gain agreement with your supervisor and WBL Instructor before proceeding to the next section of this Handbook.

Objective to Be Completed By: \_\_\_\_\_  
(Date)

1. **What** (will be accomplished)?

**How** (will this be done)?

**Performance Standard** (finished product that will verify accomplishment of objective):

2. **What** (will be accomplished)?

**How** (will this be done)?

**Performance Standard** (finished product that will verify accomplishment of objective):

3. **What** (will be accomplished)?

**How** (will this be done)?

**Performance Standard** (finished product that will verify accomplishment of objective):

4. **What** (will be accomplished)?

**How** (will this be done)?

**Performance Standard** (finished product that will verify accomplishment of objective):

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
WBL Instructor Signature

\_\_\_\_\_  
Employer Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Sample of Work-Based Learning Student Objectives Form

ACCOUNTING: <b>What:</b> Develop ability to apply job cost principles to Sales Journal.	Student Rating	Supervisor Rating
<b>How:</b> By distributing invoices according to type of expense/contract using methods acquired in class.		
<b>Performance Standard:</b> Ability to accurately close Sales Journal with no assistance as verified by job cost report to supervisor and supervisor's verification.		
BUSINESS: <b>What:</b> Develop skill in completing monthly, quarterly, and semi-annual reports.	Student Rating	Supervisor Rating
<b>How:</b> Research sources of necessary information and proper preparation of pertinent facts.		
<b>Performance Standard:</b> Meeting report deadlines and having reports accepted without revisions; verification by supervisor.		
MANAGEMENT/SUPERVISION: <b>What:</b> Define line of authority within department.	Student Rating	Supervisor Rating
<b>How:</b> By developing an organizational chart showing subdivisions and units within the department.		
<b>Performance Standard:</b> Accurate organizational chart completed as verified by supervisor.		
OFFICE SUPPORT SPECIALIST: <b>What:</b> Update correspondence filing procedures.	Student Rating	Supervisor Rating
<b>How:</b> Create a system utilizing reference numbers for each piece of outgoing correspondence generated by individual departments.		
<b>Performance Standard:</b> Supervisor will review proposed system for efficiency and feasibility.		
REAL ESTATE: <b>What:</b> Research, compare, and evaluate five methods of creative financing to increase sales.	Student Rating	Supervisor Rating
<b>How:</b> By attending seminars, reading, and researching professional literature; contacting banks and loan companies; applying classroom learning to on-the-job situations.		
<b>Performance Standard:</b> At least one completed creative financing transaction with all appropriate records and information.		

**Rating Scale:** Student and employer rate each objective using the following numbering system after joint review to determine the degree of accomplishment of each objective.

- 1= Did not meet performance standards—Less than 50% Completion.
- 2= Attempted to meet performance standards—50% Completion.
- 3= Partially met performance standards—75% Completion.
- 4= Satisfactorily met performance standards—100% Completion.

## Preparing the Student Professional Growth Plan

Through the Work-Based Learning Program, it is necessary that you include new or expanded responsibilities or learning activities beyond those experienced during previous periods of employment.

These new experiences are to be written in an objective format and must be approved by your employer/supervisor and the college Instructor that is assigned to you. The educational value of Work-Based Learning will depend on how realistic and meaningful these objectives are.

Simply stated, learning objectives are your plan for learning that will occur on your job. Progress towards meeting these objectives will be the most important factor in determining your satisfactory completion of the course.

The following areas should be explored prior to preparing your objectives:

1. **Routine Duties**—Describe ways to expand, revise, update and develop these assigned responsibilities. Improve your efficiency in completing routine duties. Organize your time and method of doing routine duties. What is the main activity of your department or work area? (Example: During the semester I will develop a system (using the computer or other means) to take over specific routine duties presently being performed by other workers so that these workers can be assigned more meaningful duties.)
2. **Problem Solving**—Take apart some existing problem and find a solution. (Example: Perhaps a number of customers have complained of waiting for service. You seek a solution through a new employee scheduling system or a new way of processing orders. Perhaps equipment is breaking down too often and you seek a solution through an improved maintenance procedure or through a new piece of equipment.) While you may not be in a position to actually make the change, you can go through all the problem-solving steps to be prepared to present your ideas to management.
3. **Personal Improvement**—Develop personal attitudes and attributes that will enhance your human relations skills. (Example: You may improve communication skills with co-workers and supervisor. You would become more assertive in your dealing with vendors.)
4. **Creative Opportunities**—Do things in a new way, investigate strategies that could be implemented which would result in savings of time, costs, etc. (Example: Make a study of the installation of a new bookkeeping system or on the application of a computer to some aspect of company operation, such as inventory control. Prepare a report on the study.)
5. **Career Advancement/New Assignment**—Develop new competencies that would be essential to receive next promotion. (Example: Learn procedures utilized by senior inspectors in quality assurance. Learn competencies necessary for position as senior buyer.)

## Student Growth Plan

Name: \_\_\_\_\_ Job Title: \_\_\_\_\_

Type of Business: \_\_\_\_\_

### Identifying On-The-Job Opportunities

Identify those parts of your job which offer professional growth or learning opportunities in the following categories:

1. **Routine Duties:** List specific areas for improvement.  
(**Example:** expand, revise, update, develop)
2. **Problem Solving Opportunities:** Identify specific problems to be solved with measurable results. (**Example:** analyze, determine, differentiate)
3. **Personal Improvement:** How can human relations be improved on the job? List personal attitudes/attributes which would enhance your career development.  
(**Example:** assertiveness, development or verbal communication skills)
4. **Creative Opportunities:** What creative strategies can be implemented which will result in savings in time, costs, etc.?  
(**Example:** surveys, comparisons, total quality management processes)
5. **Career Advancement/New Assignment:** What is the next promotion you would like to seriously plan for, either within your company or by moving to another company?

**Immediate** \_\_\_\_\_ **Long Term** \_\_\_\_\_

What are your new opportunities for learning? List competencies which need to be developed in order to achieve a promotion and/or a new job assignment.

**Review the above learning opportunities for professional growth. Select four (4) areas which would have the highest priority.**

\_\_\_\_\_  
Student Signature      DATE      Employer Signature      DATE      WBL Instructor Signature      DATE

## Student and Employer's Testimonial (Extra Credit)

### Student and Employer:

The Work-Based Learning Program is in the process of collecting testimonials from businesses, organizations, and students to be used in the future marketing materials. By signing this testimonial, you agree to the following: *I give Coastline College permission to quote me in any print and electronic media.*

### Student:

You will receive extra credit points only if a testimonial is provided by both you and your employer/supervisor. Write a brief statement describing what you learned and how you benefited from participating in the Work-Based Learning Program.

**Print Student's Name:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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### Employer / Supervisor:

Write a brief statement regarding your experience with the Work-Based Learning Program and how the student/employee benefited your organization by participating in our Work-Based Learning Program.

**Company Name:** \_\_\_\_\_

**Print Supervisor's Name:** \_\_\_\_\_

**Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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# Section 3—Student Performance Objectives

## Work-Based Learning





## Work-Based Learning Program Student Objectives Form

Final Grade \_\_\_\_\_  
 Fall \_\_\_\_\_  
 Spring: \_\_\_\_\_  
 YEAR: \_\_\_\_\_

Last Name \_\_\_\_\_ First \_\_\_\_\_ MI \_\_\_\_\_ Student ID Number \_\_\_\_\_  
 CRN # / Units \_\_\_\_\_ WBL Instructor's Name \_\_\_\_\_ Company Name \_\_\_\_\_  
 Phone # \_\_\_\_\_ Supervisor's Name / Title \_\_\_\_\_

### A. Work Experience/Student Objectives

To be Completed by: \_\_\_\_\_

	Student Rating	Supervisor Rating
<b>1</b> What: <hr/> How: <hr/> Performance Standard: <hr/>		
<b>2</b> What: <hr/> How: <hr/> Performance Standard: <hr/>		
<b>3</b> What: <hr/> How: <hr/> Performance Standard: <hr/>		
<b>4</b> What: <hr/> How: <hr/> Performance Standard: <hr/>		
Rating Scale: Student and employer rate each objective using the following numbering system after joint review to determine the degree of accomplishment of each objective. 1= Did not meet performance standards—Less than 50% Completion. 2= Attempted to meet performance standards—50% Completion. 3= Partially met performance standards—75% Completion. 4= Satisfactorily met performance standards—100% Completion.		

**B. Work Record:**

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Supervisor's Initials: _____	
Date																		
Hours Worked Per Week																		Total Hours Worked _____

- C. **Agreement:** It is necessary for the Work-Based Learning student to identify new performance objectives each semester. These objectives should relate to the student's vocational goals, major field of study, and present position of employment. The objective should be specific and measurable to be valid. We, the undersigned, agree with the validity of the learning objectives listed above. The student agrees to abide by the Work-Based Learning guidelines. The employer and college agree to provide the necessary supervision and counseling to ensure that a maximum educational benefit may be achieved for the student's work experience.
- D. **Employer Statement:** The employer does hereby assert the company, in compliance with civil rights legislation, does not and will not discriminate against any student in its employ because of race, color, gender, sexual orientation, religion, national origin, age, handicap, or martial and Vietnam-era status.

\_\_\_\_\_  
*Student's Signature*

\_\_\_\_\_  
*Supervisor's Signature*

\_\_\_\_\_  
*WBL Instructor's Signature*

\_\_\_\_\_  
*Date*

## Sample Title Page for Student Report(s)

### Student Report

Presented to

<WBL Instructor's Name>

To fulfill partial course requirements for

Work-Based Learning

By

<Your Name>

On

<Due Date>

## Sample Report Page

Your Report and Title Page must be typed and proofread for **spelling, grammar** and **content**. This report should be double spaced. No folders please, just staple. If applicable, attach support material such as diagrams and photographs that better demonstrate your objectives/goals and what you have learned.

### Work-Based Learning Student Report

#### Introduction

This semester I signed up for \_\_\_\_\_ units of Work-Based Learning. My future career goal is \_\_\_\_\_ and my current job title is \_\_\_\_\_.

Following are my objectives and how I achieved them, as well as my letter grade for how I would rate my achievement of each objective.

#### Objectives

**Objective One:** (State Objective 1 from your Objectives Form.)

How I achieved Objective One: (State how you accomplished the objective. If you have attachments, indicate that in your statement/s. Be sure you include your letter grade/self-evaluation as the last sentence in the paragraph.)

**Objective Two:** (State Objective 2 from your Objectives Form.)

How I achieved Objective Two: (State how you accomplished the objective. If you have attachments, indicate that in your statement/s. Be sure you include your letter grade/self-evaluation as the last sentence in the paragraph.)

**Objective Three:** (State Objective 3 from your Objectives Form.)

How I achieved Objective Three: (State how you accomplished the objective. If you have attachments, indicate that in your statement/s. Be sure you include your letter grade/self-evaluation as the last sentence in the paragraph.)

**Objective Four:** (State Objective 4 from your Objectives Form.)

How I achieved Objective Four: (State how you accomplished the objective. If you have attachments, indicate that in your statement/s. Be sure you include your letter grade/self-evaluation as the last sentence in the paragraph.)

#### Summary

**SAMPLE:** "The Work-Based Learning objectives helped me focus on improving my job performance and productivity by \_\_\_\_\_." Work-Based Learning has... (State the effect WBL has had on your job success) Work-Based Learning has given me \_\_\_\_\_ skills I did not have before enrolling in the program, as well as newfound confidence that I can use throughout my career..."

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Employer Signature

\_\_\_\_\_  
DATE

\_\_\_\_\_  
WBL Instructor Signature

\_\_\_\_\_  
DATE

# Coastline College Work-Based Learning Program

## Student Performance Evaluation Form

Student \_\_\_\_\_ WBL Instructor: \_\_\_\_\_

Term: \_\_\_\_\_ Date: \_\_\_\_\_

Employer: \_\_\_\_\_ Supervisor: \_\_\_\_\_

### WBL Instructor's Observation of Student at Work Site:

1. Observation of student on the job: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. General working environment: : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Fit of student's responsibilities with Student Professional Growth Plan: : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Effect of student at job site: : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Consultation between WBL Instructor and Supervisor:

1. Supervisor's response to Work-Based Learning Program: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Supervisor's suggestions for improving student performance, advancement, etc.: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What most impresses the supervisor about student? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### WBL Instructor's Consultation with Student:

1. Student's response and/or comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What aspects/experiences would make the Work-Based Learning Program better? \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Signature                      DATE

\_\_\_\_\_  
Employer Signature                      DATE

\_\_\_\_\_  
WBL Instructor Signature              DATE

## Required Work-Based Learning Assignments

225 points possible

Assignment	Due Date	Points Possible
Submit: <input type="checkbox"/> Student Application Form <input type="checkbox"/> Student Objectives Form <input type="checkbox"/> Student Professional Growth Plan		10 10 10
Submit Timesheets		15
Written Assignments: <input type="checkbox"/> Weekly or Monthly Journal <input type="checkbox"/> Final Written Report or Retail Management Certificate Supplement competencies <input type="checkbox"/> Timesheets <input type="checkbox"/> Other		45
Assignment #1- Email Worksite Driving Directions		10
Assignment #2- Online Student Program Evaluation		20
Final Student Performance Evaluation signed by both Employer and Student (include completed Retail Management Certificate Supplement)		100
Total Required Points		220
Extra Credit- Student & Employer Testimonial		5
Total Possible Points		225

**Coastline College Work-Based Education Program**  
**Student Learning Outcomes Agreement**

CRN #:
Semester:
Student ID# (not Social Security):
Student's Name:
Home Phone:
Cell Phone:
Business Phone:
WBL Instructor:
Supervisor:
Company Name:



# Coastline College Work-Based Learning Program Time Sheet

<b>Month:</b> _____		<b>Year:</b> _____	
<b>Student Name:</b> _____			
<b>WBL Instructor Name:</b> _____			
<b>Supervisor Name:</b> _____			
Day of the Month	Hours Worked	Day of the Month	Hours Worked
1		17	
2		18	
3		19	
4		20	
5		21	
6		22	
7		23	
8		24	
9		25	
10		26	
11		27	
12		28	
13		29	
14		30	
15		31	
16			
		<b>Monthly Total</b>	
I certify that I have worked the hours indicated above:			
		<b>Student's Signature</b>	
		<b>Employment Supervisor's Signature</b>	

# Coastline College Work-Based Learning Program Time Sheet

<b>Month:</b> _____		<b>Year:</b> _____	
<b>Student Name:</b> _____			
<b>WBL Instructor Name:</b> _____			
<b>Supervisor Name:</b> _____			
Day of the Month	Hours Worked	Day of the Month	Hours Worked
1		17	
2		18	
3		19	
4		20	
5		21	
6		22	
7		23	
8		24	
9		25	
10		26	
11		27	
12		28	
13		29	
14		30	
15		31	
16			
		<b>Monthly Total</b>	
I certify that I have worked the hours indicated above:			
		<b>Student's Signature</b>	
		<b>Employment Supervisor's Signature</b>	

# Coastline College Work-Based Learning Program Time Sheet

<b>Month:</b> _____		<b>Year:</b> _____	
<b>Student Name:</b> _____			
<b>WBL Instructor Name:</b> _____			
<b>Supervisor Name:</b> _____			
Day of the Month	Hours Worked	Day of the Month	Hours Worked
1		17	
2		18	
3		19	
4		20	
5		21	
6		22	
7		23	
8		24	
9		25	
10		26	
11		27	
12		28	
13		29	
14		30	
15		31	
16			
		<b>Monthly Total</b>	
I certify that I have worked the hours indicated above:			
		<b>Student's Signature</b>	
		<b>Employment Supervisor's Signature</b>	

## Coastline College Work-Based Learning Program Time Sheet

<b>Month:</b> _____		<b>Year:</b> _____	
<b>Student Name:</b> _____			
<b>WBL Instructor Name:</b> _____			
<b>Supervisor Name:</b> _____			
Day of the Month	Hours Worked	Day of the Month	Hours Worked
1		17	
2		18	
3		19	
4		20	
5		21	
6		22	
7		23	
8		24	
9		25	
10		26	
11		27	
12		28	
13		29	
14		30	
15		31	
16			
		<b>Monthly Total</b>	
I certify that I have worked the hours indicated above:			
		Student's Signature	
		Employment Supervisor's Signature	

# APPENDIX A:

## Retail Management Program Requirements

### Coastline College Work-Based Education Program

The BUSC283/4 Work-Based Learning Retail Management Certificate Supplement replaces the Writing Learning Objectives assignment.

#### **Retail Management: Certificate of Achievement and AS Degree**

This program is approved by the Western Association of Food Chains, and persons completing the prescribed courses are eligible to receive both the CCC Certificate of Achievement and the WAFC Retail Management Certificate. This program is intended to help students develop an understanding of the retail manager's role and requirements for success in the retail environment. Additional information can be found on the WAFC website: [www.retailmanagementcertificate.com](http://www.retailmanagementcertificate.com)

Retail Management Program: This course meets the requirements of the Retail Management (Capstone) course when the BUSC283/4-Work-Based Learning Retail Management Certificate Supplement (Student Learning Objectives) are used to document completion of the student competencies.

Text: Retailing Management (8<sup>th</sup> Edition)  
 Levy and Weitz  
 ISBN: 9780073530024 (2012)

BUSC283/4 Work-Based Learning  
 Retail Management Certificate Supplement

Student: \_\_\_\_\_ Organization: \_\_\_\_\_

**Student Learning Objectives**

Objective	Activity	Performance	Verification
Compare and contrast traditional retailer and category specialists.	Compare and contrast the retail mixes of convenience stores, traditional supermarkets, supercenters, and warehouse stores. Can all of these food retail institutions be successful over the long run? How? Why?	Write a one-page summary describing your type of retail establishment and its potential for success over the long run. Supervisor and Work-Based Learning Instructor review.	Supervisor:  Instructor:
Describe how technology is used to support retail businesses.	Explain how an efficient supply chain system can increase a retailer's level of product availability and decrease its inventory investment.	Identify and document existing supply chain activities and enhancements which will benefit your organization. Supervisor review.	Supervisor:
Evaluate the effectiveness of merchandising decisions on the retail industry.	Assume you are the grocery buyer for canned fruits and vegetables at a multi-unit supermarket chain. Del Monte has told you and your boss that it would be responsible for making all inventory and merchandising decisions for those categories. Del Monte will now determine how much to order and when shipments will be made. It promises a 10 percent increase in gross margin dollars for the coming year. Would you take Del Monte up on its offer? Justify your position?  or: Variety, assortment and product availability are the cornerstones of the merchandise planning process. Provide examples of areas in your store which have done an outstanding job of positioning on the basis of these issues.	Document your justification for feasibility. Supervisor and Work-Based Learning Instructor review.          Document your examples. Supervisor review.	Supervisor:    Instructor:

Explain the factors relating to visual merchandising, such as store layout and presentation.	What are the different types of design that can be used in a store layout? How does the layout impact the types of fixtures used to display merchandise? Describe why some stores are more suited for a particular type of layout than others.	Evaluate the efficiency of a merchandise display. Document your justification for feasibility. Supervisor review.	Supervisor:
Compare strategies that are used within different stages of a product's life cycle.	What are the advantages and disadvantages of manufacturer's brands versus private label brands? Consider both the retailers and customer perspective.	Evaluate the use of private label and comparable manufacturer's brands in your store. Document your justification for feasibility. Supervisor review.	Supervisor:
Describe the flow of goods in a retail environment (i.e. inventory control, supply chain).	You have received a number of customer complaints that you have consistently been out of stock on several new items in the category. What will the impact be on backup stock and inventory turnover if you increase the product's availability by 10 percent?	Document your justification for feasibility. Supervisor review.	Supervisor:
Analyze how logistics and supply chain management achieve a sustainable competitive advantage.	Explain how an efficient supply chain system can increase a retailer's level of product availability and increase its inventory turnover.	Articulate this concept in terms of efficiency and feasibility. Supervisor review.	Supervisor:
Compare different customer service strategies that can be used to improve the customer experience.	A retailer's goal is to get customers in its stores so they can find the merchandise they are looking for and make a purchase. What changes would you recommend to ensure that the customer buys products from your store?	Identify and document recommendations for feasibility. Document your justification for feasibility. Supervisor review.	Supervisor:
Evaluate the impact of laws and regulations pertaining to the role of a retail manager.	Why do retail managers need to consider ethical issues when making decisions? How can retailers use hiring, selecting, training and motivating employees in their human resource management practices to gain competitive advantage?	Describe the ethical standards and hiring policies of the organization. Document the critical issues confronting a retail manager. Supervisor and Work-Based Learning Instructor review.	Supervisor:  Instructor:

**Supervisor Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructor Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## **Coastline College's Work-Based Learning Program**