

OUTCOMES BASED LEARNING MATRIX

Course: DIES 401 Diesel Internship

Department: Diesel

Course Description: This course offers students an opportunity for structured, supervised, paid or unpaid work experience which allows students to apply the theory of classroom experience to practical applications in their technical fields of concentration. In addition, a biweekly seminar gives students the opportunity to discuss their job, and their employers' evaluations of their work performance in their weekly academic assignments. Prerequisite: The course is open to qualified sophomore students or approval of department chair.

Approved by Department: Diesel

Date: October 17, 2013

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
1. Communication: Demonstrate the ability to speak, listen, read, and write while performing job tasks.	a. Acquire and evaluate information through reading, research, and interviews. (CT, TS, OC, R) b. Interpret and communicate information through written documents. (W) c. Using appropriate applications, apply technology to task. (TS) d. Conduct interviews to practice listening skills. (OC)	a. Reflection reports, site supervisor evaluation (CT, W) b. Reflection reports, site supervisor evaluation (CT, W) c. Site supervisor evaluation d. Feedback from interviewees

	e. Present orally, work in team setting, and develop appropriate customer service skills. (OC)	e. Final presentation, site supervisor evaluation (OC)
2. Problem Solving: Identify problems, understand their context, and develop workable solutions.	<p>a. Complete worksite project utilizing critical thinking and problem solving. (CT)</p> <p>b. Understand how to evaluate, compile, and format information from lecture, research, and meetings with co-workers/supervisor. (CT, TS, OC, R, W)</p> <p>c. Identify worksite problems or challenges and develop solutions. (CT)</p>	<p>a. Reflection reports, final presentation, site supervisor evaluation (CT, OC, W)</p> <p>b. Reflection reports, final presentation (CT, OC, W)</p> <p>c. Reflection reports, final presentation (CT, OC, W)</p>
3. Decision-Making: Demonstrate the ability to learn and make decisions necessary to complete job tasks successfully.	<p>a. Understand the relationship between education and work through readings, interviews, and reflection. (CT, OC, R, W)</p> <p>b. Identify personal strengths, weaknesses, and career goals. (CT)</p> <p>c. Exhibit self-direction through worksite project.</p> <p>d. Attend departmental meetings, have discussions with co-workers, and participate in worksite projects. (OC)</p> <p>e. Using appropriate applications, apply technology to task. (TS)</p>	<p>a. Learning objectives, reflection reports (CT, W)</p> <p>b. Learning objectives, reflection reports (CT, W)</p> <p>c. Learning objectives, site supervisor evaluation (CT, W)</p> <p>d. Reflection reports, site supervisor evaluation (CT, W)</p> <p>e. Site supervisor evaluation</p>
4. Organization/Time Management: Complete assigned tasks from start to finish by gathering, organizing, and evaluating information as necessary,	<p>a. Understand how to accept personal responsibility for actions through worksite project.</p> <p>b. Exhibit self-direction through worksite project.</p> <p>c. Identify personal strengths, weaknesses, and career goals. (CT)</p>	<p>a. Reflection reports, site supervisor evaluation (CT, W)</p> <p>b. Learning objectives, site supervisor evaluation (CT, W)</p> <p>c. Learning objectives, reflection reports (CT, W)</p>

<p>and using good time management skills.</p>	<p>d. Using appropriate applications, apply technology to task. (TS)</p>	<p>d. Site supervisor evaluation</p>
<p>5. Professionalism: Meet workplace standards on confidentiality, flexibility, appearance, and making good impressions.</p>	<p>a. Identify personal strengths, weaknesses, and career goals. (CT)</p> <p>b. Understand how to accept personal responsibility for actions through worksite project.</p> <p>c. Exhibit self-direction through worksite project.</p> <p>d. Attend departmental meetings, have discussions with co-workers, and participate in worksite projects. (OC)</p> <p>e. Understand workplace standards on confidentiality, flexibility, appearance, and making good impressions through research, readings, interviews, and organizational communications. (CT, TS, OC, R)</p>	<p>a. Learning objectives, reflection reports (CT, W)</p> <p>b. Reflection reports, site supervisor evaluation (CT, W)</p> <p>c. Learning objectives, site supervisor evaluation (CT, W)</p> <p>d. Reflection reports, site supervisor evaluation (CT, W)</p> <p>e. Reflection reports, site supervisor evaluation (CT, W)</p>
<p>6. Interactions with Others: Work professionally and respectfully with a diversity of co-workers and supervisors, resolving conflicts in a constructive manner.</p>	<p>a. Develop and demonstrate ability to communicate appropriately to network. (OC, W)</p> <p>b. Complete informational interviews with potential mentors. (OC)</p> <p>c. Meet at least 3-4 times during internship with faculty advisor. (OC)</p> <p>d. Meet with mid and upper-level management on a regular basis to develop references. (OC)</p> <p>e. Demonstrate a respect for diversity through participation in worksite project, team meetings, and interdepartmental activities. (OC)</p>	<p>a. Reflection reports, site supervisor evaluation (CT, W)</p> <p>b. Reflection reports (CT, W)</p> <p>c. Meeting participation, reflection reports (CT, OC, W)</p> <p>d. Reflection reports (CT, W)</p> <p>e. Reflection reports, site supervisor evaluation (CT, W)</p>

	f. Identify impact of cultural differences within the workplace through research and readings. (CT, TS, R)	f. Reflection reports (CT, W)
7. Quality of Work: Perform tasks with high quality-generally error free or with few errors.	<p>a. Understand how to accept personal responsibility for actions through worksite project.</p> <p>b. Exhibit self-direction through worksite project.</p> <p>c. Identify personal strengths, weaknesses, and career goals. (CT)</p> <p>d. Attend departmental meetings, have discussions with co-workers, and participate in worksite projects. (OC)</p>	<p>a. Reflection reports, site supervisor evaluation (CT, W)</p> <p>b. Learning objectives, site supervisor evaluation (CT, W)</p> <p>c. Learning objectives, reflection reports (CT, W)</p> <p>d. Reflection reports (CT, W)</p>
8. All aspects of Organization/Industry: Understand the dynamics of the organization, including health & safety issues, and the role of the business within the community.	<p>a. Study the organization's mission, product/service offerings, size, and locations. (CT)</p> <p>b. Learn about the organization's clients through meetings, interviews, web site, and other communications. (TS, OC, R)</p> <p>c. Understand the organization's structure through review of organizational charts. (R)</p> <p>d. Understand the organization's policies and procedures through review of employee handbooks or operational manuals. (R)</p> <p>e. Understand the organization's history, culture, and ethics through review of web site, interviews, code of ethics, and other organizational communications. (TS, OC, R)</p> <p>f. Understand the roles and responsibilities of employees in the organization through interviews, review of web site, and other organizational communications. (TS, OC, R)</p>	<p>a. Reflection reports, final presentation (CT, OC, W)</p> <p>b. Reflection reports, final presentation (CT, OC, W)</p> <p>c. Reflection reports, final presentation (CT, OC, W)</p> <p>d. Reflection reports, final presentation (CT, OC, W)</p> <p>e. Reflection reports, final presentation (CT, OC, W)</p> <p>f. Reflection reports (CT, W)</p>

	g. Understand business's responsibility to society through research, readings, interviews, and organizational communications. (CT, TS, OC, R)	g. Reflection reports (CT, W)
9. Attendance/Punctuality: Maintain consistently excellent record of attendance and punctuality, rarely being absent or late and always with notification.	<p>a. Understand how to accept personal responsibility for actions through worksite project.</p> <p>b. Exhibit self-direction through worksite project.</p> <p>c. Identify personal strengths, weaknesses, and career goals. (CT)</p> <p>d. Attend departmental meetings, have discussions with co-workers, and participate in worksite projects. (OC)</p>	<p>a. Reflection reports, site supervisor evaluation (CT, W)</p> <p>b. Learning objectives, site supervisor evaluation (CT, W)</p> <p>c. Learning objectives, reflection reports (CT, W)</p> <p>d. Reflection reports (CT, W)</p>
10. Attitude: Show enthusiasm and a positive attitude about successfully completing all assigned tasks.	<p>a. Understand how to accept personal responsibility for actions through worksite project.</p> <p>b. Exhibit self-direction through worksite project.</p> <p>c. Identify personal strengths, weaknesses, and career goals. (CT)</p> <p>d. Attend departmental meetings, have discussions with co-workers, and participate in worksite projects. (OC)</p>	<p>a. Reflection reports, site supervisor evaluation (CT, W)</p> <p>b. Learning objectives, site supervisor evaluation (CT, W)</p> <p>c. Learning objectives, reflection reports (CT, W)</p> <p>d. Reflection reports (CT, W)</p>

*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

**Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (w).