

CAREER SERVICES / COLLEGE OF BUSINESS
CO-OP/INTERNSHIP PROGRAM
Learning Outcomes 2005-07

PROJECT BACKGROUND

Career Services has collaborated with the Orfalea College of Business in assessing student learning in the following ways:

In 2003-04, Career Services collaborated with the OCOB in assessing the quality of Cal Poly business graduates and student learning outcomes from an industry perspective.

In 2005-07, a 2nd generation instrument was developed to continue the assessment process. Career Services worked with the college in assessing the quality of Cal Poly business graduates and student learning outcomes aligned to AACSB accreditation standards. This represented a two-year longitudinal study in which the following two changes were incorporated into the new design:

1. Student Learning Outcomes – The skills and competencies were changed to reflect new student learning outcomes for the college.
2. Concentration Based – The instrument was redesigned so that individual concentration areas could be assessed. The original design assessed outcomes for all business graduates combined.

Refer to Appendix A for the 2005-07 Employer Survey (Graduates)

In assessing the student learning outcomes of graduates, it was determined that a similar model could be used to assess learning through the Co-op/Internship Program. As a result, a “Co-op/Internship Employer Survey” was designed using the same skills and competencies to assess “pre-career” student learning.

Refer to Appendix B for the 2005-07 Employer Survey (Co-op/Internship).

Through the Co-op/Internship Program, business students are able to receive academic credit through a faculty supervised course while working directly in industry related to their concentration area. Students are able to integrate what is learned in the classroom in an actual work environment, understand the relevancy of their education, affirm career goals, acquire professional level work experience prior to graduation, secure professional contacts in industry and gain an important competitive edge in the job market. Previous studies of the Co-op/Internship Program have been conducted to assess student learning. These studies include:

Student Post Survey (1996)

The Student Post Survey measured *social skills, communication skills, and leadership skills*. The survey was administered after the students completed their Co-op/internship experience and measured student perceived learning.

Student Pre & Post Survey (1997-98)

The Student Pre & Post Survey measured *cognitive processing, performance skills, social skills and transition skills*. The survey was revised to align more closely with university priorities and initiatives and measured student perceived learning, utilizing pre & post survey instruments.

Supervisor Pre & Post Survey (1999-2000)

The Supervisor Pre & Post Survey measured *communication skills, problem solving skills, teamwork skills* and *transition skills*. This was the first step towards aligning learning outcomes with accreditation standards and key learning objectives from the college. This survey also focused on student learning from an employer perspective.

Assessment has gone through a developmental process. Assessment was first used to support the importance and value of the Co-op/Internship Program. Assessment was then used to support university priorities and initiatives (Visionary Pragmatism & University Strategic Plan). Currently assessment is aligned with accreditation standards and has moved from student perceived learning to an employer perspective.

As a result of these assessment efforts, Career Services and the OCOB have partnered in assessing student learning within the Co-op/Internship Program. On July 1, 2005, the Co-op/Internship Employer Survey was incorporated into the course requirements of BUS 430. The skills and competencies that were assessed are aligned to accreditation standards. Co-op/Internship Supervisors who had first-hand knowledge of the business students' skills and abilities were required to complete the Employer Survey at the end of the work assignment. The survey data has been compiled and the findings are explained in this report.

OBJECTIVES

Measure learning of students registered in the Internship/Co-op Program based upon college established skills and competencies aligned with AACSB accreditation standards.

PROGRAM DESIGN

An Employer Survey was customized to meet the unique and specific needs of the Internship/Co-op Program. The survey assessed the following skills and competencies:

Theoretical Concepts	Skilled at appropriate applications of theoretical concepts specific to the student's discipline
Inquiry	Capabilities for inquiry
Logical Thinking	Capabilities for abstract logical thinking
Reasoning	Capabilities for inductive and deductive reasoning
Critical Analysis	Capabilities for critical analysis
Solving Problems	Exercise judgment by identifying and solving unstructured problems in unfamiliar settings
Influence	Work well with others, particularly in groups, to influence them
Lead	Work well with others to lead them; to organize and delegate tasks
Motivate	Work well with others to motivate and develop them
Resolve Conflict	Work well with others to withstand and resolve conflict
Awareness	Demonstrate awareness of and a greater willingness to consider a wide range of ideas, attitudes, and behaviors different from their own regarding social, ethnic/racial, and gender/sexual diversity

Communication	Present, discuss, and defend views effectively through formal and informal written and spoken language
Listening	Listen effectively
Knowledge	Apply knowledge from various functional disciplines and perceived how that knowledge must be integrated in a cross-disciplinary and holistic fashion to reach managerial solutions
Org. Values	Recognize the importance of developing a personal value structure and an understanding and appreciation for organizational values when they might encounter
Ethics	Identify ethical issues and applied a value-based reasoning system to ethical questions
Technology	Recognize current and emerging technologies and their impact on organization and society
Technology Tools	Possess knowledge of the latest information technology tools
Information	Display the ability to locate, obtain, organize, report, and use information from human, print, and electronic sources
Global Development	Display awareness of global developments and impact on industry and organization
External Forces	Display awareness of external forces that impact business

STUDY PROFILE

Students who registered in the Co-op/Internship Program (BUS 430) from Spring Quarter 2005 through Winter Quarter 2007 are subjects of this assessment. This was comprised primarily of junior and senior level students.

One hundred sixty-four surveys were completed by sixty-eight different employers during this period. This included employers such as Deloitte & Touche, Enterprise, Ernst & Young, Fox Broadcasting Company, French Hospital, Grant Thornton, Hinds Financial Group, KPMG, Merrill Lynch, Maxim Integrated Products, Morgan Stanley, New United Motor Manufacturing, Inc., RRM Design, The Real Estate Group, The Tribune, and UBS Financial Services.

Refer to Appendix C for a detailed breakdown of employer participation.

PROJECT FINDINGS

STUDENT LEARNING OUTCOMES

OBJECTIVE: Measure learning of students registered in the Internship/Co-op Program based upon OCOB established skills and competencies aligned with AACSB accreditation standards.

METHODOLOGY: Surveys were completed by Co-op/Internship Supervisors to evaluate performance of business students using a 5-point scale (*1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree*).

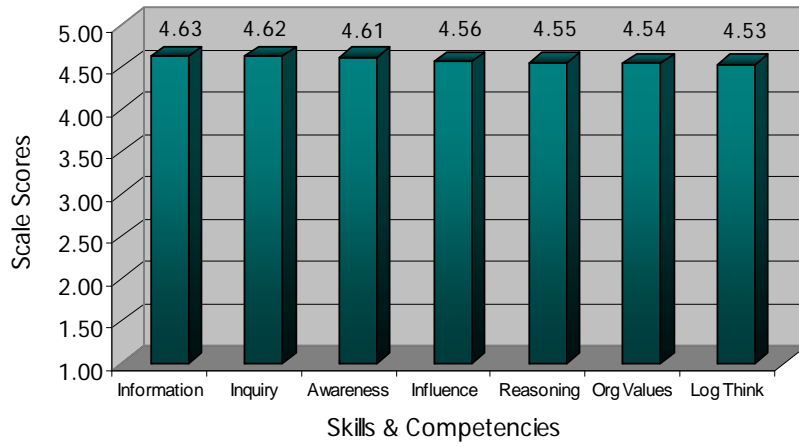
FINDINGS: Employers reported the following findings: Listed in descending order by scale score average.

Skills & Competencies	Surveys Responses	Scale Score Average	Median Score	Minimum Score	Maximum Score
Information	158	4.63	5	2	5
Inquiry	163	4.62	5	3	5
Awareness	151	4.61	5	1	5
Influence	152	4.56	5	2	5
Reasoning	161	4.55	5	3	5
Organizational Values	157	4.54	5	1	5
Logical Thinking	158	4.53	5	3	5
Critical Analysis	163	4.53	5	3	5
Listening	163	4.53	5	1	5
Theoretical Concepts	158	4.51	5	1	5
Ethics	126	4.50	5	1	5
Technology	139	4.49	5	3	5
Technology Tools	150	4.49	5	3	5
Communication	158	4.45	4.5	2	5
Knowledge	140	4.44	4	3	5
Solving Problems	160	4.41	5	1	5
External Forces	150	4.41	5	2	5
Resolve Conflict	138	4.38	5	1	5
Motivate	123	4.37	4	2	5
Lead	124	4.33	4	1	5
Global Development	132	4.30	4	2	5

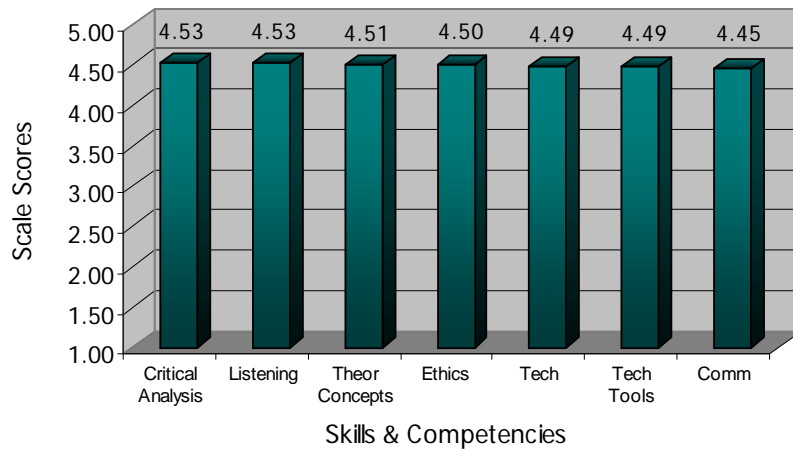
Employers reported high scale scores in all learning outcome areas, averaging between 4.30 and 4.63. Students scored higher in areas related to information, inquiry, awareness, influence and reasoning. They scored lower in external forces, resolving conflict, motivate, lead and global development.

The following charts graphically reports the same data, broken into the higher, middle and lower ranges for comparative purposes:

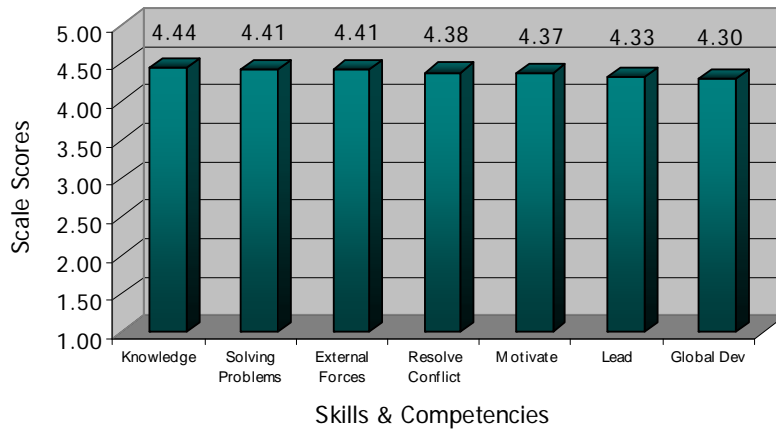
HIGHER 7 SKILLS & COMPETENCIES



MIDDLE 7 SKILLS & COMPETENCIES



LOWER 7 SKILLS & COMPETENCIES



PROGRAM EVALUATION

ASSESSMENT RESULTS:

The Orfalea College of Business compiled this information for seven quarters. Systems and procedures were established to collect and compile this data on an on-going basis. During the Summer Quarter 2008, a "Results Compendium" reviewed the assessment data along with other college-based efforts at assessing student learning. This resulted in affirming future college-wide strategies at assessing student learning and development of a new learning objective of "engaging career related interaction." This is intended to track student participation and involvement in career workshops, Co-op/Internships, job fairs and other college-based activities and events.

The Orfalea College of Business also intends to use this data in its accreditation review process (along with other sources and methodologies) and has reaffirmed its commitment to establish a formal review process in the future to use this information for program evaluation, review and decision-making.

FUTURE ASSESSMENT PLANS:

The college-based skills and competencies have changed since 2007. Career Services updated the Co-op/Internship Employer Survey instrument to reflect the new learning objectives that support AACSB accreditation. The new learning objectives include business fundamentals, business discipline, ethics, societal context, problem solving, diversity, writing, communications, leadership, and life-long learning.

Refer to Appendix D for a summary of the new learning objectives.

A new instrument has been incorporated into the course requirements, effective July 1, 2008. Data will be collected and compiled through the College of Business Advising Center.

Refer to Appendix E for the 2008 Co-op/Internship Employer Survey.

The Orfalea College of Business has applied these principles to a Graduate Employer Survey to assess student learning from an industry perspective, utilizing the same learning outcomes. In addition, employers are asked what value they place on each of the learning objectives. This provides the college with direct employer feedback on how important each learning outcome is from an industry perspective. External review from employer partners can also be used to strengthen the academic programs.

Refer to Appendix F for the 2008 Graduate Employer Survey.

SUMMARY

Career Services collaborated with the Orfalea College of Business to assess the student learning related to the Co-op/Internship Program (BUS 430). An Employer Survey was developed in which Co-op/Internship Supervisors assessed student learning in skills and competencies aligned with AACSB accreditation standards. The survey was administered during Summer Quarter 2005 through Winter Quarter 2007, representing business students from all concentration areas. The data was compiled and employers reported high scale scores in all learning outcome areas, averaging between 4.30 and 4.63. Students scored higher in areas related to information, inquiry, awareness, influence and reasoning. They scored lower in external forces, resolving conflict, motivate, lead and global development.

A new Co-op/Internship Employer Survey has been developed based on new skills and competencies aligned with accreditation standards. The process for collecting and compiling data has been established and the college has made a commitment to use this data for program evaluation, review and decision-making in the future.

Assessment is valued as a developmental process. New generation instruments for both graduates and Co-op/Internships have been developed based on changes in the learning objectives. The college is committed to assessment and will continue this evaluative process to strengthen and improve the academic programs.

APPENDIX A: 2005-07 Graduate Employer Survey

California Polytechnic State University

Orfalea College of Business
San Luis Obispo, CA 93407

mshibata@calpoly.edu

Career Services
(805)756-5726 / Fax: (805)756-1593

EMPLOYER SURVEY

<p>Instructions: The thoughts and opinions of our employers are important to us in evaluating the quality of our business programs and effectiveness of our business graduates. Your response will be treated confidentially. Please complete the survey for each graduate for whom you have information or for College of Business graduates in general. Thank you for your participation.</p> <p style="text-align: right;">Orfalea College of Business & Career Services</p>						
Name/Title	Date					
Company Name	Address					
Please indicate the primary major(s) you hire <input type="checkbox"/> Accounting <input type="checkbox"/> Economics <input type="checkbox"/> Finance <input type="checkbox"/> Industrial Technology <input type="checkbox"/> Information Systems <input type="checkbox"/> International Business <input type="checkbox"/> Management <input type="checkbox"/> Marketing						
SCALE - Using the scale provided, please indicate the level to which you agree or disagree with the statement below as it relates to business graduates: 1 = strongly disagree 2 = disagree 3 = mid-level 4 = agree 5 = strongly agree NA = not applicable						
SKILLS & COMPETENCIES	1	2	3	4	5	NA
1. Cal Poly business graduates are skilled at appropriate applications of theoretical concepts specific to student's discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Cal Poly business graduates have the capabilities for inquiry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Cal Poly graduates have the capabilities for abstract logical thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Cal Poly graduates have the capabilities for inductive and deductive reasoning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Cal Poly graduates have the capabilities for critical analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Cal Poly graduates exercise judgment by identifying and solving unstructured problems in unfamiliar settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Cal Poly graduates work well with others, particularly in groups, to influence them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Cal Poly graduates work well with others to lead them; to organize and delegate tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Cal Poly graduates work well with others to motivate and develop them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Cal Poly graduates work well with others to withstand and resolve conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Cal Poly graduates demonstrate awareness of and a greater willingness to consider a wide range of ideas, attitudes, and behaviors different from their own regarding social, ethnic/racial, and gender/sexual diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Cal Poly graduates present, discuss, and defend views effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

through formal and informal written and spoken language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Cal Poly graduates listen effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Cal Poly graduates apply knowledge from various functional disciplines and perceived how that knowledge must be integrated in a cross-disciplinary and holistic fashion to reach managerial solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Cal Poly graduates recognize the importance of developing a personal value structure and an understanding and appreciation for organizational values which they might encounter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Cal Poly graduates identify ethical issues and applied a value-based reasoning system to ethical questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Cal Poly graduates recognize current and emerging technologies and their impact on organization and society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Cal Poly graduates possess knowledge of the latest information technology tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Cal Poly graduates display the ability to locate, obtain, organize, report, and use information from human, print, and electronic sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Cal Poly graduates display awareness of global developments and impact on industries and organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Cal Poly graduates display awareness of external forces that impact business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. My company is satisfied with the quality of Cal Poly business graduates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OPINIONS - Please provide your opinions on the following questions or statements.

1.	Do you have any suggestions on how Cal Poly might improve its business graduates and/or business program?
2.	Please note any additional comments about the business program or Cal Poly graduates. We welcome your comments.

Thank you for your participation and input with this employer survey.

APPENDIX B: 2005-07 Co-op/Internship Employer Survey

California Polytechnic State University

Orfalea College of Business Advising Center
San Luis Obispo, CA 93407

cobadvis@calpoly.edu

Phone: (805)756-2601 / Fax: (805)756-7833

INTERNSHIP/CO-OP EMPLOYER'S REPORT

<p>Student Instructions: Give this report to your employer to complete at the end of the Internship/Co-op. You should deliver or mail this form to the OCOB Advising Center by the due date indicated on your Contract.</p>						
<p>Employer Instructions: A large portion of the student's grade will be based on the input you provide in this evaluation. After completion, please give this report to the student (in a sealed envelope) at the end of the placement. The Employer's Final Report must be filed immediately at the conclusion of the Internship/Co-op.</p>						
Name of Intern/Co-op	Date					
Company Name	Address					
<p>SCALE - Using the scale provided, please indicate a level to which you agree or disagree with the statement below: 1 = strongly disagree 2= disagree 3 = neutral 4 = agree 5 = strongly agree NA = not applicable</p>						
SKILLS & COMPETENCIES	1	2	3	4	5	NA
1. The intern is skilled at appropriate applications of theoretical concepts specific to student's discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The intern has the capabilities for inquiry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The intern has the capabilities for abstract logical thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The intern has the capabilities for inductive and deductive reasoning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The intern has the capabilities for critical analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The intern exercises judgment by identifying and solving unstructured problems in unfamiliar settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The intern works well with others, particularly in groups, to influence them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The intern works well with others to lead them; to organize and delegate tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The intern works well with others to motivate and develop them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The intern works well with others to withstand and resolve conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The intern demonstrates awareness of and a greater willingness to consider a wide range of ideas, attitudes, and behaviors different from their own regarding social, ethnic/racial, and gender/sexual diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The intern presents, discusses, and defends views effectively through formal and informal written and spoken language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The intern listens effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The intern applies knowledge from various functional disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

and perceived how that knowledge must be integrated in a cross-disciplinary and holistic fashion to reach managerial solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The intern recognizes the importance of developing a personal value structure and an understanding and appreciation for organizational values which they might encounter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The intern identifies ethical issues and applied a value-based reasoning system to ethical questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The intern recognizes current and emerging technologies and their impact on organization and society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The intern possesses knowledge of the latest information technology tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The intern displays the ability to locate, obtain, organize, report, and use information from human, print, and electronic sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The intern displays awareness of global developments and impact on industries and organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The intern displays awareness of external forces that impact business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OPINIONS - Please provide your opinions on the following questions or statements. These answers should related to the total, overall performance of the intern.

1. What do you feel were the dominant strengths and weaknesses of this intern?
2. Generally speaking, are you satisfied that your company benefited from participation in the Internship/Co-op program, insofar as it involved this student?
3. Are you satisfied with the overall Internship/Co-op program? What suggestions do you have, if any, for improving the program?

OVERALL EVALUATION: Please check the number that best summarizes the overall performance of the Intern/Co-op, and the grade percentage you'd assign them.

0	30	40	50	55	60	65	70	75	80	85	90	95	100
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor	-----	Fair	-----	Good	-----	Excellent	-----	Outstanding					

Signature Supervising Signature

Printed Name and Position/Title

Telephone Number / Email Address

Appendix C: Employer Participation

Aero Mechanical Engineers	Impact Learning Systems
American Heart Association	Ireland San Felippo, LLP
Ameriprise Financial	KPMG
Amylin Pharmaceuticals	LSO Blues Baseball Club
Armanio McKenna LLP	Martha Stewart Living
Barbick, Longcrier, Hooper	Maxim Integrated Products
Blakeslee & Blakeslee	Merrill Lynch
Burkart & Associates	Mindbody Software
Cal Poly ASI	Moehler, Nixon & Williams
Cal Poly Athletics	Morgan Stanley
Cal Poly Children's Center	Moss, Levy, & Hartzheim
Cal Poly Conference Services	New United Motor Manufacturing, Inc.
Cal Poly Tennis	Norman Modglin, CPA
Cameron Financial Group	Office Depot
Central Coast Fabricators	Perry-Smith, LLP
Clear Channel Radio	Pismo Beach Hotel
College Works Painting	Pricewaterhousecoopers
Crocker/Flanagan	Quicksilver
Deloitte & Touche	Richardson Properties
Dreamworks Animation	RRM Design
Edward Jones Investment	Sacramento River Cats
El Jardin Restaurant	Save Durfur Coalition
Enterprise	SLO Regional Rideshare Program
Ernst & Mattison	Smith Barney
Ernst & Young	Steven M. Stern, PC
F. McLintocks	Tenera Environmental
Fireman Fund	The Cliff's Resort
First Llied Security	The Real Estate Group
Fox Broadcasting Company	The Tribune
Frederick Export	Thomas Group
French Hospital	UBS Financial Services
Glenn Burdette Phillips	United Staffing Association
Grant Thornton	Verdin Marketing
Hinds Financial Group	Wheelchair Foundation

APPENDIX D: 2008 Learning Outcomes

Bus Fundamentals	Demonstrates breadth of knowledge and skill in general business fundamentals
Business Discipline	Demonstrates depth of knowledge, skill and perspectives within their selected, specific business discipline
Ethics	Recognizes the ethical dimensions of business decisions
Societal Context	Recognizes the wider responsibilities of business organizations for societal level outcomes above and beyond firm level profit or loss
Problem Solving	Generates innovative solutions to business problems that are supported by appropriate data analysis and evaluation of alternatives
Diversity	Understands diverse perspectives and generates solutions that incorporate them
Writing	Demonstrates effective writing skills
Communication	Demonstrates effective speaking skills
Leadership	Demonstrates effective peer leadership
Team Work	Demonstrates effective participation in teams
Life-Long Learning	Engages in continuous education and keeps current within the field

APPENDIX E: 2008 Co-op/Internship Employer Survey

California Polytechnic State University
Orfalea College of Business Advising Center
San Luis Obispo, CA 93407

cobadvis@calpoly.edu
Phone: (805) 756-2601
Fax: (805) 756-7833

INTERNSHIP/CO-OP EMPLOYER'S REPORT

<p>Student Instruction: Give this report to your employer to complete at the end of the Internship/Co-op. You should deliver or mail this form to the OCOB Advising Center by the due date indicated on your contract.</p>						
<p>Employer Instruction: A large portion of the student's grade will be based on the input you provide in this evaluation. After completion, please give this report to the student (in a sealed envelope) at the end of the placement. The Employer's Final Report must be completed at the conclusion of the Internship/Co-op.</p>						
Name of Intern/Co-op	Date					
Company Name	Address					
<p>SCALE - Using the scale provided, please indicate the level to which you agree or disagree with the statements below: 1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree NA = not applicable</p>						
PROGRAM LEARNING OBJECTIVES	1	2	3	4	5	NA
1. Demonstrates breadth of knowledge and skill in general business fundamentals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates depth of knowledge, skill, and perspective within selected, specific business discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Recognizes the ethical dimensions of business decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Recognizes the wider responsibility of business organizations for societal level outcomes above and beyond firm level profit or loss.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Generates innovative solutions to business problems that are supported by appropriate data analysis and evaluation of alternatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Understands diverse perspective and generate solutions that incorporate them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Demonstrates effective writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrates effective speaking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Demonstrates effective peer leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrates effective participation in teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Engages in career-related interaction with business professionals and industry leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OPINIONS - Please provide your opinions on the following questions or statements. These answers should be related to the total, overall performance of the intern.

1. What do you feel were the dominant strengths and weaknesses of the intern?
2. Generally speaking, are you satisfied that your company benefited from participation in the Internship/Co-op program, insofar as it involves this student?
3. Are you satisfied with the overall Internship/Co-op program? What suggestions do you have, if any, for improving the program?

OVERALL EVALUATION: Please check the number that best summarizes the overall performance of the Intern/Co-op, and the grade percentage you'd assign them.

0 30 40 50 55 60 65 70 75 80 85 90 95 100
 Poor -----Fair -----Good -----Excellent -----Outstanding

Signature, Supervising Signature

Printed name and Position/Title

Telephone Number

Email Address

APPENDIX F: 2008 Graduate Employer Survey



California Polytechnic State University
Orfalea College of Business
San Luis Obispo, CA 93407

Career Services
mshibata@calpoly.edu
(805)756-5726 / Fax: (805)756-1593

EMPLOYER SURVEY 2008-09

<p>Instructions: The thoughts and opinions of our employers are important to us in evaluating the quality of our business programs and effectiveness of our business graduates. Your response will be treated confidentially. Please complete the survey for Cal Poly graduates for whom you have information. Thank you. Orfalea College of Business & Career Services</p>	
Name/Title	Date
Company Name	Address
<p>Please indicate the primary majors/concentrations you hire</p> <p> <input type="checkbox"/> Accounting <input type="checkbox"/> Economics <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Finance <input type="checkbox"/> Industrial Technology <input type="checkbox"/> Information Systems <input type="checkbox"/> International Business <input type="checkbox"/> Management <input type="checkbox"/> Marketing </p>	
<p>Attainment: Indicate the degree to which Cal Poly graduates have achieved the following learning objectives: NA = not applicable, 1 = lowest, 2 = low, 3 = medium, 4 = high, 5 = highest</p>	
<p>Importance: Rate how important the following learning objectives are to your company: NA = not applicable, 1 = lowest value, 2 = low value, 3 = medium, 4 = high value, 5 = highest value</p>	

Learning Objectives – AACSB Accreditation Standards		Attainment					Importance						
		NA	1	2	3	4	5	NA	1	2	3	4	5
1.	Business Fundamentals - Demonstrate breadth of knowledge and skill in general business fundamentals	□	□	□	□	□	□	□	□	□	□	□	□
2.	Business Discipline – Demonstrate depth of knowledge, skill, and perspectives within their selected, specific business discipline	□	□	□	□	□	□	□	□	□	□	□	□
3.	Ethics – Recognize the ethical dimensions of business decisions	□	□	□	□	□	□	□	□	□	□	□	□
4.	Societal Context – Recognize the wider responsibilities of business organizations for societal level outcomes above and beyond firm level profit or loss	□	□	□	□	□	□	□	□	□	□	□	□
5.	Problem Solving – Able to generate innovative solutions to business problems that are supported by appropriate data analysis and evaluation of alternatives	□	□	□	□	□	□	□	□	□	□	□	□
6.	Diversity – Understand diverse perspectives and generate solutions that incorporate them	□	□	□	□	□	□	□	□	□	□	□	□
7.	Writing – Demonstrate effective writing skills	□	□	□	□	□	□	□	□	□	□	□	□
8.	Communication – Demonstrate effective speaking skills	□	□	□	□	□	□	□	□	□	□	□	□

<input type="checkbox"/> Community Service Project	<input type="checkbox"/> Senior Project	<input type="checkbox"/> Study Abroad
<input type="checkbox"/> Class Project	<input type="checkbox"/> Club/Organization Involvement	<input type="checkbox"/> Volunteer Work
<input type="checkbox"/> Leadership Experience	<input type="checkbox"/> Team Projects	<input type="checkbox"/> Other _____

Please make any suggestions that you believe would improve the business program at Cal Poly (e.g. types of courses, computer skills, or course content).