



Coast Community College District
Work Experience Education Handbook

Contents

Overview of Work Experience Education	3
Definition	3
General Work Experience Education.....	4
Occupational Work Experience Education	4
Nondiscrimination Policy	4
Overview of Work Experience Education Video	5
Types of Work Experience Courses	5
Types of Work Experience.....	6
Work Experience Credit - Per Title 5, 55256.5.	6
Internship.....	7
Student Enrollment	7
Roles and Responsibilities.....	8
Guidelines for Specific Student Populations.....	10
Minimum Work Experience Paid and Non-Paid Hours Required.....	10
Repeatability.....	11
Site Visits with Instructor, Student, And Supervisor.....	12
First Site Visit	12
Second Site Visit.....	13
Evaluation and Grades	13
Measurable Work Experience Learning Objectives.....	14

Overview of Work Experience Education

Educational programs that link classroom-based learning with practical experience have been in existence as early as the 1800s. The University of Cincinnati first launched such a program in America in 1906 with success in providing academic credit for structured work experiences under the supervision of faculty. As Congress passed the Smith-Hughes Act, also known as the Vocational Act of 1917, the Federal Board of Vocational Education recognized the principles of work experience education and encouraged schools to establish such programs. Over the years, several program models have been developed across the United States for four-year Colleges, Universities, and for Community Colleges. In 1969 the California Community College Board of Governors adopted Title 5 Regulations authorizing Work Experience Education. The regulations that pertain to Work Experience Education can be found at [Title 5, CA Code of Regulations Related to Work Experience](#).

Definition

Work Experience Education (“WEE”) is a structured educational process that combines real-world work experience gained by students with regular academic or vocational instruction and is an integral part of the community college curriculum. WEE courses provide experiential learning activities to strengthen student learning and reinforce the student’s effective work habits, attitudes and career awareness, thereby enhancing the student’s marketable skills.

Work Experience is part of the Work Experience Education Learning Continuum and provides students with opportunities to receive college credit for learning through paid and unpaid work experience (Figure 1).

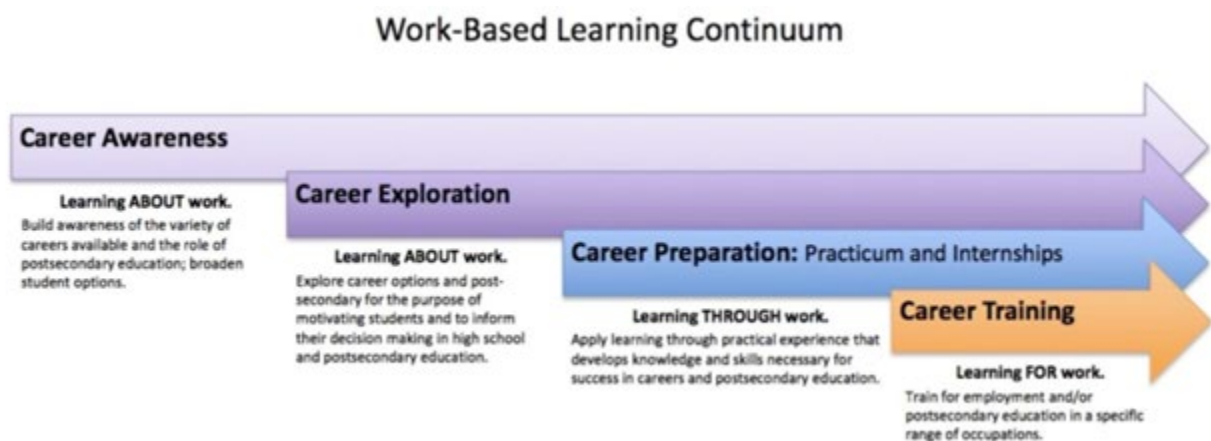


Figure 1. Opportunities in work-based learning, chart from Connect Ed Studios, Work-Based Learning Toolkit, Work-Based Learning Continuum, 2018. www.ConnectEdStudios.org. 30 Oct. 2018.

Title 5 Section 55250.3 defines WEE to include employment of students in part-time jobs selected and approved as having educational value for the students employed therein and coordinated by college employees.

WEE is a District-initiated program of education consistent with California Administrative Code, Title 5, Section 55250, consisting of General Work Experience Education and Occupational Work Experience Education:

General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience does not have to be related to the students' educational goals. Title 5 Section 55252.

Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the student's educational or occupational goal. Title 5 Section 55252.

This handbook is presented as a working reference for WEE. The emphasis of WEE is to link the academic curriculum with the world of work and to promote students' school-to-career transitions. WEE, as part of the total educational process, assists students to develop skills, habits, and attitudes conducive to employment success and personal growth and helps them to choose and to prepare realistically and wisely for careers. The WEE Program combines an on-the-job component with related classroom instruction designed to maximize the value of on-the-job experience and to produce educational outcomes.

WEE Programs provide an opportunity to establish tangible relevance between the education curriculum and the world of employment. These programs extend the learning experiences outside the classroom into the community. The value of this extension lies in the fact that the business community serves as an expansive training laboratory for the education community.

Nondiscrimination Policy

The Coast Community College District, including Orange Coast College, Golden West College, and Coastline College, is committed to equal opportunity in educational programs, in employment, in access to institutional programs and activities, and in providing an academic and work environment that is based on respecting the dignity of individuals and groups. The District does not discriminate unlawfully in providing educational or employment opportunities to any person on the basis of race, ethnicity, gender, gender identity, gender expression, religion, age, national origin, sexual orientation, marital status, medical condition, pregnancy (including childbirth, breastfeeding, or related medical conditions), physical or mental disability, military or veteran status, or genetic information, because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

Further, the District shall be free of sexual harassment, sexual violence, sexual assault, and all forms of sexual intimidation and exploitation. It shall also be free of other unlawful discrimination and harassment based on the characteristics listed above or against persons based on having been the subject of domestic violence, sexual assault, or stalking.

This Policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any college activity. In addition, this Policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities, and compensation.

For additional information, please refer to the current draft of [Board Policy 3410: Prohibition of Unlawful Discrimination, Harassment, and Retaliation](#).

Overview of Work Experience Education Video

Please watch this brief [video](#) that describes the WEE process and requirements.

Types of Work Experience Courses

Course Description and Grading Policy

The purpose of this course is to enhance each WEE participant's job skills by bridging the gap between educational theory and on-the-job practices through individualized performance objectives related to the student's career or occupational goal. Note: 54 hours of paid or non-paid work in approved areas of study (refer to your college's WEE page), for each one-semester credit. This course aligns with updates to Title 5 related to work experience education. GRADING POLICY: Pass/No Pass and Standard Letter.

WEE Course Information

A maximum of fourteen semester units for all WEE subject areas may be earned during one enrollment period, Title 5, Section 55253. An enrollment period refers to a primary academic term (Fall, Spring, or Summer). Choose the appropriate WEE course to take based on your placement, hours, and certificate/degree requirements.

WEE Credit & Hour Requirements - WEE Hours Must Be Completed Within Course Dates:

- 1 unit - 54 Hours Unpaid | Paid
- 2 units - 108 Hours Unpaid | Paid
- 3 units - 162 Hours Unpaid | Paid
- 4 units - 216 Hours Unpaid | Paid

Types of Work Experience

Paid Work Experience

Students are employed for wages or salary with an organization and will complete their work experience hours at this organization. In this type of work experience, it is understood:

- The student and the organization do not have any employment arrangements with the Coast Community College District.
- The organization will provide adequate protection for their paid employees through workers' compensation and general liability insurance as required by law.
- The organization shall defend, indemnify and hold harmless the Coast Community College District, its officers, employees and agents from and against all liability, loss, expense, attorney's fees, or claims of injury or damages arising out of the performance of this agreement.

Unpaid Work Experience

Students are not employed nor receive wages or salary with an organization, instead the student has freely offered to take part with the organization to complete work experience hours. In this type of work experience, it is understood:

- The student and the Coast Community College District understand that no employment arrangement exists between the student and the organization.
- The Coast Community College District will provide adequate protection for the students through its workers' compensation insurance as required by law.
- The organization agrees to defend, indemnify and hold harmless the Coast Community College District, its officers, employees and agents from and against any and all liability, loss, expense, attorney's fees, or claims of injury or damages arising out of the performance of this agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the organization, its officers, agents or employees.

Work Experience Credit - Per Title 5, 55256.5.

Units of credit for work experience education shall be calculated as follows:

- WEE offered as a credit course: one semester unit of credit will be awarded for every 54 hours of work experience, or one quarter unit for every 33 hours of work experience, or the equivalent locally determined minimum threshold for awarding one unit of credit as codified in local board policy or procedure. Units of credit may be awarded increments of .5 units.
- WEE is integrated as a component of a course: units of credit will follow standards for credit hour calculations in Title 5 Section 55002.5 for all activity, lab, or other instructional course components. Units of credit for the work experience component shall be calculated according to the formula in subparagraph (1).
- WEE courses apply to the attendance accounting procedure described in subdivision (f), of section 58003.1, in calculating FTES.

- A maximum of fourteen semester credit hours or twenty-one quarter credit hours may be earned during one enrollment period in work experience education. Students may repeat a WEE course subject to Title 5 Section 55040.

Internship

Students work in an organization, paid or unpaid, to gain work experience.

Coast Community College District follows the National Association of Colleges and Employers (NACE) criteria for determining whether an experience can be defined as an internship.

To ensure that an experience, whether it is a traditional internship, or one conducted remotely or virtually, is educational, and thus eligible to be considered a legitimate internship by the NACE definition, all the following criteria must be met:

- The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
- The skills or knowledge learned must be transferable to other employment settings.
- The experience has a defined beginning and end, and a job description with desired qualifications.
- There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
- There is supervision by a professional with expertise and educational and/or professional background in the field of experience.
- There is routine feedback from the experienced supervisor.
- There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

If these criteria are followed, it is the opinion of NACE that the experience can be considered a legitimate internship. For more information go to the [NACE website](#)

Student Enrollment

General Enrollment Process

- Sign and submit the online Coast District WEE Learner Application to begin the process of enrolling in an academic course and provide consent for course instructor to contact site supervisor regarding WEE matters.
- Complete the Coast District WEE Company/Organization Agreement.
- Read, understand, and follow course syllabus regarding responsibilities, attendance and drop policies, assignments, and grading criteria.
- Establish and maintain contact with the course instructor throughout the term.
- Each semester, determine measurable job-oriented learning objectives with work, internship, or volunteer supervisor and instructor input. Students repeating the course or employed with a company for an extended period must select NEW learning objectives beyond those available during the prior term.

- Work or intern enough hours to meet the minimum as required by Title 5 regulations (see section MINIMUM WORK OR INTERN HOURS REQUIRED for details).
- Actively participate in required conferences and the evaluation of measurable job-oriented learning objectives.
- Meet satisfactory job performance standards while completing measurable job-oriented learning objectives.
- Inform the instructor if you are unable to complete their WEE hours.
- Inform the instructor if you are no longer able to participate and require dropping or withdrawing from the course.

Questions and accommodations please email the designated CCCD College WEE Coordinator for more information:

Orange Coast College – Kyle Slocum – kslocum1@cccd.edu

Golden West College – Nikki Nguyen – nphan@gwc.cccd.edu

Coastline College – Katherine Amoukhteh – kamoukhteh@coastline.edu

WEE Required forms and other work site forms [add links to SLATE forms below]

Students are required to complete the following Work Experience forms:

- Coast District [WEE Learner Application Form](#)
- Coast District [WEE Company/Organization Agreement Form](#)
- Coast District [WEE Pre-Self Evaluation Form](#)
- Coast District [WEE Post-Self Evaluation Form](#)
- Coast District WEE Time Sheet

Additional forms may be required based on site placement type and location. If a work site accepting a student for Work Experience Education placement requires additional documentation or forms to be signed, then the forms or additional documents should be provided by the work site and completed by the student.

Roles and Responsibilities

Student Responsibilities

Students who enroll in WEE courses are responsible for the following and must meet the following eligibility requirements:

1. Have a job, internship, or volunteer position to enroll in a WEE course that will provide learning experiences that will contribute to his/her occupational or educational goal and includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
2. Have a job, internship, or volunteer position that offers a reasonable probability of continuous work experience for the duration of the enrolled term.
3. Work, intern, or volunteer enough hours to meet the minimum semester hour requirements.
4. Be within the 14-unit repeatability limitation per enrollment period.
5. Have a declared major, educational or occupational goal related to the employment, internship, or volunteer position when enrolled in any WEE course or if required by the course outline.

6. For students who are under the age of 18 and NOT high school graduates, the student must submit a copy of a Work Permit signed by a designated issuing agent.

To participate in WEE, the Student shall meet the following Title 5 Section 55254 Student Qualifications criteria:

1. Pursue a planned program of WEE which, in the opinion of the instructor, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
2. Have on-the-job learning experiences that contribute to their occupational or educational goals.
3. Meet the following conditions if self-employed: Identify a person who is approved by the instructor to serve as the designated employer representative. This representative shall agree in writing to accept the following employer responsibilities:
 - a. Assist the student in identifying new or expanded on-the-job learning objectives.
 - b. Assist in the evaluation of the student's identified on-the-job learning objectives.
 - c. Validate hours worked.

Instructor Responsibilities

Instructors under WEE are assigned by the Dean responsible for WEE to provide direct supervision of students enrolled in their course(s). The instructor must meet the minimum qualifications required by California Community Colleges. Title 5, 53416.

The following are typical Instructor responsibilities:

1. Conduct WEE courses according to Title 5 of the State Education Code and District policy and procedures.
2. Develop course syllabus and submit a copy to the instructional Dean by the date determined and as directed.
3. Ensure students complete applicable WEE forms and submit as required.
4. Maintain student records under confidentiality guidelines. Family Educational Rights and Privacy Act of 1974 (FERPA).
5. Determine that each participating student qualifies (Title 5, Section 55254) by reviewing student information to determine if they meet the eligibility requirements.

Employer / Supervisor Responsibilities

1. Employers or designated worksite representatives agree with the intent and purposes of WEE and indicate so by approving the student's Coast District WEE Company/Organization Agreement. (Title 5, Section 55257).
2. Ensure WEE learning site offers a reasonable probability of continuous work experience for students during the student's enrollment term.
3. Provide necessary supervision and training to ensure that the student receives appropriate educational benefits from this work experience.
4. Provide necessary and appropriate facilities, equipment and materials at the worksites so students may achieve agreed-upon learning objectives.
5. Comply with all appropriate federal and state employment regulations.

6. Participate in site visits to develop measurable new or expanded job-oriented learning objectives.
7. Verify the number of hours worked by the student by signing and approving the Coast District Work Experience Education Time Sheet.
8. Contact the WEE Instructor if a student's issue or concern arises.

Guidelines for Specific Student Populations

Self-Employed

Self-Employed students may enroll in WEE if a Designated Employer Representative is available and approved by the WEE Instructor. The Designated Employer Representative, other than yourself must agree in writing, to assist the students with identifying and evaluating new or expanded measurable learning objectives and validate the hours worked by the student Title 5, Section 55254, (d).

Veterans

Veterans who receive overpayment of benefits because they did not complete the process, or course, are responsible for repayment. See the resources on the following Online Pages:

[Orange Coast College Veterans](#)

[Golden West College Veterans](#)

[Coastline College Veterans](#)

Students with Disabilities

Students with disabilities who need academic accommodation(s) must provide verification of their need either from the Disability Support Program and Services (DSPS) or an outside source and notify the instructor during the first two weeks of class. Academic Accommodations for Students with Disabilities can be found on the following Online Pages:

[Orange Coast College Disability Services](#)

[Golden West College Disability Services](#)

[Coastline College Disability Services](#)

Minimum Work Experience Paid and Non-Paid Hours Required

Provide adequate facilities, equipment, and materials at the work experience site to achieve the learning objectives. All work experience hours must occur within the academic calendar and may only be counted from one approved organization at a time.

Units	Hours
1	54 hours/semester
2	108 hours/semester
3	162 hours/semester
4	216 hours/semester

The hours are to be verified by the worksite supervisor (Title 5, Section 55256.5 (c)). This requirement is the same regardless of the length of the enrollment term. Students cannot make changes to the unit load after the add/drop deadline. The total number of hours must be completed based on the enrolled unit load.

Repeatability

It is possible to repeat a class only in certain circumstances as follows:

1. In the course description in the catalog, the class is identified as eligible for repetition; or
2. The class is eligible for grade remediation by repetition.

Students are now limited to three (3) total enrollments for most credit courses. Students will not be allowed to repeat a course more than three times without documented evidence of extenuating circumstances. 'W' grades are counted as enrollments.

Reasons to Repeat a Class:

Repeating a course in an effort to alleviate a substandard grade; Students who receive substandard grades (“D,” “F”, “NP” or “NC”) and/or one or more Withdrawals (“W”) on the transcript may attempt to successfully complete the course up to a total of two additional times within the Coast Community College District, if necessary to alleviate the substandard grade or successfully complete the course.

After the third attempt to receive a passing grade in a course, the student may complete the Petition Repeat form and submit it to the Admissions and Records Office for one additional attempt. Petitions are only considered for documented extenuating circumstances. Students who Withdraw and receive a “W” on each of the three allowable attempts, if by petition the student is given permission to enroll, the students will not be able to withdraw from the course again and an evaluative grade symbol will be recorded. NO FURTHER ATTEMPTS WILL BE PERMITTED.

If the substandard grade is repeated within the Coast Community College District, the Repeat/Delete grade exclusion will be automatically performed on the student’s academic transcript. The grades in the latest term will be the grade which will be used to calculate grade point average regardless of which grade was higher. Although the previous grade(s) will not be counted in the grade point average, they will remain visible on the transcript, and the last recorded attempt is the course which will be counted in the student’s permanent academic history.

When a student repeats an equivalent course in which a substandard grade outside the Coast Community College District at a regionally accredited college, they must file a Repeat/Delete Request and submit it to the Admissions and Records Office along with an official transcript from the other college showing successful completion of the course.

Repeating a course due to a significant lapse of time, where a passing grade (CR or P) or C or better was previously earned. A significant lapse of time is defined as at least five years. All

coursework shall remain on the student's permanent record. The previous grade and credit will be disregarded in computing the GPA. Course repetition based on significant lapse of time may only occur once. (documentation must be submitted).

You have extenuating circumstances - verified cases of accidents, illness, or other life changing even beyond the control of the student that prevented you from doing well in the course (must submit documentation).

The course you wish to repeat is part of legally mandated training as a condition of continued or volunteer employment. Regardless of whether a substandard grade (D, F, NC, or NP) was previously earned, the grade and unit credit shall be included each time for the purpose of calculating the GPA. (Documentation must be attached to certify that course repetition is necessary to complete legally mandated training).

Repeating a course previously taken at another college. Substandard or non-substandard grades earned at another institution will not be alleviated by repeating a course at Coastline Community College. The grade and unit credit earned will be calculated and averaged in GPA.

Source:

[CCC PaR_CourseRepetition.pdf](#)

Site Visits with Instructor, Student, And Supervisor

Establishing Positive Relationships

As a student of the Coast Community College District, you represent our institutions and the program(s) you participate in. Your WEE is an opportunity to not only learn on the job, but to expand your network, build long-lasting positive relationships with employers, and grow professionally.

Your WEE Instructor will conduct site visit(s), it may be done, in person, virtually or over the phone with your supervisor. The WEE Instructor site visits with supervisors participating in the WEE Program provide an opportunity for the college to gain insight into the various sectors of business, industry, and government. Site visits are essential to the learning objectives evaluation process and are required to ensure all parties involved are benefiting from the objectives of the course.

First Site Visit

The first site visit will be scheduled by the WEE instructor in coordination with the site supervisor. While your instructor will play a lead role in the site visit, it is your responsibility to support the coordination of this visit and to lead the scheduling of the visit with your instructor. During the first site visit the instructor, student, and supervisor will:

1. Review the responsibilities of the three parties to the agreement.
2. Confirm students' ability to meet minimum required work/intern participation hours and review the **procedure for recording and approving these hours on the Time Sheet**
3. Discusses the student's job-oriented learning objectives confirming that each is:

- a. a new or expanded learning opportunity
 - b. sufficiently specific
 - c. adequately measurable
 - d. achievable within the time frame of the current semester/session (Confirm the completion dates specified for each objective)
4. Objectives not properly stated, or requiring modification should be revised during this first site visit.
5. Review requirements regarding changes in objectives: If an objective requires revision anytime during the semester, the student must notify his/her instructor.
6. Assure the objectives are sufficient to support the units to be awarded and grant approval of measurable job-oriented learning objectives by signing the online Company/Organization Agreement form.
7. Clarify if additional assistance or release time is needed for students to accomplish objectives.
8. Discuss the learning objectives evaluation process the instructor will conduct.
9. Verify supervisor's and student's signatures on the online Company/Organization Agreement form to validate student's employment/internship and approval of the learning objectives that support new or expanded responsibilities or learning opportunities at the work/internship site. The Work Experience Education Instructor approves and signs the form.
10. Schedule a second in-person site visit or confirm the date for an alternate learning objectives evaluation to be conducted towards the end of the semester.

Second Site Visit

The second site visit will be conducted in person, virtually or over the phone with your supervisor. The purpose of the second site visit is to ensure the experience continues positively for both you (student) and your supervisor and to evaluate your learning. During the second visit the Instructor, Student, and Supervisor will:

1. Check in with the supervisor to assess how the relationship, experience, work, and learning are progressing.
2. Review status of students' progress on learning objectives with supervisor.
3. Evaluate the learning agreement and student status/progress on meeting their measurable job-oriented learning objectives.
4. Student and Site Supervisor should separately complete and submit the **online Evaluation Forms** before the end of the semester.

Evaluation and Grades

Title 5 requires instructors to provide written evaluation each term of each student's accomplishments and progress in course objectives and job-oriented learning objectives and assign an evaluative letter grade for the course.

Grades and Credit

- Letter grades (A, B, C, D, & F) are assigned to all work experience students based on performance and achievement of the course learning objectives, the measurable job-oriented learning objectives, and completion of verified work/intern hours.
- A withdrawal "W" from class shall not be authorized after the published withdrawal deadline (Exact date provided in current schedule).
- An incomplete "I" grade may be given for those students not completing the course due to unforeseeable, emergency, or justifiable reasons, Title 5, Section 55023 (e) per College WEE Dean approval. Instructors will identify the condition(s) for removal of the "I" and state these on an "Assignment of Incomplete Grade" form.
 - If you qualify for an incomplete and you are an unpaid work experience student, then a new Work Experience Learner Application and forms must be completed. Your site supervisor must also provide approval for the new hours/dates. New hours/dates must occur within an academic term.

Measurable Work Experience Learning Objectives

One of the prime requirements of the WEE course is that students develop new or expanded job-oriented learning objectives beyond those experienced during previous employment or internships. This is an opportunity for students to integrate or demonstrate the knowledge and skills developed at college into a workplace environment. It is essential that the instructor assists and guides student(s) in developing measurable job-oriented learning objectives that provide educational value to the students.

Learning Objectives Resource Guide and Worksheet

WEE recognizes the value of learning that takes place when students work and train in real job situations. The WEE program requires students to pursue a planned program of education that includes new or expanded responsibilities and learning opportunities beyond those experienced during previous employment. By identifying and experiencing new learning, enhanced educational accomplishments can be achieved. In addition, completed student performance evaluations by employment supervisors promotes better relations between the supervisor and the employee and provides additional learning opportunities for the student.

How to Write Learning and Achievement Objectives

You will profit most from your Work Experience by developing a set of meaningful and attainable objectives.

As you develop your objectives, consider and identify:

1. Your present level of development
2. Your area of interest
3. Activities expected to be done
4. Challenges you are likely to encounter
5. Opportunities you will have for self-realization

Formulating and pursuing definite learning objectives is the goal of any instructional system. By discussing your objectives with your employer, you form a partnership in which your supervisor understands your goals, and you become more aware of those of your employer. By setting these goals, you become the designer of your instructional program and a more active participant in accomplishing your educational goals.

The supervisor must also help by conferring with you and your instructor in establishing your objectives, guiding you through assigned tasks, and evaluating your achievement. Your instructor is available to advise you on setting and reaching your objectives during your work experience.

Getting Started Writing Your Objectives

Identify your learning objectives by analyzing your current job responsibilities and your current ability to fulfill them. If you are new to your present job, you should consider objectives that, by the end of the semester, will assure mastery of your assigned duties. A frequent student response to writing objectives is: "I have been working at the job for six months and there is nothing new I can learn." When present job tasks are routine and you have difficulty coming up with ideas for new learning, you should consider the following:

- What job functions must be learned to prepare me for promotion to a higher job classification?
- What jobs now being handled by my supervisor could I learn and perform in a few months, freeing my supervisor for more important tasks?
- What functions or responsibilities now being accomplished by a co-worker could I learn so that, in the absence of the co-worker, I could fill that job for limited periods?
- How can I do my current job better? Do you have an idea that can increase your or your company's efficiency?
- Looking two to five years down the road, what on-the-job learning must be acquired to fulfill your intermediate or long-range goals?
- Are merit-pay raises based upon individual output or productivity? If so, you might consider improving your work output by a reasonable percentage during the semester.

Basic Guidelines for SMART Learning Objectives

Drafting learning objectives is not difficult but does require thoughtful consideration and specifics. The most obvious shortcomings in most objectives are too much generality and not enough specifics. Every objective must satisfy the following factors:

- It must be SPECIFIC. The objective must state exactly what it is you intend to undertake with no latitude for guesswork or inference.
- It must be MEASURABLE. The language of each objective must be stated so that final accomplishments can be easily recognized.
- It must be ACHIEVABLE / ATTAINABLE. You must be capable of completing the objective by having the needed skills, technology, access to people and materials, and on-the-job time commitment. Conversely, an objective should not be so basic that it does not offer reasonable challenges.
- It must be RELEVANT. Relevant answers the questions: Should it be done? Why and what will be the impact?
- It must be TIME-BASED. Time based answers the question: When will it be done?

Examples of SMART Learning Objectives and Goals

SMART Goal: By May 14, the day of our webinar, we'll see a 15% increase in sign-ups by promoting it through social, email, our blog, and Facebook messenger.

- **Specific:** I want to increase the number of sign-ups for our Facebook Messenger webinar by promoting it through social, email, our blog, and Facebook Messenger.
- **Measurable:** A 15% increase is our goal.
- **Attainable:** Our last Facebook messenger webinar saw a 10% increase in signups when we only promoted it through social, email, and our blog.
- **Relevant:** When our webinars generate more leads, sales have more opportunities to close.
- **Time-Based:** By May 14, the day of the webinar.

SMART Goal: In 6 months, we'll see a 25% increase in average video views per native video on Facebook by cutting our video content mix from 8 topics to our 5 most popular topics.

- **Specific:** I want to boost our average views per native video by cutting our video content mix from 8 topics to our 5 most popular topics.
- **Measurable:** A 25% increase is our goal.
- **Attainable:** When we cut down our video content mix on Facebook from 10 topics to our 8 most popular topics six months ago, our average views per native video increased by 20%.
- **Relevant:** By increasing average views per native video on Facebook, we'll boost our social media following and brand awareness, reaching more potential customers with our video content.
- **Time-Based:** In 6 months.

Not a SMART Goal: Employees will improve their writing skills.

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

Keep in Mind

The world of work is the most competitive arena in which you will perform. Work Experience will set you apart from your fellow workers by indicating to your employer that you are not afraid to take on additional tasks and challenges in your work. It puts you a cut above your co-worker who is not involved in new learning. In any job there is a way it can be done better. Develop creative ways for your company to be more efficient. Discuss these with your supervisor. Communicate with your job supervisor. Be ready and willing to carry out changes he/she may have in mind to improve the fulfillment of productivity with which you are both involved. Have a plan for goal accomplishment and stick with it.

Student Action

You are now prepared to draft your individual learning objectives. Use the SMART Goal Planning form and the Word Lists to prepare your objectives in the draft form and submit them to your instructor for review and/or to finalize them.

You should have at least three objectives drafted before you discuss the program with your supervisor. This shows the supervisor that you, as an employee, have some ideas for personal improvement and learning before you ask for help. The Coast Community College District requires that each student identify three to four objectives for new learning.

SMART Goal Worksheet

Specific – Who? What?

Measurement/Assessment – How?

Achievable/Attainable – How do you plan to achieve/attain it?

Relevant – Expected Results?

Timed – When?

Work Experience Education Program Objective Worksheet

Learning Objective #1:

How do you plan to attain it?

Means of Evaluation:

Learning Objective #2:

How do you plan to attain it?

Means of Evaluation:

Learning Objective #3:

How do you plan to attain it?

Means of Evaluation:

Learning Objective #4:
How do you plan to attain it?
Means of Evaluation: