LAKE TAHOE COMMUNITY COLLEGE

WORK EXPERIENCE/INTERNSHIP PROGRAM PLAN

Spring 2006
# TABLE OF CONTENTS

- Introduction .................................................................................................................. 1
- Program Philosophy and Mission .................................................................................. 1
- Goals and Objectives ...................................................................................................... 1
- Student Learning Outcomes .......................................................................................... 1
- Response to Recommendations from Previous Program Plan ..................................... 2
- Accreditation Self-Study ................................................................................................ 2
- Program History & Projections ...................................................................................... 2
- Curriculum ..................................................................................................................... 4
- Scheduling of Classes ..................................................................................................... 6
- Documents ...................................................................................................................... 6
- Student Demographics ................................................................................................. 7
- Student Learning and Success ....................................................................................... 8
- Staff Development/Professional Growth ........................................................................ 12
- Final Recommendations ................................................................................................ 12
- Cooperative Work Experience/Internship Survey Results .......................................... Appendix A
- Cooperative Work Experience/Internship ................................................................. Appendix B  
  - Personal Competencies Evaluation
  - LTCC Internship Contract/Objectives
The Work Experience/Internship (WKX) program planning efforts were initiated in fall 2005 by a team consisting of Dina Cipollaro, Cooperative Work Experience Coordinator; Virginia Boyar, Director of Vocational Education, and Susan Middleton, Dean of Student Services. The goal of this process was to research the effectiveness of the current program and to identify areas for program enhancement. The process included a thorough review of the program planning components as they apply to WKX, surveys of both students and employers regarding services, definition of the program philosophy and mission, and review of the program goals and objectives. The culmination of these efforts has resulted in this program planning document and the team's recommendations for further program growth and development.
Program Philosophy and Mission
Cooperative Work Experience and Internship Program

The Lake Tahoe Community College Cooperative Work Experience and Internship Program is committed to providing students with opportunities in work-based learning, professional growth, and applying academic knowledge to the workplace. The program is dedicated to advancing students’ personal competencies at work and promoting career awareness.

Goals and Objectives

1. Provide an online course for the Work Experience and Internship Program.
   - Research and consult with other colleges regarding online work experience and internship programs
   - Participate in the 'Eudes' class provided through LTCC
2. Provide an online internship placement program where employers can list opportunities and students can submit statement of interest online.
   - Research and consult with other colleges regarding web-based placement procedures with various work experience and internship programs
   - Promote the website through site visits and cold calling with local employers
3. Design a website for the Work Experience and Internship Program that provides valuable and updated information to both students and employers.
   - Update website information on a quarterly basis
   - Research and consult with other colleges regarding a website specifically for information on Work Experience and Internship
4. Provide professional and career related internship opportunities
   - Organize an annual Internship Fair during the fall quarter
   - Visit and call community organizations on a consistent basis to discuss internship opportunities

Student Learning Outcomes

1. Students will develop greater clarity for individual career and educational goals as evidenced by responses on pre-course surveys administered during orientation and post-course surveys administered at the end of class.

2. Students will demonstrate professional competencies and develop new or advanced skills within the workplace as evidenced by:
   a. Employer ratings on personal competencies common to all work experience/internship students
   b. Employer ratings on student’s successful completion of personal objectives and skill development developed between the supervisor and student

3. Students will identify their strengths and areas that need improvement within the workplace as evidenced by:
   a. Completion of a variety of career interest inventories outlining strengths and areas of interest
   b. Analysis of student’s self-identified strengths compared to employer’s assessment
Response to Recommendations from Previous Program Plan

This is the first program plan in the Work Experience/Internship program. However the District’s Cooperative Work Experience plan was reviewed and with the exception of correcting the supervising administrator from Dean of Instruction to Dean of Student Services, the plan was accurate and up-to-date.

Accreditation Self Study

There was no reference or plans specifically related to the work experience/internship program in the most recently completed 2005 self study. However, a plan to establish student learning outcomes for all instructional and student support programs, which would include work experience/internship was cited.

Program History and Projections

Enrollment
Enrollment in work experience has experienced some mild fluctuations since 2001/02. Student enrollment in 2000/01 was much higher than in subsequent years due to the fact that there was a work experience component to the ski patrol program. This was discontinued after 2001. While the number of students enrolled in WKX in 2000/01 was high, the FTES generated was not commensurate with those numbers. This is due to the minimal number of units earned through the ski patrol program. In 2002/03 the enrollment and FTES was slightly higher which was consistent with the peak in overall LTCC enrollments during that academic year. On average, the enrollment in WKX is 20 students per quarter while internship averages 15 students per quarter.
FTE Classified Staff

The WKX program currently receives 8 hours per week of clerical support. This has proven sufficient for program maintenance.

Facilities

While the current space housing the Work Experience program is small, it is centrally located and is adequate in meeting the program needs.

Supplies

The WKX program has been regularly provided with sufficient supplies to meet program needs.

Expenses

The WKX program is funded at $39,257 for the 2005/06 academic year. The majority of that expense is allocated to salary and benefits. Expenses have been relatively even for the past 3 years. Income exceeded expenses by 41% in 2004/05, 38% in 2003/04, and 50% in 2002/03. Prior to 2002/03 the program was coordinated by a fulltime faculty member which accounts for the higher level of expense seen in 2000/01 and 2000/02.

WSCH/FTEF

Weekly student contact hours are not available for the WKX program. Prior to 2002/03, the WKX program was coordinated by a fulltime faculty member. The WKX program currently has one adjunct faculty coordinator position for 19.5 hours/week to support the activities of the program.
This structure is sufficient for maintaining the current program, but the limited hours make expansion and enhancement somewhat challenging.

Curriculum

The Work Experience and Internship curriculum at Lake Tahoe Community College provides students an opportunity to extend classroom based learning to the work site. The program involves a supervised work experience in which the student has the opportunity to attend college classes and earn college credit for concurrent learning on the job. The program is structured according to the current Title V guidelines and regulations for Cooperative Work Experience Education and is offered every quarter throughout the academic year. Students can use this program as elective units towards their Associates Degree and also transfer the elective units to all California State Universities.

Interested students may enroll in two types of programs: General Work Experience (WXX 101) or Occupational Work Experience. WXX 101 is designed for students who are employed in jobs not related to their educational goals. The program encourages students to identify new and challenging objectives on the job and can result in improved relationships at work, increased visibility, and better work habits. Up to 5 work experience credits may be earned per quarter, and the course may be repeated for a maximum of 9 total credits.

The second program is Occupational Work Experience. The program includes courses in the following disciplines:

<table>
<thead>
<tr>
<th>Business</th>
<th>BSN 132</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Applications/Office Technology</td>
<td>CAO 132</td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td>CIS 132</td>
</tr>
<tr>
<td>Construction Trades</td>
<td>CNT 132</td>
</tr>
<tr>
<td>Communication</td>
<td>COM 132</td>
</tr>
<tr>
<td>Counseling</td>
<td>COU 132</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>CRJ 132</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>CUL 132</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>ECE 132</td>
</tr>
<tr>
<td>Education</td>
<td>EDU 132</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>ENV 132</td>
</tr>
<tr>
<td>Fire Science</td>
<td>FIR 132</td>
</tr>
<tr>
<td>Forestry</td>
<td>FOR 132</td>
</tr>
<tr>
<td>Health</td>
<td>HEA 132</td>
</tr>
<tr>
<td>Hotel &amp; Restaurant Management</td>
<td>HRM 132</td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>MOA 132</td>
</tr>
<tr>
<td>Real Estate</td>
<td>RES 132</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>THE 132</td>
</tr>
</tbody>
</table>

Occupational Work Experience is designed for students who are employed in jobs related to their educational or occupational goals. This program extends knowledge gained in the classroom to the work place, helps students identify new and challenging objectives at work, and encourages professional growth and advancement. Up to 6 Work Experience credits per quarter may be earned, and the course may be repeated for a maximum of 24 total credits.

Students interested in internships may enroll in two types of Internship Programs: General Work Experience Internship (WXX 102) or Occupational Work Experience - Internship. WXX 102 is a 12-week placement that gives students on-the-job experience in positions that may not be directly
related to the student's current educational goals and may be used to help students clarify career and academics options. Students must apply for internships (applications available at the LTCC Student Services office) and must have a good academic record (a grade point average of 2.5 or higher). Internship opportunities are posted on the Job Board in the E Wing at LTCC. This course may be repeated for a maximum of 9 units.

The second program is the Occupational Work Experience – Internship. This program includes courses in the following disciplines:

<table>
<thead>
<tr>
<th>Business</th>
<th>BSN 133</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Applications/Office Technology</td>
<td>CAO 133</td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td>CIS 133</td>
</tr>
<tr>
<td>Construction Trades</td>
<td>CNT 133</td>
</tr>
<tr>
<td>Communication</td>
<td>COM 133</td>
</tr>
<tr>
<td>Counseling</td>
<td>COU 133</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>CRJ 133</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>CUL 133</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>ECE 133</td>
</tr>
<tr>
<td>Education</td>
<td>EDU 133</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>ENV 133</td>
</tr>
<tr>
<td>Fire Science</td>
<td>FIR 133</td>
</tr>
<tr>
<td>Forestry</td>
<td>FOR 133</td>
</tr>
<tr>
<td>Health</td>
<td>HEA 133</td>
</tr>
<tr>
<td>Hotel &amp; Restaurant Management</td>
<td>HRM 133</td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>MOA 133</td>
</tr>
<tr>
<td>Real Estate</td>
<td>RES 133</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>THE 133</td>
</tr>
</tbody>
</table>

The Occupational Work Experience Internship is a 12-week placement that gives students on-the-job experience in positions directly related to their career goals. Students must apply for internships (applications available at the LTCC Student Services office), must have a good academic record (a grade point average of 2.5 or higher), and must have completed some of the courses required related to their career goals. Internship opportunities are posted on the Job Board in the E Wing at LTCC. This course may be repeated for a maximum of 24 units.

An application deadline is identified each quarter for the internship program. The application deadline gives the instructor time to interview and help find the proper placement for the student.

Students must be available to work or volunteer 4 to 40 hours per week for an approved business and must have an application on file each quarter enrolled. Students may earn credit for their paid or volunteer Work Experience or Internship work by enrolling in a General or Occupational Work Experience or Internship (see chart below). The instructor will determine the appropriate section for each student at the Orientation session. Four to five orientations are scheduled each quarter.

<table>
<thead>
<tr>
<th>Paid</th>
<th>Volunteer</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 hrs/wk</td>
<td>4 hrs/wk</td>
<td>1</td>
</tr>
<tr>
<td>10 hrs/wk</td>
<td>8 hrs/wk</td>
<td>2</td>
</tr>
<tr>
<td>14 hrs/wk</td>
<td>10 hrs/wk</td>
<td>3</td>
</tr>
</tbody>
</table>
There are four specific vocational education programs that require an internship in order for the student to receive their certificate. The first program is Addiction Studies. The student must complete a three-quarter internship in COU 134 – a total of 9 credit units. The next program is Computer Applications/Office Technology. The student is required to obtain an internship in CAO 133 and enroll in CAO 134 (a .5 unit seminar course). The third program is Culinary Arts. In order to receive this certificate, the student must enroll in CUL 133 and CUL 134 (a .5 unit seminar course). The fourth vocational education program requiring an internship is the Medical Office Assistant. Students obtaining this certificate must enroll in MOA 133. This course is required for both the clinical and administration concentrations.

The internships in all four of the certificate programs allow students the appropriate time to be able to reflect, discuss, and ask questions about their internship with a faculty member related to the specific vocational program.

Both the Work Experience and the Work Experience Internship programs are reviewed on a six-year cycle – with 2006 being the program’s first official review.

Scheduling of classes

Work experience and internship courses are offered quarterly and in summer and are filled according to student demand. One individual and three group meetings are scheduled each quarter. Meetings are scheduled at various times throughout the quarter to address student’s work and school schedules. While the course offers flexibility in meeting times, student surveys indicate that the availability of the instructor could be improved. Given the fact that the coordinator position is half-time, it may not be possible to cover all time frames.

Documents

1. College Catalog

   - Course Descriptions: A review of these descriptions indicates that they reflect the content of the courses as they are taught at this time. (As mentioned previously, all work experience and internship courses are on a regular review cycle)

   - Prerequisites/Corequisites: With the exception of the Addiction Studies Field Work Internship (COU134), none of the work experience/internship courses listed in the catalog currently require a prerequisite. The prerequisite for COU134 is COU109, COU120 or 121, COU122, COU124, and COU126 (with a grade of “C” or better or equivalent). This prerequisite was established by the Addiction Studies Advisory Committee in response to the education requirements established by California regulatory agencies. Corequisites are clearly listed for each work experience and internship course: “Students must be available to work or volunteer 4 to 40 hours per week for an approved business and must have an application on file each quarter enrolled.”

   - Graduation Requirements: Not applicable.
2. **Quarterly Schedules:** The quarterly schedules mirror the information found in the college catalog and adequately describe the content of the work experience and internship courses. To date we have had no known confusion from students about the scheduling of work experience or internship courses.

3. **Brochures:** The work experience and internship brochures available in Student Services are targeted for redesign in 2006-2007. It is anticipated that the new design will resemble the current vocational education “rack cards” and information will focus on the benefits of work experience/internship opportunities for both the student and the employer. These rack cards will also be translated into Spanish in 2006-2007 and will be used for outreach to underrepresented groups in the community.

4. **LTCC Website:** The Lake Tahoe Community College website information for Work Experience and Internship could be improved to become more “user friendly” (i.e., have all necessary information and forms readily available for both students and employers). Helpful website links will be added (e.g., Employment Development Department, career exploration and preparation information, etc.). The website could also be enhanced with the addition of a “Frequently Asked Questions” link. These enhancements will take place in 2006-2007 as part of the general redesign of the Lake Tahoe Community College website. (See Recommendations section.)

### Student Demographics

**Gender:**
The average ratio of female to male students in the WKX/Internship program is 43% to 57%. This ratio reflects the student enrollment during the years of 2000 to 2004. It is important to note the higher percentage of males is largely due to the summer enrollment of fire science interns, most of whom are male.

**Age:**
The age range for the WKX/Internship program from 2000 to 2004 is as follows:

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>1.3%</td>
</tr>
<tr>
<td>18 – 24</td>
<td>35.6%</td>
</tr>
<tr>
<td>25 – 40</td>
<td>31.6%</td>
</tr>
<tr>
<td>41 – 60</td>
<td>29.7%</td>
</tr>
<tr>
<td>Over 60</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

**Ethnicity:**
The following reflects the ethnicity of students for the work experience and internship program averaged from 2000 to 2004. Outreach initiatives, such as active recruiting among the local Latino population and website enhancement, may further increase enrollment of students from diverse ethnic backgrounds.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1.4%</td>
</tr>
<tr>
<td>Black</td>
<td>1.2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7.2%</td>
</tr>
<tr>
<td>Native American</td>
<td>1.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.9%</td>
</tr>
<tr>
<td>Other</td>
<td>0.4%</td>
</tr>
</tbody>
</table>
White 82.8%
Unknown 3.8%

Student Learning and Success

One of the measurements of success with the internship program is the possibility of a student being placed in a paid position once the internship is completed. This has been seen numerous times throughout the academic school year. On the average, 20 students enroll each quarter in the Internship Program; approximately eight of those students per year receive a paid position at the end of their internship class. This type of success allows students to begin their career in an organization within our community and advance to future employment opportunities.

A review of the Work Experience and Internship courses taught over 15 quarters (Fall 2001 – Spring 2004) shows an average completion rate of 80.92% (range 72.22% - 95.70%). This completion rate is higher than the campus average of approximately 75.85%.

Students enrolled in fall 2004, winter 2005, spring 2005, and summer 2005 quarter Work Experience and Internship courses were surveyed to gather information regarding their experiences and perspectives relative to the program, faculty and effectiveness.

Below shows the survey instrument used and the survey results. A total of 89 surveys were received.

(5=excellent, 1=poor)

<table>
<thead>
<tr>
<th>Orientation</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>72</td>
<td>14</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| Availability | 55| 26| 8 | 0 | 0 |

| Responsiveness | 70| 15| 4 | 0 | 0 |

| Attitude      | 80| 8 | 1 | 0 | 0 |

| Knowledge and Skill | 74| 14| 1 | 0 | 0 |
A survey was also administered to the current winter 2006 students. This survey was used to evaluate the effectiveness of the instructor, supervisor, and objectives for the program. A total of nine surveys were received. Below shows some results of the survey. Appendix A contains a full copy of the survey instrument and the results.

1. In what ways did your instructor contribute to your internship experience?
   - Dina was very encouraging and optimistic. She seems genuinely interested and excited for all of the student’s experiences.
   - Dina encouraged me to take on this internship as a work experience. She also spoke with my supervisor to allow me the opportunity to work at Barton Hospital.

2. In what ways did your supervisor contribute to your internship experience?
   - Haidah was very supportive. Allowed me to experience all aspects of the office. While watching patient evaluations, she explained the procedure and included me in the experience.
   - Jana encouraged me to learn about all conditions and observe each treatment. She gave me the opportunity to ask questions and work in a hands-on environment with her.

3. In what ways did your internship supervisor assist you in identifying your internship objectives?
   - Haidah came up with some great objectives! She was open to my suggestions and we agreed on adjustments. Her objectives challenged me to learn as much as possible!
   - Jana and I spoke about appropriate goals and together developed the objectives.

4. In what ways did you benefit from your internship placement?
   - I was finally able to get some hands-on experience instead of just reading about the different responsibilities of a physical therapist.
   - I learned a lot about the occupational therapist and rehabilitation field. I was able to observe patients of all types and learn about their conditions as well as rehab regimens.

5. In what ways did your internship experience influence your career goals?
   - Each time I interned at Barton Hospital with Jana, the experience reiterated how much I like the work and further influenced me to pursue career goals in occupational therapy.
   - Internship has helped me look more toward the future. It has helped me realize that I really want to continue in this field.
6. In what ways did your internship objectives aid in your learning on the job?

- They helped me to challenge myself and get the most out of my short time there. I have had to put myself into many roles and try to excel at all of them!
- My objectives helped me to stay focused. I really concentrated on improving the goals I had set.

7. What would you change if you could do this internship over again?

- Sign up for more hours a week. I feel that I needed more time to really do as well as I wanted to. Maybe concentrate on one aspect each quarter, [i.e., front desk, evaluations, PT programs].
- I would either work more hours or maybe do one day downstairs with Jana and one upstairs with Amy. I would also do more research on each condition to learn more about how to rehabilitate the injuries.

During the winter 2006, several surveys were distributed to local businesses. The survey measured the effectiveness of the work experience or internship program and the students enrolled. Below shows the complete survey and the results of the 16 surveys received.

1. Have you had a work experience or internship student work or volunteer for your organization within the past year?

   YES 9
   NO 7

Comments:
- I have had two interns. They both had strengths and weaknesses, but overall it has been an excellent partnership.
- Was not informed employee was on this program. Would have been nice to know this was a part of her courses.
- We enjoy mentoring students and exposing them to the environmental and non-profit worlds.

2. How would you rate your knowledge of the work experience or internship program at LTCC?

<table>
<thead>
<tr>
<th>Extremely Limited</th>
<th>Somewhat Limited</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Comments:
- Thanks to Dina’s help, my internship experience has been excellent.

3. Based on your experience with the Work Experience and Internship Program at LTCC, how would you rate its effectiveness in terms of...

<table>
<thead>
<tr>
<th>Student’s work ethic</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student’s work site objectives</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Student's availability to work/intern

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>4</td>
<td>7</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Student's dependability at work

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>9</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Student's knowledge of work or internship responsibilities

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>9</td>
<td>3</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

LTCC's responsiveness to student or employer workplace issues

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>7</td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:
- I have found that many of our LTCC interns learn very quickly, even though they may have very little water quality background.
- Our current intern started off to a slow start, but has shown progress and revival of interest.
- Would like to meet more regularly.
- Learning how the LTCC internship program works and making mistakes has been key to growing the web assistance internship at the Forest Service.

4. LTCC began its first internship Fair this past Fall 2005. Would you be interested in attending? (This would be a time to share available internship opportunities at your organization)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

5. Please add any additional comments below:

- We appreciate the opportunity to be involved in the LTCC internship program.
- This is a great program with motivated students. All the therapists enjoy having motivated students with them.
- I think this is a great program!
- Dina is a great representative.
- Sara is doing a super job!
- Now that I know how this program works, I will be sure to use the college again for future intern needs.

A synopsis of all of the surveys demonstrates an overall high satisfaction in the areas of instructor, supervisor, and program effectiveness. The community survey shows that more information about the internship and work experience program can be communicated to the local businesses. Also, a stronger effort towards placing students in local businesses interested in student interns is needed.
In addition, an important measure of student learning success is captured each quarter with the quarterly capstone assignments. The assignments include career exploration and career preparation. Students complete assignments that are specific to the world of work and share their new discoveries at the final group meeting.

A large portion of the student’s success is measured through the worksite objectives and the personal competencies in the workplace (see Appendix B for a sample of both documents). Both documents are evaluated by the student’s supervisor and provide the student a measurement as to how well he or she did in completing the objectives and personal competencies in the workplace. The combination of assignments, objectives, personal competencies, and group and individual meetings provides the student a strong measure of their success in Work Experience and Internship Program.

Staff Development/Professional Growth

In addition to the annual CEIA (Cooperative Education and Internship Association) conference, the WKX Coordinator has attended various conferences and workshops such as the NCORE (National Conference on Race and Ethnicity) national conference on diversity in higher education. While the professional growth opportunities have been excellent, it is expected that due to budgetary constraints, these opportunities will be greatly reduced in the future.

Final Recommendations

While the survey results and internal review done as part of preparing this document indicate an overall satisfaction with WKX/Internship program, the program planning team has identified the following recommendations to improve the quality and effectiveness of the program. These recommendations are not listed in order of priority.

- Amend employer survey to improve the evaluation of program effectiveness
- Revise student evaluation form to include a global program evaluation component in addition to instructor evaluation
- Increase accessibility to work experience/internship program through non-traditional methods (e.g. online)
- Change office sign from Workforce Preparation to Work Experience/Internship
- Enhance marketing efforts towards students
- Redesign webpage to a user-friendly format that provides access to information presented in a clear and engaging manner
- Develop brochure or rack card that provides valuable and updated information to both students and employers; provide brochures in both English and Spanish
- Place information regarding current internship opportunities on college website
Cooperative Work Experience/Internship Program Plan

Appendix A

Survey results - Winter 2006
LTCC INSTRUCTOR, SUPERVISOR, AND SELF EVALUATIONS

This evaluation is to be completed as part of the Internship experience. The purpose is to encourage reflection on your Internship and to offer useful information for the refinement of the Internship Program.

1. In what ways did your instructor contribute to your internship experience?

   Dina was very encouraging and optimistic. She seems genuinely interested and excited for all of the student's experiences.

   Dina encouraged me to take on this internship as a work experience. She also spoke with my supervisor to allow me the opportunity to work at Barton Hospital.

   Dina was very friendly and helpful. She took into consideration my long commute to the college. She was also easy to get a hold of through e-mail or a phone call.

   Dina contributed organization to my internship experience. She had everything neatly organized so it was very easy to follow her instructions.

   Throughout the entire quarter, I found Dina to be both encouraging and inspiring. She offered valuable insight toward every aspect of the program. Her approachability made the entire experience that much more enjoyable.

   Dina has been there every time I needed to ask any type of question. When I was getting overwhelmed, I was able to go in and talk to her. She makes me feel at ease in everything that needed to be done.

   Dina was helpful with the objectives and takes the time to talk and counsel when needed.

   Dina was very understanding.

   Dina did the legwork to get my foot in the door.

2. In what ways did your supervisor contribute to your internship experience?
Haidah was very supportive. Allowed me to experience all aspects of the office. While watching patient evaluations, she explained the procedure and included me in the experience.

Jana encouraged me to learn about all conditions and observe each treatment. She gave me the opportunity to ask questions and work in a hands-on environment with her.

Mr. Saintey was easy to get a hold of at home or work should any question or problem arise.

Marie contributed her vast knowledge of web design.

Arcelia gave me a lot of freedom in terms of working with the students in my own teaching style. She also provided many opportunities for me to get to know the students by assigning small groups to work with me.

Paul is a great person to work with. He has so much knowledge about the recovery process. He also has given me self-confident statements in how well I am doing.

Rene motivated me to explore different aspects of the field.

Marc met with my instructor and was very supportive.

Stacy gave me positive reinforcement.

Scott was very open, very knowledgeable to my questions. He worked to get the highest paying position to start.

3. In what ways did your internship supervisor assist you in identifying your internship objectives?

Haidah came up with some great objectives! She was open to my suggestions and we agreed on adjustments. Her objectives challenged me to learn as much as possible.

Jana and I spoke about appropriate goals and together developed the objectives.
Mr. Saintey helped me to choose objectives that were more relevant to our class. Also to focus them on problems we were having.

Marie clearly outlined my internship objectives, making it very easy to follow.

Arcelia helped to identify essential traits of a teacher. My objectives were centered around providing structure in the classroom which was something she really emphasized.

Paul let me know that there was information at SRC if I needed anything.

Rene and I went over my objectives together and chose areas that I am not familiar with yet.

Marc basically just went over them with me.

Stacy gave me some ideas for objectives.

Scott and I had a 3-hour meeting to discuss and create my objectives.

4. **In what ways did you benefit from your internship placement?**

I was finally able to get some hands-on experience instead of just reading about the different responsibilities of a physical therapist.

I learned a lot about the occupational therapist and rehabilitation field. I was able to observe patients of all types and learn about their conditions as well as rehab regiments.

Internship has helped me look at things at work and want to make improvements. Not just show up every day.

I learned many things I didn’t know before about web design. My knowledge base definitely increased.

I particularly enjoyed the challenges of working with children in a school district that is so obviously not up to par. It was interesting to see the differences between my former elementary school (in one of the country’s top districts) and the school I was placed in.
Working with others (inmates), listening to them, where they think they went wrong and wanting to change their lifestyle. Knowing that I’ve been in their shoes and be able to give them tools to help them.

I love my job. I’m surrounded by amazing people who are willing to share information and teach me anything.

I had the opportunity to learn a lot by working with the male, teenage population in addiction.

I accomplished more at my job by being in the program.

I have learned so much on my own in the last 2 months. The on-the-job training is more valuable to me than classroom skills.

5. In what ways did your internship experience influence your career goals?

I’m still unsure. I have the informational interview at NASA still. I can definitely see myself as a physical therapist. This might actually turn into a job which would definitely help me even more in my decision!

Each time I interned at Barton Hospital with Jana, the experience reiterated how much I like the work and further influenced me to pursue career goals in occupational therapy.

Internship has helped me look more toward the future. It has helped me realize that I really want to continue in this field.

I would definitely be interested in becoming a web manager or designer.

This experience opened my eyes to the fact that teachers in underprivileged schools have the potential to impact students lives in an unprecedented way – and this has only inspired me to work that much harder towards becoming the best teacher I can.

I was able to use my computer skills with my internship. I was able to put the information on a disk, (backup also) where no
one had done before. My supervisor thought that was good for the HEARTS program.

It has pointed me in the direction I need to be in.

I am currently re-thinking what aspect of counseling that I want to continue in.

I learned a lot about a career I was really interested in through the Discover Program.

It has only provided more motivation to succeed in this area.

6. In what ways did your internship objectives aid in your learning on the job?

They helped me to challenge myself and get the most out of my short time there. I have had to put myself into many roles and try to excel at all of them!

The objectives gave me guidelines for on-the-job experiences.

My objectives helped me to stay focused. I really concentrated on improving the goals I had set.

The objective gave me clear direction about how to proceed and successfully complete them.

My objectives certainly facilitated the whole learning aspect of this internship – they pushed me to really dedicate my time and energy to the students.

What I did for the clients in the internship was learning and knowing I was able to provide the information and tools for recovery. Places to go upon their release. Helping with information for school, rehab, how to live.

Actually, the objectives have been my driving force. I have learned so much about rehab because of them.

They gave me a different perspective and different way of looking at (and dealing with) different aspects of my job.
Each time I do the internship, I realize how much more I can accomplish on the job.

My objectives were key to being productive.

7. **What would you change if you could do this internship over again?**

Sign up for more hours a week. I feel that I needed more time to really do as well as I wanted to. Maybe concentrate on one aspect each quarter, (i.e., front desk, evaluations, PT programs).

I would either work more hours or maybe do one day downstairs with Jana and one upstairs with Amy. I would also do more research on each condition to learn more about how to rehabilitate the injuries.

I would think of new and improved objectives to set of myself.

Well, I would keep Marie from leaving the Forest Service, if I had anything to say about the decision.

I would consider extending my time and services to take part in an after school program.

There were all kinds of information already in files, some that didn’t belong in there. I would get rid of it. This way I would be able to know what is there. In fact, my supervisor has already said I could do that.

Nothing.

I don’t know that I would change anything.

Nothing.

I am happy with my current situation.
Cooperative Work Experience/Internship Program Plan

Appendix B

Personal Competencies Evaluation

LTCC Internship Contract/Objectives
LAKE TAHOE COMMUNITY COLLEGE
INTERNSHIP PROGRAM
PERSONAL COMPETENCIES EVALUATION
(to be completed by supervisor)

Student's Name

Work Supervisor

Student/employee (Position)

Organization

Please rate your student intern in each of the following categories:
(4=excellent, 0=unsatisfactory)

Excellent ............................................. Unsatisfactory

Personal Appearance
Standard: dress appropriately-grooming is above reproach.

4 3 2 1 0

Human Relations
Standard: cooperative, courteous, and friendly to customers, associates and supervisors—accepts suggestions and controls emotions.

4 3 2 1 0

Professionalism
Standard: conducts self in a business-like manner; stays focused on priorities at work, keep personal matters away from job site.

4 3 2 1 0

Attitude
Standard: eager to improve—progresses on own initiative; dependable, enthusiastic, sincere, has appropriate work habits—uses good judgment.

4 3 2 1 0

Workmanship and Skill
Standard: strives for improvement; shows thoroughness, accuracy and precision in detail—has satisfactory performance and speed.

4 3 2 1 0

Punctuality and Dependability
Standard: meets deadlines and is prompt.

4 3 2 1 0

Attendance

4 3 2 1 0

Overall work performance of student-intern.

4 3 2 1 0

Comments: ..................................................................................................................

Supervisor's Signature
LTCC INTERNSHIP CONTRACT
Occupational - Internship Program

Student
B
Social Security #
5
Phone
54
Employer
B
Instructor/Coordinator
Dina Cipollaro
Phone
Lake Tahoe Community College
541-4660 ext. 295
Address: P.O.
South Lake Tahoe, CA 96150

OBJECTIVES

<table>
<thead>
<tr>
<th>% WT</th>
<th>OBJECTIVE COMPLETED</th>
<th>IF YES PLEASE RATE PERFORMANCE (USE RATING SCALE BELOW)</th>
<th>IF NO PLEASE RATE EFFORT (USE RATING SCALE BELOW)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. To , to my supervisor's satisfaction, by June 22\textsuperscript{nd}, 2006.

2. To , to my supervisor's satisfaction, by June 22\textsuperscript{nd}, 2006.

3. To , to my supervisor's satisfaction, by June 22\textsuperscript{nd}, 2006.

4. To , to my supervisor's satisfaction, by June 22\textsuperscript{nd}, 2006.

5. To , to my supervisor's satisfaction, by June 22\textsuperscript{nd}, 2006.

Supervisor’s Comments:

EVALUATION RATING SCALE
4  Excellent
3  Good
2  Average
1  Fair
0  Unsatisfactory

TOTAL HOURS WORKED DURING QUARTER
(This section to be completed at the end of the internship.)

From _4/3/06_ to _6/22/06_ is _________ hours

Supervisor’s Signature: ___________________________  Date: ___________________________
GROUP MEETINGS

☐ Student will attend three (3) group meetings.

PROJECT

☐ Student will complete a mid-term and final assignments.  ☐ Assignments completed.

I

AGREEMENT

The undersigned supervisor, student and college instructor/coordinator agree with the validity of the objectives and project listed herein. The supervisor and college agree to provide necessary supervision and counseling to insure maximum educational benefits to the student. The supervisor agrees to meet all employment regulations without regard to race, color, national origin, sex, or handicap as required by law. The student agrees to abide by Work Experience guidelines.

__________________________________________________________________________
Supervisor  Student  LTCC Coordinator

__________________________________________________________________________
Date  Date  Date/1st visit  Date/evaluation