

Process Management Report

FALL 2006

Refinement, Standardization and Improved
Administration of the Career Enhancement
Programs at Owens Community College



Career Placement Process Management Team Report

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Acknowledgements

The team wishes to express gratitude to President Dr. Christa Adams, Provost Dr. Paul Unger, Vice President of Academic Services Dr. Bruce Busby, and Dean of Academic Services Ms. Dawn Wetmore, for supporting our team.

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The team wishes to acknowledge the contribution of Dr. Myrna DeAustria, Dean, School of Business & Information Technology, and Chuck Bohleke, Chair, Business Technologies, and Brent Wickham, Chair, School of Business & Information Technology, Findlay Campus, Laurie Laird – Ohio Northern University and Jason Tetzloff OSCC .

Special thanks to Mark Durivage, Dean School of Technology, and Tracy Campbell, Chair, Transportation Technologies, Nerur Satish, Chair, Electrical Electronics, Randy Wharton, Chair, Design Technologies, Jim Gilmore, Chair, Manufacturing & Industrial Operations Technologies and Glen Rettig, Associate Dean/Chair, School of Technology, Findlay Campus.

The team wishes to express special appreciation to Dr. Stanley E. Jensen and Mrs. Teresa Jensen.

The History of Co-op Programs at Owens Community College

With the exception of the School of Health Sciences, and other practicum programs, Co-op education at Owens Community College has been very informal. Co-op programs exist in the School of Business and Information Technology, School of Technology and in Natural Sciences Technology. The faculty has always controlled Co-op programs, and the success of a program has depended on the enthusiasm of the faculty.

Co-op assignments with outside firms rely on the student or faculty member to establish contacts with prospective employers. The instructor and the employer decided salary, work, and student deliverables. Currently the situation for internal Co-op employment is about the same as the outside experience. The only difference is that Co-op students are student employees, are limited to up to 35 hours per week. About 10 years ago, internal Co-op students were able to work 30 hour per week and receive a higher salary than student employees. When student employee's salaries were raised, the more formalized internal Co-op program seemed to stop, and the program assumed its current informal status.

Operational Definitions

Career Enhancement Opportunity: An umbrella term meant to include all paid on-campus or off-campus Co-ops, Technical Field Experiences, Practicums and Clinicals which are coordinated by a faculty member for purposes of the student gaining valuable experience in the workplace to augment the student's curriculum.

Co-op: An on-campus or off-campus paid work experience program which also requires the student to enroll in an on-campus seminar. One credit (quarter or semester) shall be awarded for a minimum of ten clock hours of cooperative work experience scheduled per week. A maximum of thirteen quarter hours or nine semester hours may be earned over the associate degree program.

Technical Field Experience: A planned, paid work activity which relates to the student's occupational objectives. One credit (quarter or semester) shall be awarded for a minimum of twelve clock hours of field experience per week. A maximum of thirteen quarter or nine semester credit hours may be earned in field experience over the associate degree program.

Practicum: An on-campus or off-campus work experience integrated with academic instruction. Each student enrolled in practicum shall also be enrolled in an on-campus seminar. One credit shall be awarded for a minimum of seven clock hours per week.

Background of Career Enhancement Opportunities

The umbrella term above was selected to encompass the paid experiences our students perform in the private sector and sometimes on campus in order to gain the professional experience which gives them an added edge for placement. Various terms are used to describe this experience within the various departments at Owens Community College as well as many other Colleges we spoke with during our benchmarking process. Terms such as Co-op, Technical Field Experience, and Internship are used often to describe the same concept, but are not actually the same entity. Among the first tasks completed by the committee was to consult the Ohio Board of Regents website in order to gain a more complete understanding of what the differences truly are. Of course a number of directives are set forth by OBR governing number of hours worked per credit hour, on-campus coursework required for the experience, evaluation, and required reports for the summation of knowledge gained.

From department to department and from college to college, inconsistencies are found in many areas from registration to the evaluation of the experience. In some colleges, one or more of these type experiences are required while at others the experience is optional. These experiences are sometimes graded pass/fail while at other times are assigned a letter grade. In some colleges, the experience must be full time with a minimum of forty hours per week, while at others, a range of possibilities is provided. In some cases, just one credit hour per full time experience is given per semester/quarter, but in other cases, credit is incrementally proportional to the number of hours of work projected for that semester. Further variation was found in forms such as agreements, learning objectives, and methods of evaluation.

Other discussion involved on-campus experiences versus the more common off-campus counterpart. The general consensus is that real experience is beneficial in either scenario, but if the college could adopt a policy to maintain some positions as revolving Career Enhancement positions for our students on a semester to semester basis this would be optimum for all concerned.

Another issue encountered had to do placement of our students into their respective positions. It was discussed that we should have some sort of clearing house for a more effective means of connecting students with prospective employers and vice-versa. For this reason, a possible Owens Career Enhancement website was addressed.

Project Statement

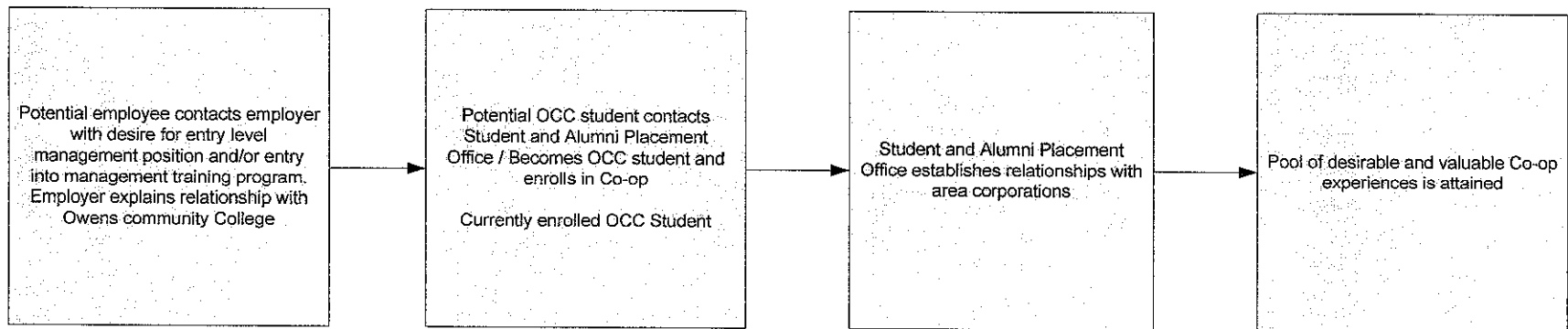
Given the variations found in the areas described above, our project statement slowly came into focus. We would like for the efforts of this committee to result in the refinement, standardization and improved administration of the career enhancement Programs at Owens Community College.

Analysis of Current Situation Campus-wide

The current situation at Owens reflects a decline in the number of students that have participated in co-ops over the past three years. Co-op experiences must become a part of the culture here at Owens Community College. The focus on internal placement of Owens students in some campus positions will help increase the participation of our students in co-op programs and send a much needed messages to all our stakeholders. There must also be an increased effort in the external co-op processes. This will lead improvement in recruitment, retention, assessment and accreditation. The following are issues that we must also address:

- Competitive job market often closed to students.
- OCC utilizes many temporary workers in various positions throughout both campuses.
- OCC has many programs that could offer qualified and competent workers to fill those needs.
- OCC has students that could perform a variety of tasks not yet addressed in different areas.

See Appendix D: Benchmarking Matrix



Technical Field Experience Process Flow Chart Design Technologies

As it is now, the process of the student actually finding a position for their Field Experience varies considerably. In some cases, industry contacts the main receptionist at the Findlay Campus. It is often not the right department of the college that gets contacted, but thanks to the efforts of people in the departments inadvertently contacted, the Co-op/TFE opportunity does eventually get passed on to the right faculty coordinator. Other times, these companies may call placement services and they will get the position posted on the job board. In some cases, students will go through the listing of local businesses published by the Chamber of Commerce. The way the student obtains the contact for the Technical Field Experience varies widely which is one of the flaws this committee would like to help streamline.

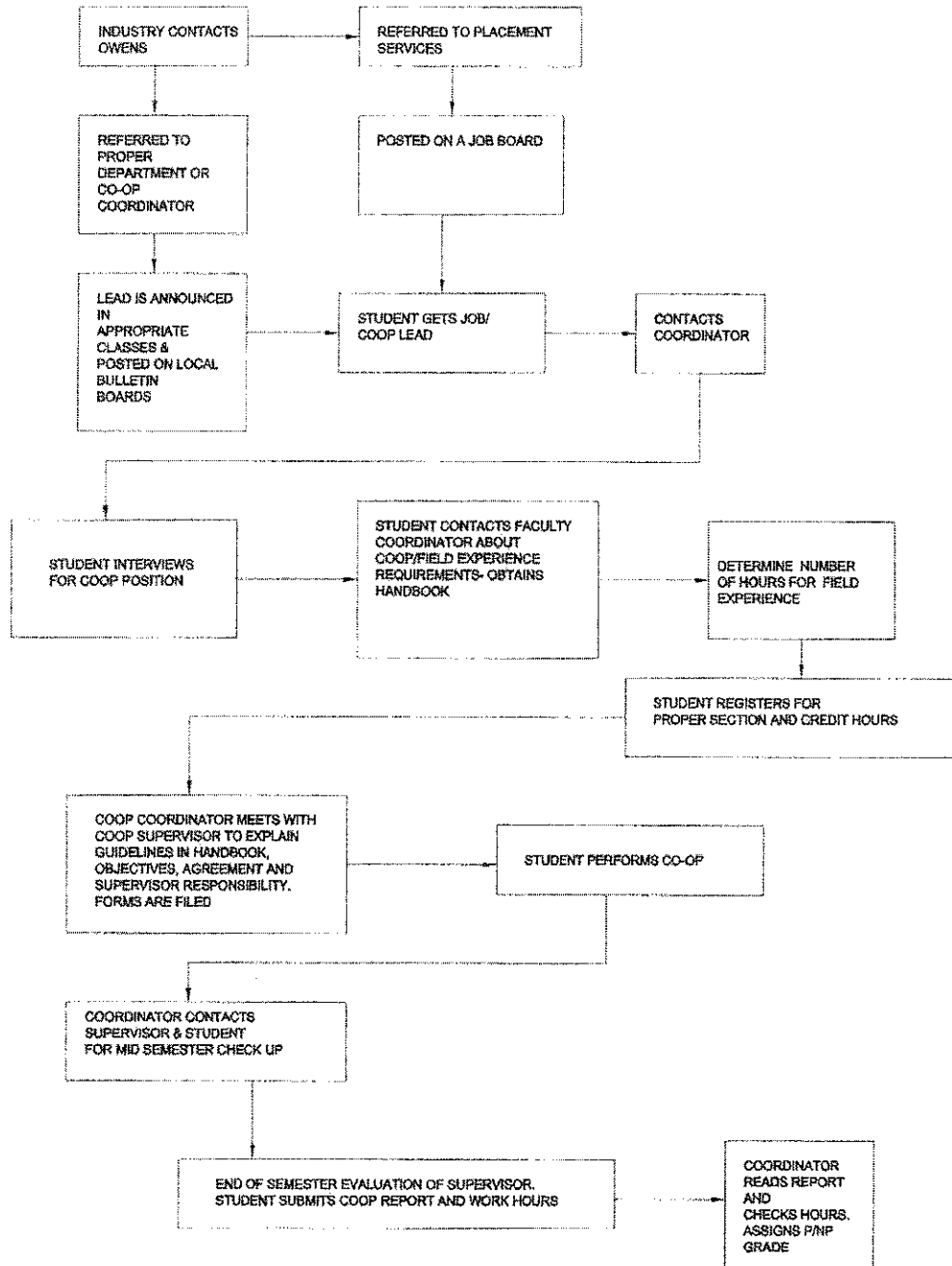
When the student gets the lead, they usually will contact the faculty coordinator for information needed if the position can be used as a career enhancement opportunity. If the student had not yet interviewed for the position, the interview is scheduled. When it appears that the student has been or soon will be selected for the position, the faculty coordinator will give the student a copy of the Technical Field Experience handbook which contains all the rules, requirements, guidelines and forms.

After contacting the student's supervisor in industry, the faculty coordinator will schedule a meeting with the student and the supervisor at the jobsite. At this meeting, the faculty coordinator will give the supervisor a business card and a copy of the manual, and all three parties will fill out the learning agreement and the learning objectives/evaluation form. The learning agreement is exactly that; it is not a legal contract. It simply spells out the time span the student will be working for the company and how many credit hours the student will be earning for the work experience. In the School of Technology, this form will determine which 291 section the student will then register for. This form also contains all the names, addresses and phone numbers and sometimes emails for each person involved in the agreement because communication is essential in this process.

The objectives/evaluation sheet is simply a list of tasks which the student will be working through. Students are not given credit for performing tasks they already know how to do, so these learning objectives must be carefully drafted and agreed upon by the student, the supervisor and the faculty coordinator. This same form is then used at the end of the semester to determine if the student accomplished each and every learning objective to the satisfaction of their supervisor.

The faculty coordinator will make contact with the student and the supervisor during the semester to make sure it is going smoothly. This is usually done mid-semester. At the end of the semester, the faculty coordinator schedules another meeting with the supervisor. At this meeting, the supervisor signs off on each learning objective that the student has satisfactorily completed. Also, the supervisor supplies the coordinator with a final number of hours the student has worked that semester. Finally, the student hands in the TFE report which summarizes and explains all the work performed and knowledge gained during the experience. Finally, if the supervisor has signed off on the objectives, the number of work hours met the requirement, and the report is graded, the faculty coordinator submits the Pass/Fail grade for the TFE.

COOP PROCESS-DESIGN TECHNOLOGIES



Business Co-op Best Practices

1. Orientation held so all BUS 293 Co-op students enrolled understand the requirements and expectations of the Co-op experience. Student becomes familiar and understands all forms, assignments and due dates.
2. Student meets with perspective Co-op employer and agree on a 300 hour Co-op Experience. Student and employer agree on student/employee objectives. Employer and student sign a non-binding agreement.
3. Co-op facilitator (Faculty) approves Co-op experience.
4. 16 hours of seminars held. Strategies on how students can best succeed in the workplace are discussed.
5. Toward the end of the 300 hours of Co-op experience, Student, Co-op employer, and Facilitator/Faculty, meet together for an evaluation.

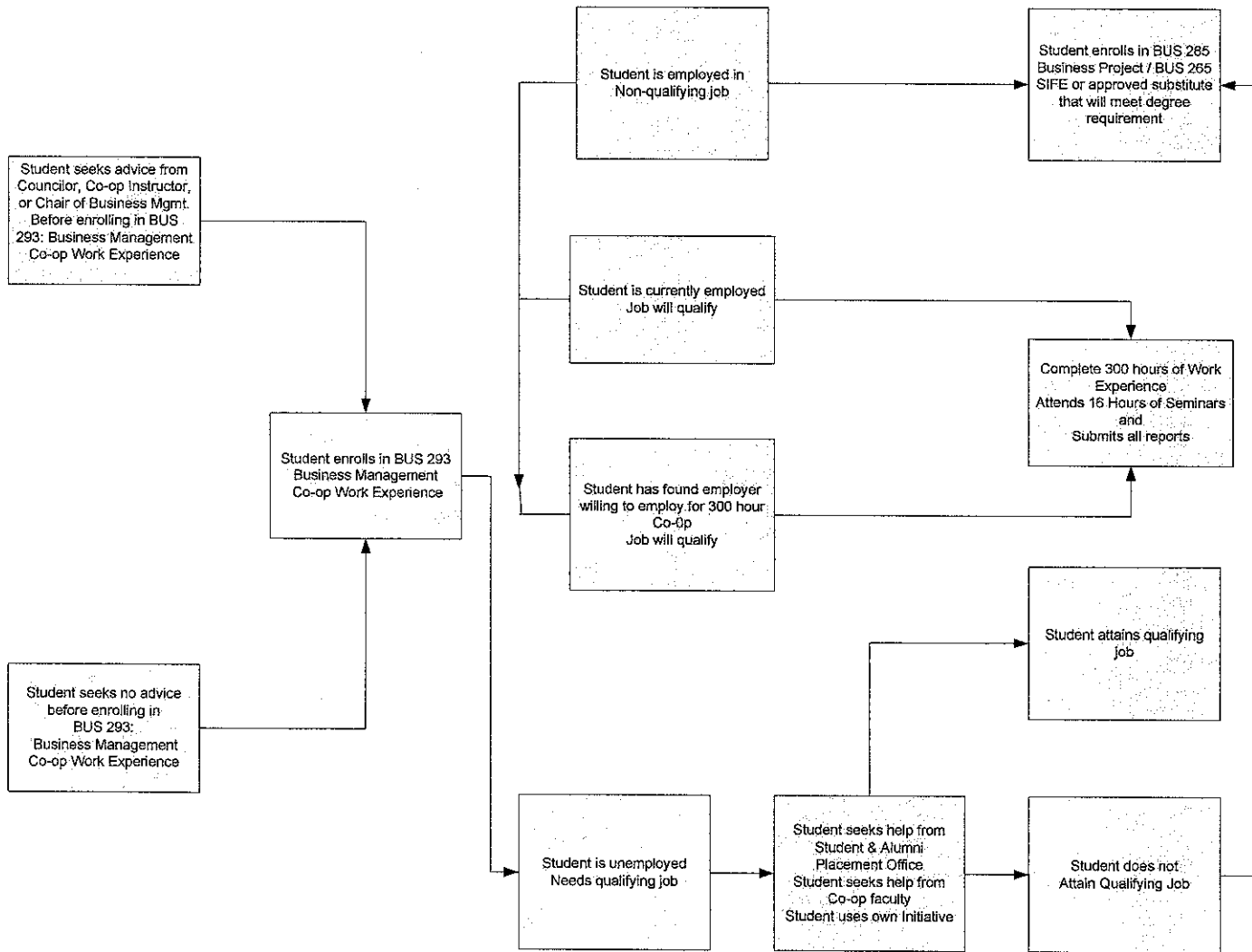
Explanation of Business Co-op Flow Chart

Student seeking a Co-op experience may find himself in one of three situations. 1) The student does not have a current job. 2) The student has a current job and can be assigned additional activities, projects, and meet learning objectives to qualify as a co-op experience. 3) The student has a current job that does not qualify for a Co-op experience.

The student not having a current job seeks a Co-op position with the assistance of the Owens Community College Student & Alumni Placement and Academic Enhancement /Student Resource Center, assistance from the faculty/Co-op facilitator, and/or from own initiative. The student is either successful in finding Co-op employment or is not successful. Successful student completes the 300 hours of work experience and 16 hours of classroom seminars to complete Co-op experience. Unsuccessful student completes BUS 285 Business Project course or BUS 265 SIFE to meet graduation requirement.

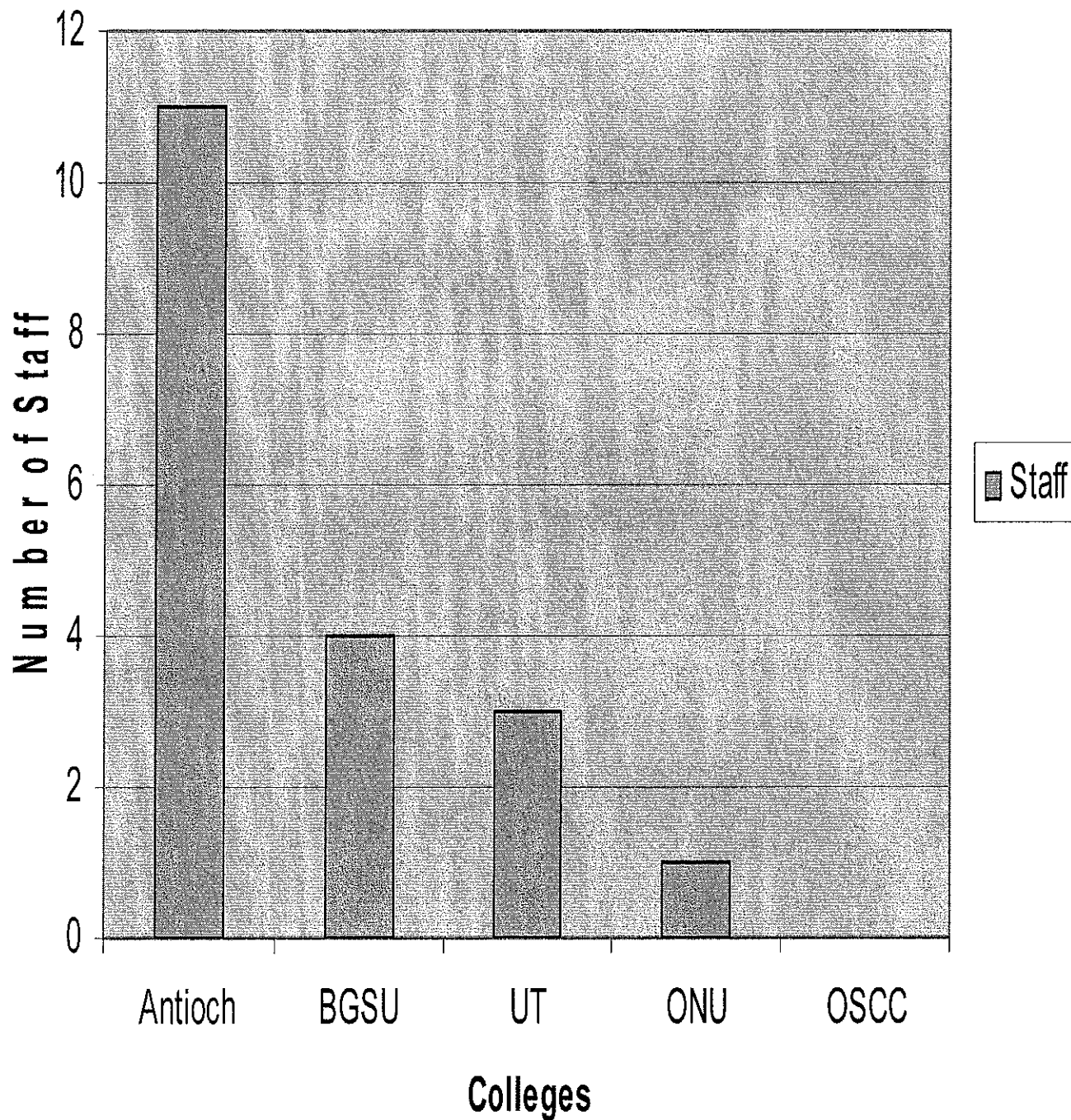
The student has a current job and can be assigned additional activities completes the required 300 hours and 16 hours of classroom seminars.

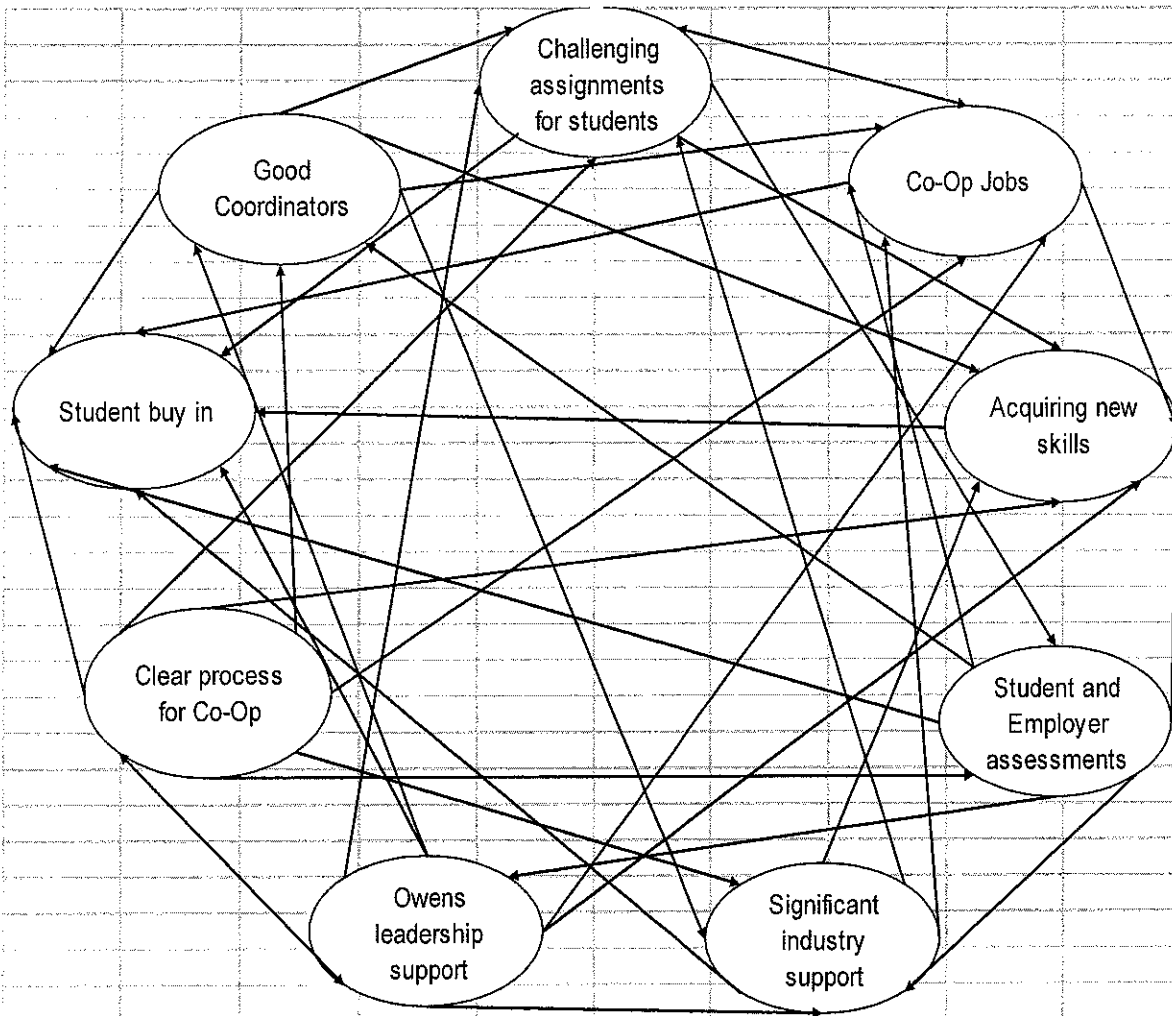
The student has a current job that does not qualify for Co-op can seek new employment that will qualify or completes BUS 285 Business Project course or BUS 265 SIFE to meet graduation requirement.



Career Development PMT Existing Process System – Co-op
 Wednesday, September 20, 2006

Institutional Benchmarking Co-op Staffing





Cause and Effect Ratio

Challenging assignments	4:4	Owens support	6:2
Co-Op Jobs	3:5	Clear process	8:0
New skills	1:7	Student buy in	0:8
Assessment	6:2	Good coordinators	5:3
Industry support	4:4		

In examining the key elements of a Co-op program the team determined that having a clear process was the most important element and it drove all the other elements. Therefore, a clear process had a Cause and Effect Ratio of 8:0. Other elements that had high cause ratios were having the support of the Owens leadership and good student and employer assessments.

As a result, the team focused on developing these elements for our project.

Force Field Analysis

DESIRED CHANGE: To promote hiring of Owens Community College students in all appropriate positions within the organization. In doing so, this will compliment the student's education with additional hands-on experience and an opportunity to build their resume while productively demonstrating their skills.

DRIVING FORCES:

- Commitment to our Mission and Vision
- Validation of education earned at OCC
- Cost effective, no agency middleman
- Further differentiate our students from other graduates
- Vested interest of student to perform well
- Local economic factors restraining potential job market for students
- Another level of monitoring from the Coop coordinator and/ or Coop teacher
- Offers students a chance to build resume
- Offers students an opportunity to try, test, and further develop the skills learned at OCC
- Students could sign confidentiality agreements such as those in industry
- Seeking to have student workers as a valid option when deemed appropriate – not mandatory for all jobs

RESTRAINING FORCES:

- Resistance to change
- Resistance to share information between different stakeholders
- Lead time for identifying needs
- Lead time for identifying potential students
- Means to manage student opportunities
- Means to generate student opportunities
- Reluctance to hire a student when confidential material may be viewed in job duties
- Availability of students
- Necessary skills may not be available

ACTIONS TO BE TAKEN:

- Hire a Facilitator for each campus
- Identify recurring needs on each campus which could be planned for a student worker
- Develop acceptance of confidentiality agreement as a condition of employment
- Advertise this opportunity to all areas of OCC so all are aware
- Develop relationship between Facilitator and various campus offices

Process Management Career Enhancement Improvement Theory / Recommendations

1. Department standardization of Career Enhancement Opportunities forms – each School should have standardized forms.
 - Remove SS number from all forms going to off campus entities
 - Color code forms for each department for easy identification
2. Create a website for Co-op and Technical Field Experience employers and students. The website should include links to each department that require or offer Co-ops and/or Technical Field Experiences, all forms that students and employers would need to complete, listings of available positions, check list of prospective Co-op students, etc. See the flow chart provided.
3. Include the oversight of the Career Enhancement Opportunities program in the job description of the Placement Coordinator.
 - a. Hire two part-time Career Enhancement Facilitators, one for each campus. They would report directly to the Placement Coordinator. See the job description and other pertinent job information.
4. Create a committee to guide the activities of the program consisting of the Placement Coordinator, a representative for Human Resources and a representative from each of the academic areas that offer programs.
 - a. Develop pamphlets to advertise the advantages of the Career Enhancement Opportunities at Owens Community College, one for employers and one for students.
 - b. The committee should evaluate all programs annually through employer, student and faculty surveys to determine quality of opportunities as well as growth in numbers of participants, and external and internal opportunities.
 - c. The committee should consider membership in a professional organization that deals directly with Cooperative Education. Two recommended organizations are:
 - State organization – Ohio Cooperative Education Association – www.ohiocoop.com
 - National organization – Cooperative Education and Internship Association (CEIA) – www.ceiainc.org
5. Recommend the President sends a memo each semester to the campus stating the college is committed to looking inside first, when appropriate, to use qualified students for long term temporary staffing needs as well as Career Enhancement Opportunity positions. The team also recommends that the President ask the Board of Trustees to pass a resolution or make this commitment a Board policy.

6. Change the policy for how Federal Work Study (FWS) funds are currently distributed.
- Current policy – When a department hires a FWS eligible student, the department budget is charged for the student’s wages regardless of whether the student has been awarded FWS funds. When the college is reimbursed for the FWS funds that were spent, those funds are put in the college general fund. As a result, there is no benefit to the department for hiring FWS eligible students.
 - Recommendation 1 – Designate certain student worker positions as FWS only positions. Only student who are FWS eligible would qualify to apply for these positions. The number of hours per week the student could work would be determined by the amount of FWS eligibility they have so their FWS funds would last for the duration of their employment.
 - Recommendation 2 – If a department chooses to hire FWS eligible students, the department budget would only be charged for 25% of the student’s wages. This would encourage and reward departments for hiring FWS students. Students would be more likely to use their FWS, and less likely to decline FWS and take out loans, if they had a better chance getting an on campus position by being FWS eligible. Therefore reducing the student’s loan debt.
 - Recommendation 3 – Career Enhancement Opportunity students who are FWS eligible would be allowed to use their FWS funds as part of their compensation. In the case of an on campus Co-op, the department would receive the same benefits as those provided for hiring a FWS student worker outlined in recommendation 2.

**OWENS COMMUNITY COLLEGE
POSITION DESCRIPTION**

POSITIONS TITLE: Career Enhancement Facilitator, Academic Enhancement (Part-time)

LOCATION: Toledo and Findlay Campuses

POSITION TYPE: Support Staff

INCUMBENT: New Position

REPORTS TO: Placement Coordinator

BASIC FUNCTION: Serves to assist the Placement Coordinator in the day to day operations of the Career Enhancement Opportunities program.

SPECIAL PROVISIONS: Maximum of 25 hours per week

PRIMARY RESPONSIBILITIES/ACTIVITIES:

1. Act as a liaison between employers, students and faculty members prior to Co-op and Technical Field Experience (TFE) placements.
2. Work with students to develop job search skills such as resumes, cover letters, follow up letters, interviewing skills, etc.
3. Ensure all required forms/paperwork are completed and submitted prior to the deadline for the following semester.
4. Develop new Co-op/TFE opportunities through direct contact with employers.
5. Ensure all required forms/paperwork are completed prior to a student being placed.
6. Keep the Co-op website updated. Post new positions, note when positions are filled each semester, update student list, etc.
7. Other duties as assigned.

Recommended Qualifications

Career Enhancement Facilitator

1. Associate degree in Business, Marketing and Human Resources or related field required, Bachelors degree preferred.
2. Excellent oral and written communication skills
3. Excellent organizational skills
4. Computer literate
5. Accurate record keeping and ability to prepare reports

Recommended Pay

\$9.00 - \$11.00 per hours to start, plus mileage

Recommended Office Location

Toledo – To be determined, there currently is no office space available in the JOBS Office.

Findlay – Shared office space in the Student Services office area.

Projected Outcomes:

Oversight Committee:

This committee will be made up of representatives of different disciplines and will be responsible for improving, standardizing and assessing the various co-op activities across both the Toledo campus and Findlay campus. Their focus will be both internal and external and bring all the various stakeholders to the table in an integrated and co-operative effort. They will call on the administration, faculty, staff and student population for future support.

The Career Enhancement Website

Faculty coordinators answer many questions every semester from students and from supervisors in local industry. The coordinators are happy to answer these questions, but it is entirely possible that more people would get their questions answered more promptly if they had the option to simply go to this site and find the answers and/or forms immediately. The site could either branch off of the current Owens Website, or it could be created as a stand alone site. In either case, access to the website would undoubtedly be controlled by the student's login and password, or by the student's OCID number.

The idea behind this website is to serve as a central hub for all parties concerned. It could serve students looking for a Co-op/Technical Field Experience as well as the student who simply has some questions about the forms, credit hour ratios, or course numbers assigned to the various experiences. It could serve the needs of those who have questions about directives set forth by the Ohio Board of Regents. It could serve as the database where students could keep their resumes and cover letters available for the review of prospective companies. This site could serve as a starting place for our local companies to begin if they had been considering an Owens student for a Career Enhancement opportunity. These openings could be filed by the employers simply filling in an on-line form which supplies all the information and requirements needed for the position. The student would have everything necessary to proceed with the application process. These positions or postings on the website would then need to be monitored by someone who could remove or hide them depending on whether that position is taken. It is the belief of this committee that the career enhancement opportunities here at Owens could increase greatly if students and contacts from local industry had the answers to their questions more accessible.

See Appendix B: Career Enhancement Website Flowchart

Brochures:

See Appendix F: Brochures

Standardize Forms

See Appendix F: Standardize Forms

Assessment & Evaluation

The Assessment process requires the commitment of the various members on the committee to relate the information to the individual academic departments. The academic community comes together to form the plans for assessment that will: address the learning outcomes; assure that multiple measures are used, that the procedures are efficient and cost-effective. Faculty voices are essential, assessment is a faculty-driven activity and the responsibility for designing and delivering the curriculum belongs with the faculty. They need to frame the questions and areas of inquiry that are at the heart of the assessment. Students provide the information that is needed for the assessment by participating in the assignments or the questionnaires/surveys. Dialog with alumni and the employers of our students are also helpful. The Co-op experience can assess the outcomes of inquiry as well as creative problem solving. More specific assignments which will address a particular situation whereby judgments and values play a major role access values, decision-making and writing.

Characteristics of a Good Assessment Program:

- Ask important questions
- Reflects institutional mission
- Linked to decision making about curriculum
- Contains relevant assessment techniques
- Includes direct evidence of learning
- Share information with multiple stakeholders
- Leads to reflection and action by faculty, staff, and students
- Allows for continuity, flexibility, and improvement in assessment

Assessment Essentials – Six Strategies

1. Agree on Goals and Objectives for Learning

This is the stage where the instruments and the use of the results are tied to the mission and vision of the particular institution. This is different for every institution and must be based on the core competence of the college or university.

2. Design and Implement a Thoughtful Approach to Assessment Planning

At this stage the purpose must be determined and issues of improvement and accountability must be addressed. This is where formative and summative evaluations must be implemented. All activities must be documented and incorporated into an overall assessment plan.

3. Involve Individuals from On and Off Campus

All campus stakeholders, on and off, must be involved in the assessment plan. All members must be engaged in the process and participate in whatever committees that are formed.

4. Select or Design and Implement Data Collection Approaches

Assessment methods should be both direct and indirect and should occur at the beginning and the end of the learning engagement. It must be decided if the methods should be quantitative, qualitative or a mixture of both.

5. Examine, Share, and Act on Assessment Findings

Assessment results must be valued and lead to real change at the institution. This information should be made available to all who request it as well as the students and faculty that are the subject of such assessments.

6. Regularly Reexamine the Assessment Process

Several standards exist for program evaluation and are based on the following attributes: Utility, Feasibility, Propriety, and Accuracy

Synopsis

Owens Community College is a premier academic institution committed to training qualified and competent individuals to successfully compete in the marketplace. The opportunity to hire our own students to fill needs across both campuses offers yet another chance to further develop the skills and potential of each student. Our students are afforded access to experts in a multitude of subjects who concentrate that knowledge and experience into the classroom. In offering our students' on-the-job training we are helping to further differentiate those students from the multitude of qualified individuals by allowing the students to build their resumes with experience. When we employ Owens Community College students we are also endorsing the quality of the academic product those students have experienced and further validating our commitment to our Mission. If we overlook this valuable commodity at Owens, we are, in action, invalidating the education our students are receiving here. Our students are second to none and we should show our confidence in their skills by hiring them to fill our College's needs whenever possible.

STEERING COMMITTEE FEEDBACK FORM

Team name and number: Career Placement/Internships Team

Date: November 30, 2006

Sponsor:

Ideas for Improvement

Support

1. Department standardization of Career Enhancement Opportunities forms – each School should have standardized forms.
 - Remove SS number from all forms going to off campus entities
 - Color code forms for each department for easy identification

2. Create a website for Co-op and Technical Field Experience employers and students. The website should include links to each department that require or offer Co-ops and/or Technical Field Experiences, all forms that students and employers would need to complete, listings of available positions, check list of prospective Co-op students, etc. See the flow chart provided.

3. Include the oversight of the Career Enhancement Opportunities program in the job description of the Placement Coordinator.
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4. Create a committee to guide the activities of the program consisting of the Placement Coordinator, a representative for Human Resources and a representative from each of the academic areas that offer programs.
 - a. Develop pamphlets to advertise the advantages of the Career Enhancement Opportunities at Owens Community College, one for employers and one for students.
 - b. The committee should evaluate all programs annually through employer, student and faculty surveys to determine quality of opportunities as well as growth in numbers of participants, and external and internal opportunities.
 - c. The committee should consider membership in a professional organization that deals directly with Cooperative Education. Two recommended organizations are:
 - State organization – Ohio Cooperative Education Association – www.ohioco-op.com
 - National organization – Cooperative Education and Internship Association (CEIA) – www.ceiainc.org

5. Recommend the President sends a memo each semester to the campus stating the college is committed to looking inside first, when appropriate, to use qualified students for long term temporary staffing needs as well as Co-op positions. The team also recommends that the President ask the Board of Trustees to pass a resolution or make this commitment a Board policy.

6. Change the policy for how Federal Work Study (FWS) funds are currently distributed.
- Current policy – When a department hires a FWS eligible student, the department budget is charged for the student’s wages regardless of whether the student has been awarded FWS funds. When the college is reimbursed for the FWS funds that were spent, those funds are put in the college general fund. As a result, there is no benefit to the department for hiring FWS eligible students.
 - Recommendation 1 – Designate certain student worker positions as FWS only positions. Only student who are FWS eligible would qualify to apply for these positions. The number of hours per week the student could work would be determined by the amount of FWS eligibility they have so their FWS funds would last for the duration of their employment.
 - Recommendation 2 – If a department chooses to hire FWS eligible students, the department budget would only be charged for 25% of the student’s wages. This would encourage and reward departments for hiring FWS students. Students would be more likely to use their FWS, and less likely to decline FWS and take out loans, if they had a better chance getting an on campus position by being FWS eligible. Therefore reducing the student’s loan debt.
 - Recommendation 3 – Co-op students who are FWS eligible would be allowed to use their FWS funds as part of their compensation. In the case of an on campus Co-op, the department would receive the same benefits as those provided for hiring a FWS student worker outlined in recommendation 2.
-

Team Feedback Meeting – Date:

Sponsor:

Leader: Cleveland Henderson Jr.

Appendix A: Ohio Board of Regents Document

http://regents.ohio.gov/academic_programs/2yr/2yrmanual.pdf

Appendix B: Career Enhancement Website Flowchart

1 Welcome to Co-op Owens.edu

Either include in Owens Intranet or require an Owens ID/Password to Access site

2 Mission, guidelines and OBR directives for Co-op and Technical Experiences

3 Forms and requirements for Co-op

4 Employers searching for Co-op Students

5 Students searching for a co-op

6 Engineering Technologies

7 Business Technologies

8 Engineering Technologies

9 Business Technologies

11 Check List of Prospective Co-op Students

12 Add Co-op Position to Listing

13 Check List of Prospective Co-op Students

14 Add Co-op Position to Listing

15 Check Listing of Prospective Co-op Positions

16 Add Name to Prospective Co-op Student list

17 Check Listing of Prospective Co-op Positions

18 Add Name to Prospective Co-op Student list

19 Links to Database List of Prospective students from cell 24

20 Links to Database Form to be filled out giving Specific Info about the co-op.

21 Links to Database List of Prospective students from cell 26

22 Links to Database Form to be filled out giving Specific Info about the co-op.

23 Links to Database of Prospective Co-ops from cell 20

24 Links to Database Form to be filled out giving Specific Info about the student

25 Links to Database of Prospective students from cell 22

26 Links to Database Form to be filled out giving Specific Info about the student

Listings supply Student and Employers with Contact information so that interviews can be set up.

Appendix C: Career Development Experience Matrix:

CAREER DEVELOPMENT PROCESS MANAGEMENT TEAM
CAREER DEVELOPMENT EXPERIENCE MATRIX

CAREER DEVELOPMENT EXPERIENCE	GOAL	NUMBER OF SEMESTERS	YEAR IN SCHOOL	WORK ASSIGNMENTS	TRAINING
CO-OP	To provide students with practical experience related to their major that will enhance and complement their classroom learning.	Two or three semesters interspersed with semesters in school or Two consecutive semesters on a full time basis or Two or more consecutive semesters on a part-time basis	Usually Fall or Spring of second year provided prerequisites are met.	Student assignments often increase in difficulty and responsibility as the student progresses through their college education and the student may work in different functional areas.	"On the Job Training" and supervision provided by employer/supervisor.
Practicum	To provide students with practical experience related to their major that will enhance and complement their classroom learning.	One semester, typically part-time.	Usually within the second year or with the last fifteen credit hours of program.	Students assignments often increase in difficulty and responsibility.	Training and guidance provided by cooperating teacher/supervisor.
TECHNICAL FIELD EXPERIENCE	To provide students with practical experience related to their major that will enhance and complement their classroom learning.	One, two or three semesters, either full-time or part-time.	Usually Fall or Spring of second year provided prerequisites are met.	Student work objectives are established and agreed upon at the beginning of each TFE. These objectives serve as both a grading tool and as a framework for writing the final report. A new set of objectives is required for each subsequent TFE	Student begins the experience with knowledge of software and standards, but "On the Job Training" is continuous to help the student to understand the processes and procedures specific to the company or department.

CAREER DEVELOPMENT PROCESS MANAGEMENT TEAM
CAREER DEVELOPMENT EXPERIENCE MATRIX

PAY	ACADEMIC CREDIT	POST-GRADUATION OPPORTUNITIES	WORK ASSIGNMENT SUPERVISION	CLASSROOM / SEMINAR REQUIREMENT	WORK HOUR / CREDIT RATIO
All positions are paid.	Some students receive a transcript notation for zero credit hours that maintains their status as a full-time student. A higher percentage may receive credit from their department.	Students frequently start at higher salaries and higher levels of responsibility than interns.	Students are supervised and evaluated at the work site by employer.	Sixteen hours of classroom seminar required per semester.	One Credit hour earned per ten contact hours of work per week.
Positions are typically not paid.	Students typically receive three to five credit hours for their practicum.	Students have an edge over students without experiential education.	Students are supervised and evaluated by cooperating teacher/supervisor and faculty member.	Three hours per week.	Five credit hours earned for sixteen contact hours per week for minimum of fourteen weeks.
Positions are to be paid.	Depending upon work schedule, student can receive up to three credit hours per semester with a cap of nine credit hours.	Students have an edge over students without experiential education. In many cases, the student is offered an position at the company.	Students are supervised and evaluated at the work site by employer. Faculty coordinator visits the worksite at least once per semester.	None required.	One Credit hour earned for 12 contact hours of work per week.

CAREER DEVELOPMENT PROCESS MANAGEMENT TEAM
CAREER DEVELOPMENT EXPERIENCE MATRIX

STUDENT REPORTING REQUIREMENT	SOURCE OF INFORMATION
Writing assignment such as weekly logs required.	Faculty member, Business and Marketing Technologies.
Assignments due, but no report.	Chair- Arts and Sciences
A one thousand word report outlining the Technical Field Experience is required by Finals Week of the semester.	Field Experience/Cooperative internship Guide-Owens Community College, School of Technology.

Appendix D: Benchmarking Matrix

CAREER PLACEMENT PROCESS MANAGEMENT
TEAM
INSTITUTIONAL CO-OP BENCHMARKING

	A	B	C	D	E	F
1	Institution	Antioch	BGSU School of Technology	Univ. of Findlay	Ohio Northern Univ.	Univ. of Toledo - College of Engineering
2	Goal	Alternating and integrating terms of work and study to create a powerful and intense form of experimental learning	To integrate the students academic program with on-the-job training, enhancing classroom learning. To provide a link to their professional markets.	Apply classroom learning to real life application	Real world experience used to enhance the classroom experience while helping to promote employability.	The goal is to provide students with the necessary skills to be successful in the workforce upon graduation. A high quality co-op experience during their degree program allows students to gain these skills.
3	Staff	Co-op Education Faculty (4) Co-op Staff (1) Co-op Community Coordinators and Faculty (6)	4 staff in the College of Technology Co-Op office.	2 staff work directly on Co-op/ with a total of 6 working on placement	Full time Faculty Position serves as Director of entire Co-op program for Engineering and oversees all placement and co-op check-ups.	3 staff
4	Number of Semesters	3	3 required	Co-op are more than 1 semester Internships are for 1 semester	Co-op is optional, but if it is selected, 4 quarters of co-op are required to complete the program.	Minimum of 3
5	Year in School	2nd Yr. Fall 2nd Yr. Summer, 3dr Yr. Spring	Schedules vary but can start as early as summer of 1st year.	Most are 3rd and 4th year students	Begins Sophomore year.	End of 1st year

CAREER PLACEMENT PROCESS MANAGEMENT
TEAM
INSTITUTIONAL CO-OP BENCHMARKING

	A	B	C	D	E	F
6	Work Assignments	Co-op communities, Metro D.C., Northern New Mexico, SW Ohio	National and international allowed	Arranged by co-op coordinator	Work assignments are sought out in several ways such as contacting Alums or even cold calls. Some co-op positions are kept on a year to year basis.	38 states, Wash. D. C. and 29 foreign countries
7	Training	Lectures, classes, workshops, and on job training	Mandatory online Co-Op workshop prior to 1st co-op.	Classroom	A co-op orientation class is taken in the sophomore year to help prepare the students for their co-op assignments.	On the job training
8	Pay	\$8.00 - \$12.00 or a Stipend (\$100.00) + room and board	Negotiated with employer	Negotiated with employer	Sophomores would likely start around \$12.00 per hour while some senior co-ops may range up to \$20.00	Set by employer
9	Academic Credit	12 Co-op Credit Hours + 4 Academic Credit Hours	12 Co-op credit hours	Up to 12 credit hours	Each full-time semester co-op is considered a one credit hour class with a cap of six co-op credits.	1 credit hour per semester worked

CAREER PLACEMENT PROCESS MANAGEMENT
TEAM
INSTITUTIONAL CO-OP BENCHMARKING

	A	B	C	D	E	F
10	Post - Graduate Opportunities			Yes	About 50% of the co-op students are offered the position after graduation.	
11	Work Assignment Supervision	Employer Evaluation	Employer Evaluation	Employer evaluation and Faculty evaluations	Mostly correspond with email and phone calls.	Employer supervisor
12	Evaluations		Student Co-Op Report & Employer Performance	Faculty and Employer	Supervisor is asked to grade the student on a pass/fail basis.	Employer evaluation
13	Miscellaneous	Co-op Transition Loan Co-op Emergency Loan				

Appendix E: Gantt Chart

Career Enhancement Oppprtunities
Gantt Chart

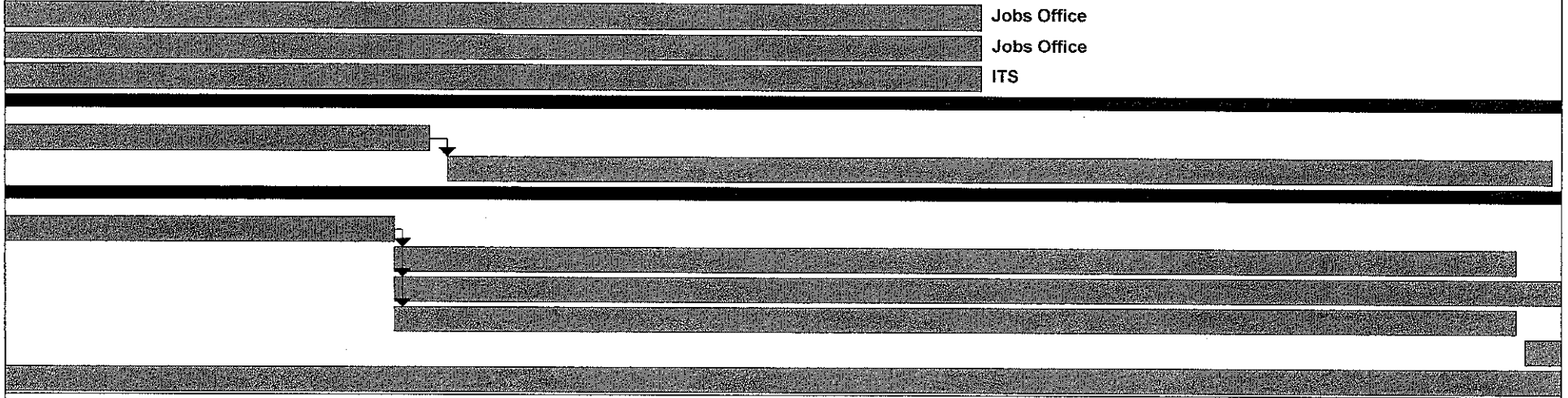
ID	Task Name	Duration	Start	Finish	Predecessors	Resource Names	2007						
							12/24	12/31	1/7	1/14	1/21	1/28	2/4
1	Department Standardization c	108 days	Tue 1/2/07	Thu 5/31/07		Jobs Office							
2	Remove SS # from Forms	108 days	Tue 1/2/07	Thu 5/31/07		Jobs Office							
3	Color Code Forms	108 days	Tue 1/2/07	Thu 5/31/07		Jobs Office							
4	Create Co Op Web Site	108 days	Tue 1/2/07	Thu 5/31/07		ITS							
5	Personnel Changes	180 days?	Tue 1/2/07	Mon 9/10/07		Jobs Office							
6	Include Co Op oversight in	64 days	Tue 1/2/07	Fri 3/30/07									
7	Hire 2 PT Career Enhance	90 days	Mon 4/2/07	Fri 8/3/07	6								
8	Create Career Enhancem	180 days?	Tue 1/2/07	Mon 9/10/07		Career Enhancement							
9	Create a Committee to	60 days	Tue 1/2/07	Mon 3/26/07									
10	Develop pamphlets to	90 days?	Tue 3/27/07	Mon 7/30/07	9								
11	Committee should eva	120 days?	Tue 3/27/07	Mon 9/10/07	9								
12	Committee evaluates	90 days?	Tue 3/27/07	Mon 7/30/07	9								
13	President sends a memo with a	14 days?	Wed 8/1/07	Mon 8/20/07		Dr Adams							
14	Changes policy for Federal Wor	262 days?	Tue 1/2/07	Wed 1/2/08		Jobs Office							

Project: Co Op Project.mpp
Date: Wed 11/29/06

Task		Milestone		External Tasks	
Split		Summary		External Milestone	
Progress		Project Summary		Deadline	

Career Enhancement Oppprtunities
Gantt Chart

2/11	2/18	2/25	3/4	3/11	3/18	3/25	4/1	4/8	4/15	4/22	4/29	5/6	5/13	5/20	5/27	6/3	6/10	6/17	6/24	7/1	7/8	7/15	7/22	7/29
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Project: Co Op Project.mpp
Date: Wed 11/29/06

Task



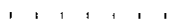
Milestone



External Tasks



Split



Summary



External Milestone



Progress



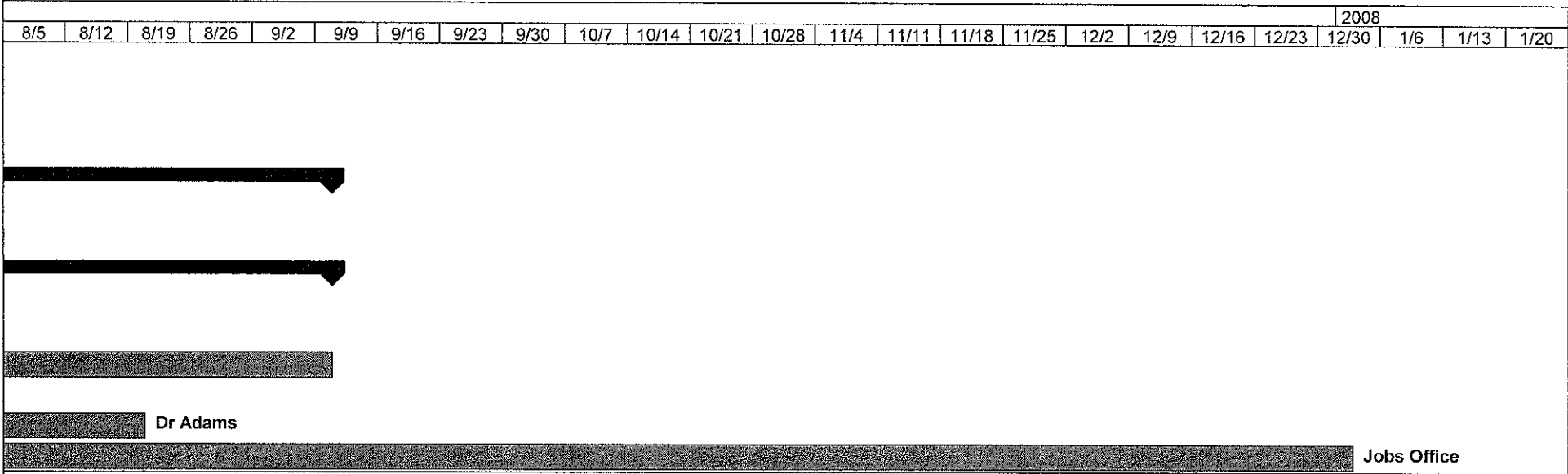
Project Summary






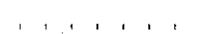





Deadline



Career Enhancement Oppprtunities
Gantt Chart



Project: Co Op Project.mpp
Date: Wed 11/29/06

Task		Milestone		External Tasks	
Split		Summary		External Milestone	
Progress		Project Summary		Deadline	

Appendix F: Standardize Forms - Brochures

**OWENS COMMUNITY COLLEGE
FIELD EXPERIENCE/COOPERATIVE INTERNSHIP LEARNING AGREEMENT**

NOTE: This is an agreement, not a legal contract. It describes the goals and objectives of field experience and may be terminated at any time by any party to the agreement.

EMPLOYER

The student shall be employed from _____ (date) to _____ (date), with the beginning wage of _____ and under the same conditions and rules that govern other employees of the same age and sex, and provided with job supervision and with varied work experiences. I further state that the employer is an equal opportunity employer and will not discriminate on the basis of race, color, national origin, sex or handicap in hiring, assignment of work tasks, hours of employment, levels of employment, levels of responsibility or pay. I am in no way obligated to continue the student's employment beyond the term of this agreement or to give preferential treatment because of this agreement.

Please list any benefits (insurance, etc.) _____ Social Security and Worker's Compensation

_____ (Telephone) _____

_____ (Date) _____

(Name and address of employer)

(Signature of Supervisor)

STUDENT

I agree to abide by the rules of the employer and the rules governing field experience/cooperative internship. I will submit all forms at required times, will participate in an evaluation of my job performance and in all consultations with the faculty coordinator and will inform my employer of all matters affecting my participation in the program.

(Date) _____

(Name and address of student)

(Signature of student)

(Phone) _____

(OCID No.)

COLLEGE

The faculty coordinator will guide and coordinate the student's participation in the Field Experience/Cooperation Education program and will assist the employer with matters related to the program and the employer's appraisal of the student.

_____ (Student's name), is enrolled in _____ credit hours during the period of this contract.

(Telephone) _____

(Name and title of faculty facilitator)

(Date) _____

(Signature of faculty facilitator)

**THIS COMPLETED FORM SHALL BE REPRODUCED AS
NECESSARY, SO THAT ALL PARTICIPANTS MAY RECEIVE COPIES.**

OWENS COMMUNITY COLLEGE

FIELD EXPERIENCE OBJECTIVES/EVALUATION AGREEMENT

Student

OCID No.

Semester/Year

(Company Name, Address, and Telephone)
of Employer

Each semester that a student is enrolled in a Field Experience or Cooperative Internship class, it is necessary to identify learning objectives that are specific, measurable and within the student's ability to accomplish. At semester's end, the student, employer and Faculty Facilitator will discuss the progress made in attaining the objectives and independently rate this progress. This rating, a final report and on-the-job evaluation will be used to determine a pass/fail grade for the student.

----- OBJECTIVES -----	Evaluation:	Final
1. _____ _____	_____	_____
2. _____ _____	_____	_____
3. _____ _____	_____	_____
4. _____ _____	_____	_____
5. _____ _____	_____	_____
6. _____ _____	_____	_____
7. _____ _____	_____	_____
8. _____ _____	_____	_____

We agree with the validity of the learning objectives listed above. The employer and Owens College agree to provide the necessary supervision and counseling to ensure that the student receives appropriate educational benefit from this work experience. It is understood that the employer will provide adequate protection for the student through Worker's Compensation and/or Liability Insurance as required by law.

Employer's Representative Student Faculty Facilitator Date

STUDENT TIME REPORT
FIELD EXPERIENCE/COOPERATION INTERNSHIP PROGRAM
OWENS COMMUNITY COLLEGE

Student Name: _____

Student Phone Number: _____ OCID Number _____

Company Name: _____

Faculty Facilitator: _____

Indicate change in supervision by checking: _____

New Supervisor: _____

Rate of Pay: Hour _____ Week _____ Month _____ Other _____

Total Hours Worked: _____

COMMENTS: _____

VERIFIED BY: _____

Supervisor's Signature: _____

Return this sheet before the start of finals week, with the required supervisor's signature, to the Faculty Facilitator.

Clinical/Cooperative Work Experience Best Practices

Most of the forms used by each department within the School of Health Sciences are uniform with minor changes to adapt them to the specific department.

Basic Forms

- ✦ Clinical site contract - All contract are initiated from the Office of the Dean of the School of Health Sciences
- ✦ Corrective Action form – issued when a student behavior must be modified or changed. Identifies inappropriate behavior and state expectations for improvement within a specific time frame. A meeting is held with the student to clarify the expectations.
- ✦ Discipline Action form – outlines unacceptable behavior and the consequences for each behavior
- ✦ Counseling form – accompanies the Discipline Action form
- ✦ FERPA Release for Letter of Recommendation
- ✦ Student Contract/Agreement – Signed by student showing they have read the manual and understand the policies and procedures
- ✦ Student Evaluation form – evaluates the performance of the classroom, laboratory and clinical instructors
- ✦ Clinic Check sheet – check list of all requirements and forms needed at the end of the semester.
- ✦ Student Information form – for students requesting letters of reference

Hotel, Restaurant and Institution Technologies

- ✦ Learning Agreement – signed by the employer, student and the college
- ✦ Student-Supervisor Cooperative Review – outlines the requirements and expectations of the employer and student.

Each department has their own Student Handbook/Procedure Manual that lays out requirements and expectations for the employer as well as the student.

Some departments have begun putting the handbooks on CD to reduce printing costs.

All departments have periodic site visits and/or telephone conferences by the instructor to ensure the student is receiving a quality experience. The frequency of the visits/phone calls varies depending on the department.

SCHOOL OF HEALTH SCIENCES — DISCIPLINARY ACTION

STUDENT COUNSELING REPORT

The following counseling report was issued, and it is to be made part of the following student's file.

NAME	SITE *	DATE
-------------	---------------	-------------

* Site is defined as an off-campus clinical affiliate, and all on-campus lectures, labs, and clinicals.

GROUP I		GROUP II			
1. ()	Obtaining, possessing, selling or using marijuana, narcotics, amphetamines, hallucinogenic substances, or alcohol on site. Reporting to site under the influence of any of these substances.	1. ()	Engaging in disorderly conduct that could ultimately threaten the physical well-being of any patient, visitor, student, or site employee.	13. ()	Misuse of site time.
2. ()	Possession of weapons, wielding or threatening to use firearms, knives, etc., on site.	2. ()	Threatening, intimidating, coercing any student, patient, visitor, or site employee.	14. ()	Misuse of site property.
3. ()	Assault on any patient, visitor, student, or site employee.	3. ()	Inconsiderate treatment of any patient, visitor, student, or site employee.	15. ()	Smoking, eating, or drinking in restricted areas.
4. ()	Theft, abuse, intentional misuse, or destruction of the property or equipment of any patient, visitor, student, site employee, or the site.	4. ()	Failure to maintain professional demeanor.	16. ()	Unsatisfactory performance in clinical education.
5. ()	Immoral, indecent, illegal, or unethical conduct on site premises.	5. ()	Insubordination and/or refusal to obey assignments.	17. ()	Inappropriate dress or appearance based upon program regulations.
6. ()	Retrieving, divulging, or disclosing confidential information about any patient, student, or site employee without proper authorization.	6. ()	Failure to perform responsibilities or to exercise reasonable care in the performance of responsibilities.	18. ()	Inappropriate or abusive language.
7. ()	Misuse or falsification of patient, student, or official site records without proper authorization.	7. ()	Violation of safety rules and regulations or failure to use equipment safely.	19. ()	Individual acceptance of gratuities from patients.
8. ()	Removal of patient, student, or official site records without proper authorization.	8. ()	Creating or contributing to unsafe or unsanitary conditions.	20. ()	Sleeping during scheduled clinical hours.
9. ()	Failure to remove patient identification from documents before leaving site.	9. ()	Unauthorized use of equipment.	21. ()	Leaving clinical area without proper authorization.
10. ()	Failure to provide for the physical and psychological well-being of the patient.	10. ()	Unauthorized soliciting, vending, or distribution of written or printed matter.	22. ()	Failure to be ready for site assignment at starting time.
		11. ()	Obstructing the learning of others.	23. ()	Failure to follow correct procedures for absence or tardiness.
		12. ()	Plagiarism or cheating.	24. ()	Violation of direct / indirect supervision procedures.
				25. ()	Participating in unauthorized procedures.
<p>GROUP I () FAILING GRADE – immediate, permanent dismissal from the program with no opportunity for readmission</p> <p>GROUP II () 1ST OFFENSE – COUNSELING</p> <p> 2ND OFFENSE – PLEASE SEE PROCEDURE MANUAL / STUDENT HANDBOOK</p> <p> 3RD OFFENSE – FAILING GRADE – immediate, permanent dismissal from the program with no opportunity for readmission</p>					

REMARKS

SITE INSTRUCTOR _____ DATE _____

I HAVE READ THIS REPORT.

DEPARTMENT CHAIR _____ DATE _____

STUDENT _____ DATE _____

Back Panel Heading

This is a good place to briefly, but effectively, summarize your products or services. Sales copy is typically not included here.

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Owens Community College

Primary Business Address
Your Address Line 2
Your Address Line 3
Your Address Line 4

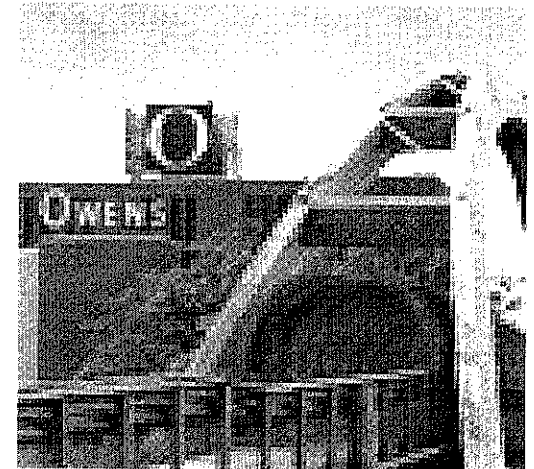
Phone: 555-555-5555
Fax: 555-555-5555

E-mail: someone@example.com



CAREER DEVELOPMENT EXPERIENCES 2006

STUDENTS



Owens Community College

Tel: 555 555 5555

Main Inside Heading

The most important information is included here on the inside panels. Use these panels to introduce your organization and describe specific products



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or services. This text should be brief and should entice the reader to want to know more about the product or service.

You can use secondary headings to organize your text to make it more scannable for the reader.

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**Owens Community
College**

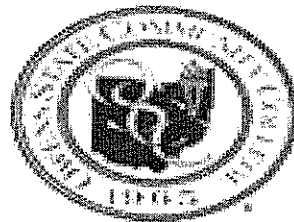
Primary Business Address
Your Address Line 2
Your Address Line 3
Your Address Line 4

Phone: 555-555-5555
Fax: 555-555-5555
E-mail: someone@example.com

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This is a good place to briefly, but effectively, summarize your products or services. Sales copy is typically not included here.

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Owens Community College

Primary Business Address

Your Address Line 2

Your Address Line 3

Your Address Line 4

Phone: 555-555-5555

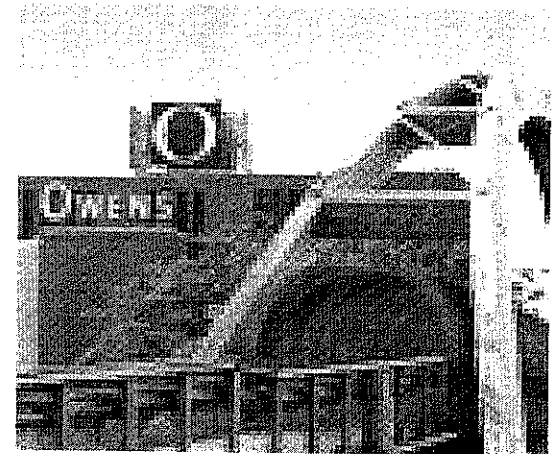
Fax: 555-555-5555

E-mail: someone@example.com



CAREER DEVELOPMENT EXPERIENCES 2006

EMPLOYERS

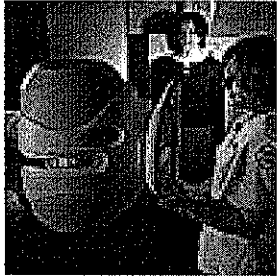


Owens Community College

Tel: 555 555 5555

Main Inside Heading

The most important information is included here on the inside panels.



Caption describing picture or graphic.

Use these panels to introduce your organization and describe specific products or services. This text should be brief and should entice the reader to want to know more about the product or service.

You can use secondary headings to organize your text to make it more scannable for the reader.

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**Owens Community
College**

Primary Business Address
Your Address Line 2
Your Address Line 3

Phone: 555-555-5555
Fax: 555-555-5555
E-mail: someone@example.com

STEERING COMMITTEE FEEDBACK FORM

Team name and number: Career Placement/Internships Team

Date: November 30, 2006

Sponsor:

Ideas for Improvement

Support

1. Department standardization of Career Enhancement Opportunities forms – each School should have standardized forms.
 - Remove SS number from all forms going to off campus entities
 - Color code forms for each department for easy identification

2. Create a website for Co-op and Technical Field Experience employers and students. The website should include links to each department that require or offer Co-ops and/or Technical Field Experiences, all forms that students and employers would need to complete, listings of available positions, check list of prospective Co-op students, etc. See the flow chart provided.

3. Include the oversight of the Career Enhancement Opportunities program in the job description of the Placement Coordinator.
 - a. Hire two part-time Career Enhancement Facilitators, one for each campus. They would report directly to the Placement Coordinator. See the job description and other pertinent job information.

4. Create a committee to guide the activities of the program consisting of the Placement Coordinator, a representative for Human Resources and a representative from each of the academic areas that offer programs.
 - a. Develop pamphlets to advertise the advantages of the Career Enhancement Opportunities at Owens Community College, one for employers and one for students.
 - b. The committee should evaluate all programs annually through employer, student and faculty surveys to determine quality of opportunities as well as growth in numbers of participants, and external and internal opportunities.
 - c. The committee should consider membership in a professional organization that deals directly with Cooperative Education. Two recommended organizations are:
 - State organization – Ohio Cooperative Education Association – www.ohioco-op.com
 - National organization – Cooperative Education and Internship Association (CEIA) – www.ceiainc.org

5. Recommend the President sends a memo each semester to the campus stating the college is committed to looking inside first, when appropriate, to use qualified students for long term temporary staffing needs as well as Co-op positions. The team also recommends that the President ask the Board of Trustees to pass a resolution or make this commitment a Board policy.

6. Change the policy for how Federal Work Study (FWS) funds are currently distributed.
- Current policy – When a department hires a FWS eligible student, the department budget is charged for the student’s wages regardless of whether the student has been awarded FWS funds. When the college is reimbursed for the FWS funds that were spent, those funds are put in the college general fund. As a result, there is no benefit to the department for hiring FWS eligible students.
 - Recommendation 1 – Designate certain student worker positions as FWS only positions. Only student who are FWS eligible would qualify to apply for these positions. The number of hours per week the student could work would be determined by the amount of FWS eligibility they have so their FWS funds would last for the duration of their employment.
 - Recommendation 2 – If a department chooses to hire FWS eligible students, the department budget would only be charged for 25% of the student’s wages. This would encourage and reward departments for hiring FWS students. Students would be more likely to use their FWS, and less likely to decline FWS and take out loans, if they had a better chance getting an on campus position by being FWS eligible. Therefore reducing the student’s loan debt.
 - Recommendation 3 – Co-op students who are FWS eligible would be allowed to use their FWS funds as part of their compensation. In the case of an on campus Co-op, the department would receive the same benefits as those provided for hiring a FWS student worker outlined in recommendation 2.
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Team Feedback Meeting – Date:

Sponsor:

Leader: Cleveland Henderson Jr.