



TECHNOLOGY INTERNSHIP PROGRAM (T.I.P.)

Community Colleges

BATEC

National Center of Excellence in Computing and Information Technologies

September / 2015

About BATEC:

www.batec.org

BATEC (Broadening Advanced Technological Education Connections), a National Science Foundation-funded Center for IT Education, is dedicated to the complex mission of developing career-focused pathways to high technology education and practical work experience for motivated, typically underserved high school, community college and university students in four urban regions – Boston, Chicago, San Francisco and Las Vegas. These four regions feature a high demand for skilled labor coupled with great opportunities for building new connections in skills-training and workforce development.

About MA Community Colleges:

www.masscc.org

The fifteen community colleges in the Commonwealth provide affordable access to higher education and prepare students to earn an associate degree or certificate, transfer to a baccalaureate program, or provide vital training to enter or advance in the regional workforce. Massachusetts Community Colleges make higher education more accessible to a diverse student population by offering open enrollment with access to developmental coursework, convenient locations, affordable tuition, and student services.

About Mass Bay Community College:

www.massbay.edu

Mass Bay Community College (MBCC), with campuses in Wellesley and Framingham, serves the educational needs of Metro west communities in Massachusetts. Founded in 1961, MBCC has more than 5,000 students pursue degrees and certificates in over 60 career and transfer programs in more than 30 fields both on-campus and on-line.

About Quinsigamond Community College (QCC):

www.qcc.mass.edu

Quinsigamond Community College (QCC), based in Worcester, is the gateway to advanced educational and employment opportunities in Central Massachusetts. Founded in 1963, QCC has more than 8,000 students enrolled in its Associate degree and certificate programs.

About Mass TLC:

www.masstlc.org

The Mass Technology Leadership Council (MassTLC) is the region's leading technology association and the premier network for tech executives, entrepreneurs, investors and policy leaders. The purpose of MassTLC is to accelerate innovation by connecting people from across the technology landscape, providing access to industry-leading content and ideas and offering a platform for visibility for member companies and their interests.

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EXECUTIVE SUMMARY

Community Colleges from the Greater Boston area, sponsored by the National Science Foundation, adapted a best practice internship model known as the Technology Internship Program (TIP) for use in community colleges, aiming to facilitate work experiences for technology students with local employers. Quinsigamond Community College, located in Worcester Massachusetts, implemented the model in both the spring of 2011 and the spring of 2012, with Mass Bay Community College, located in Wellesley, Massachusetts, following in the spring and fall of 2012.

The Technology Internship Program (TIP) is a comprehensive model for placing community college technology students into semester (or summer) long internships with small businesses. In our experience, small business internship demand has been concentrated in web design/social media, help desk technician, and database support. All of the applications, flyers, letters, and surveys, we created for implementing this program are available by request.

We acknowledge the contributions and dedication of the following individuals who are responsible for the outstanding results and success of this program

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FOREWORD

Tech Apprentice represents a family of work study programs designed and supported by the BATEC National Center of Excellence for Computing and Information Technologies. Collectively, the Tech Apprentice programs aim to advance students pursuing an education in a computing discipline.

The Technology Internship Program (TIP) is a comprehensive model for placing community college technology students into semester (or summer) long internships with local companies. In our experience, internship demand has been concentrated in web design/social media, help desk technician, and database support.

If your school has a student population with skills in computer science programming, we would be interested in talking with you, and offering our assistance to design a model more appropriate for this educational track.

We hope you find this guide comprehensive for planning and implementing a technology internship program at your community college. We are available to provide additional guidance if you seek it, and invite your feedback on how we could improve our model.

The Technology Internship Program (T.I.P.) model has been implemented where intern pay was subject to the employer's discretion as well as where the school mandated employers pay interns. Hour requirements for the internship have ranged between 175 and 225 hours and have been set based on the school's policy.

The T.I.P. model emphasizes training in employability skills, incorporating extra-curricular instruction in resume preparation, mock interviewing, researching companies, and post-interview follow-up. Student preparation is ideally offered through an internal Career Services professional.

Historically, T.I.P. has been an overwhelmingly popular event, enabling an introduction quick enough for qualified students to meet every potential employer, but long enough for each meeting to be evaluative. This hopefully culminates with placing students in an internship. The presence of a faculty advisor ensures the internship is mapped to learning objectives and offers both the student and employer a mediator if necessary.

ACKNOWLEDGEMENTS

We are deeply indebted to the “*Massachusetts Community Colleges Experiential Education: Internships and Cooperative Education, A Handbook for Practitioners and Administrators*”. This handbook - written by professionals in cooperative education, internship, and career services across Massachusetts’ 15 community colleges - is a comprehensive broad based guide providing “an in-depth analysis of standards, pedagogy, planning, implementation steps, anticipated learning outcomes, and legal issues surrounding the development and implementation of experiential education programs.” The Technology Internship Program (Community College) guide aims to be a complementary resource to this handbook, expanding on the planning guidance it provides and addressing the concerns specific to implementing a technology internship program.

For high school students, we refer you to the Tech Apprentice (High School) model. This model is fully documented and viewable via the BATEC website (www.batec.org).

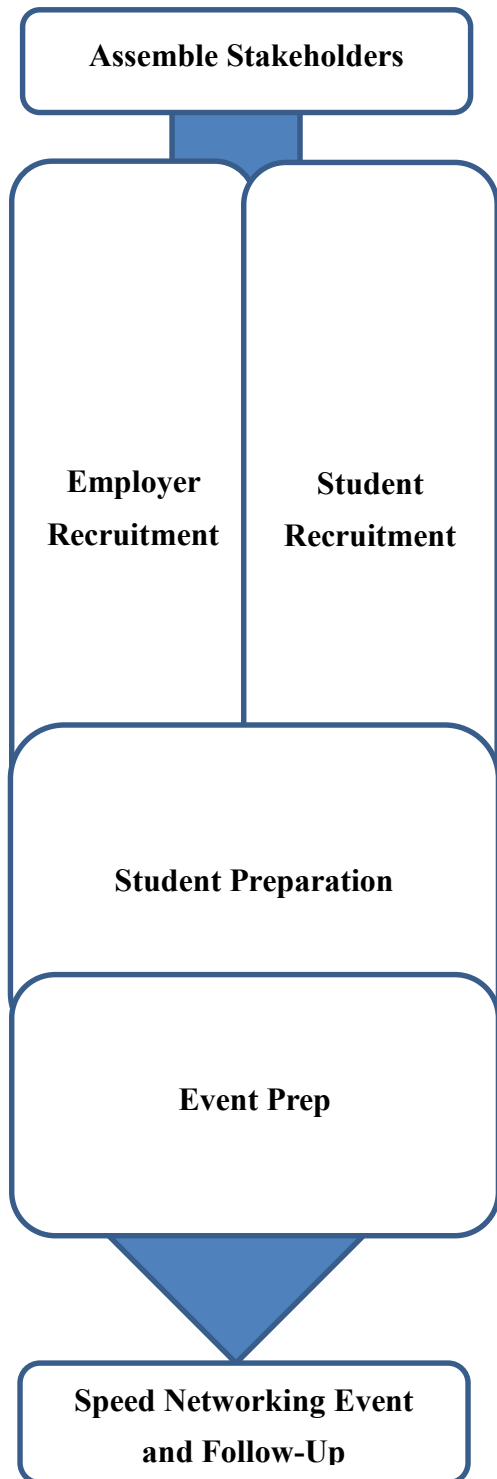
For more information on a statewide models servicing computing students at all levels of higher education through a centralized client, please visit the Mass Technology Leadership Council program at <http://www.masstlc.org/?page=Internships> and the internships hosted by Mass It’s All Here at <http://www.massitsallhere.com/stayhere>.

HOW TO USE THIS GUIDE

The target audience for this guide is community college faculty and career services personnel who are interested in learning how to structure and manage a technology internship program. It offers step-by-step instruction of each of the following key activities

Section 1:	Student Recruitment
Section 2:	Employer Recruitment
Section 3:	Student Preparation
Section 4:	Student/Employer Matching
Section 5:	Processing and Evaluating the Internship

TIMELINE



Assemble stakeholders (10+ weeks out)

- A kick-off meeting assigning roles and responsibilities to stakeholders
- Schedule to begin no later than 10 weeks prior to Speed Networking Event

Student recruitment (9 weeks to 3 weeks out)

- A period of approximately two weeks
- Schedule to begin no later than 9 weeks prior to Speed Networking Event
- Guides and Instructions contained in Section 1

Employer recruitment (9 weeks to 3 weeks out)

- A period of approximately six weeks
- Schedule to begin no later than 8 weeks prior to Speed Networking Event
- Guides and Instructions contained in Section 2

Student preparation (5 weeks to 2 weeks out)

- A period of approximately five weeks
- Schedule to begin no later than six weeks prior to Speed Networking Event
- Guides and Instructions contained in Section 3

Event prep (from 3 weeks out)

- A period of approximately three weeks
- Schedule to begin no later than three weeks prior to Speed Networking Event
- Guides and Instructions contained in Section 4

SECTION 1: STUDENT RECRUITMENT

This Section Includes:

- Sample student application
- Sample recruiting flyer

Job Description

Owner	A faculty member
Responsibilities	<ul style="list-style-type: none">• Disseminating word of the program to students and enlisting other faculty to do so for their students• Acting as the administrative interface for students and faculty
Time Commitment	One to three hours per week during the two week recruiting period (at the institution's discretion).
Time Window	The recruiting period should start no later than nine weeks prior to the Speed Networking Event.
Strategies	<ul style="list-style-type: none">• E-mail blasting students in computing concentrations• E-mail blasting students in business-oriented concentrations• Personally appealing to qualified students• Posting physical flyers


Program Standards

GPA	2.0 ¹
Required Skills	<p>For Web Design/Social Media</p> <ul style="list-style-type: none">• Proficiency/familiarity with: HTML, CSS, WordPress, and/or JSS• Experience with: Facebook, Twitter, LinkedIn, and/or Blogging <p>For Help Desk</p> <ul style="list-style-type: none">• Proficiency/familiarity with: VMWare, Microsoft Exchange Server, Windows Server

¹ If a low GPA is a barrier for the employer they can simply look to other students. It'd make more sense to draw the line at which students would represent your school well or not.

SAMPLE APPLICATION

The student application should record contact information, areas of internship interest, technical skills, and coursework. The areas of internship interest should be the same categories presented to employers on their intake survey, which will allow you to cross reference your employer responses with your candidate pool to ensure alignment in advance of the initial interview event.



MassBay Technology Internship Program (TIP) Application

Please complete this application to be considered for MassBay's Fall 2012 TIP Program. This event will take place Thursday November 29. It will allow students to connect and be interviewed by employers that offer an internship opportunity at their companies. Please remember that employers will make hiring decisions and pay will be at their discretion.

* Required

What is your area of interest? Check all that apply. *

- ☒ Web Technologies (HTML, CSS, JavaScript, ~~jQuery~~, PHP, .NET, and others)
- ☐ IT Support (Helpdesk kind of project, setup a network, help with installations, help with applications)
- ☐ Database (Using SQL to query data, create reports, visualize data)
- ☐ Programming (server side)
- ☐ Digital Imaging and multimedia
- ☐ Other:

Which computer science courses have you taken? Check all that apply. *

- ☐ CS 116 Cyber Security
- ☐ CS 120 Programming I
- ☐ CS 126 Digital Imaging
- ☐ CS 140 Interactive Multimedia
- ☐ CS 176 Web Design
- ☐ CS 200 Programming I
- ☐ CS 213 Database Management Systems
- ☐ CS 241 Web Development
- ☐ CS 242 Computer Networks
- ☐ CS 246 Web Server Administration

Do you have any certifications?

- ☐ A+
- ☐ Other:

RECRUITING FLYER

This sample flyer below includes a link to the student application, along with eligibility requirements and other student FAQs, in this case:

- Types of internships available
- Eligibility requirements, including completing a pre-employment employability program and revising a resume and work sample
- When internships start
- Any mandate, such as the one to enroll in the internship course if placed
- Total internship hours requirement
- Transparency that employers will make hiring decisions and neither internships nor pay are guaranteed

This particular flyer was e-mailed to technology students, as well as posted on department social media.



MassBay Technology Internship Program (TIP)

**CS, CIS, IT and Web Certificate Students
Interested in a SPRING Internship?**

Complete an application at <http://tinyurl.com/8co6wc7>
by Wednesday October 10th.

You will interview with employers at an event on Thursday November 29!

Internships in:

- Web Design
- Web Development
- Tech Support
- Social Media







Eligibility Requirements:

- You must have or be about to complete some of the following courses:
 - CS 126 Digital Imaging
 - CS 140 Interactive Multimedia
 - CS 176 Web Design
 - CS 213 Database Management
 - CS 241 Web Site Development
 - CS 242 Computer Networks
- You must have at least a **2.0 GPA**.
- You **MUST** complete the *Career Closet Program* on the following dates:
 - 10/16 12 - 1:30 pm.
 - 10/26 12 - 1:30 pm.
 - 10/30 12 - 1:30 pm.

Questions?

- Internships will start **Spring 2013**.
- Full time and part time internships will be available.
- Pay for internships will be at the employer's discretion.
- You **must** register for a CS 280 Computer Science Internship.
- You will work a minimum of 220 hours.
- You will need to complete an interview packet. This includes a resume and work sample.
- Employers will make hiring decisions.
- Contact prof. Steiger-Escobar at ssteigerescobar@massbay.edu with any additional questions!

SECTION 2: EMPLOYER RECRUITMENT

This Section Includes:

- Sample recruiting materials
- Suggestions for employer data collection
- A method for showcasing student resumes and work to employers in advance of the initial screening

Job Description

Owner	Ideally, a Career Services staff member owing to their experience interacting with employers and number of existing contacts. However, anyone who can execute the responsibilities below is viable. This could be a faculty member, a work study student, a part time hire, a combination; whoever.
Responsibilities	<ul style="list-style-type: none">• Recruiting employers to participate in a speed networking event aimed at placing CC technology students in internships.• Cataloging information from employers who agree to participate.• Being the node of communication for employers prior to meeting students
Time Commitment	5-10 hours per week.
Time Window	Beginning eight weeks prior to the event and wrapping up around two weeks prior.
Strategies	<ul style="list-style-type: none">• Appealing to contacts on advisory boards.• Appealing to donors to and alumni of the school.• Appealing to career services contacts.• To reach a general swath of employers who are not existing contacts, a high volume strategy is to send an e-mailer to reach a generic small business audience. Chambers of commerce, rotary associations, trade associations, and local small business associations member listservs can be leveraged for this purpose• Networking meetings, especially to reach small business.• Endorsements from past employers, directed at their professional network• Office listservs, especially freelancer spaces heavy with tech and design.• Craig's List and Angie's List postings.• Internal blogs and social media.

RECRUITING LETTER

The following letter was disseminated internally through alumni services and contacts within career services and technology programs, and externally through local Chambers of Commerce.

The letter concisely emphasizes the added technical value to the business in hosting an intern, the community service aspect of hosting an intern, and internship logistics.

Presentation matters. Organizations that disseminated our letter to their membership uncompromised as a dedicated mailer yielded many responses. Organizations that reduced our note to a peripheral blurb in a newsletter or shifted it to a more narrowly read blog sparked no further interest.



Dear Metro West Chamber of Commerce Member,
Enhance your business by hosting a talented Mass Bay technology student intern this spring.

- Web Design students are able to update your website and manage your social media presence.
- IT students have the capacity to upgrade your network and troubleshoot problems.
- Database students can translate your data into reports that work for you.

In addition to benefiting your business, granting students internship opportunities is a valuable service, boosting their employment credibility and enabling them to shift from the theoretical problems of the classroom to the applied problems of the workforce.

From 8:30-11:00 AM on Thursday, November 29, we invite you to attend a technology internship event, hosted by Mass Bay Community College. There is no fee to attend this initial screening or to hire an intern, and student compensation for the internship is at your discretion. If you find a match, students will be available for Spring 2013 assignments ranging from six weeks in duration and beyond. Internship candidates are currently preparing to meet you by participating in extracurricular employability trainings.

Register for our November 29 internship event at www.tinyurl.com/MBCCTechInterns

For any questions, please contact Dimitri Linde at Dimitri.Linde@umb.edu.

Thank you for considering us!

REGISTRATION & INTAKE INFORMATION

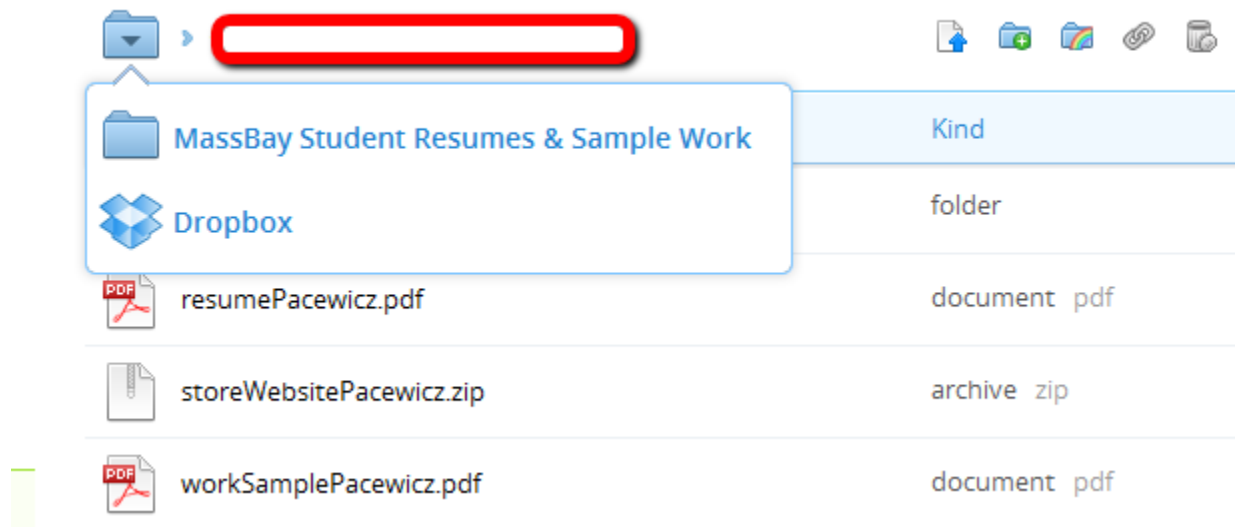
The recruitment letter should include a link to an event registration for employers. The intake data we recommend recording from each employer includes:

- **Contact information** (company name, contact person, e-mail, and phone).
- The **technical skills** the employer is seeking in an intern. We recommend presenting these as categories matching those presented to students (ex: Web Technologies, IT Support, Database, etc.), allowing you to seamlessly check for alignment between student and employer interest.
- The **specific tasks** the employer seeks of students, which allows you to ensure the need is technical in nature, and to give students a sense in advance of whether the internship is desirable and how to market themselves.
- Lastly, **the medium through which the employer heard**, allowing you a sense of your recruiting efficacy.

ACCESS TO STUDENT INFORMATION

Below is an individual entry from a Dropbox folder we created to allow remote access to student resumes and work samples in advance of the internship event. Each student produced a **revised resume** and a **polished work sample** indicating competency in whatever technical area they're seeking an internship.

The online repository affords early access to potential employers, allowing them to familiarize themselves with students of interest prior to screening them, as well as serving as a reference tool after the interview event, and lastly also as a resource to employers interested in hosting a student but unable to attend the event.



SECTION 3: STUDENT PREPARATION

This Section Includes:

- Suggestions for a supplementary pre-employment employability curriculum
- Workshop resources

Job Description

Owner	<ul style="list-style-type: none">• Preferable a Career Services staff member or anyone comfortable teaching soft skills• For polishing student work samples, technology faculty
Responsibilities	<ul style="list-style-type: none">• Inculcate employability skills in students.• Help students polish their resume and work sample and ensure they post it for employers to see two weeks prior to the event.
Time Commitment	To prepare students, 1.5 – 3 hours per week, assuming 1.5 hour weekly lessons and additional lesson prep.
Time Window	Beginning 6-7 weeks prior to the event and wrapping up a week prior.
Strategies	<ul style="list-style-type: none">• Extracurricular workshops, scheduled to avoid common course times. Between 60-90 minutes per session, 3-5 sessions.• Incentive student attendance by making 100% attendance necessary in order to attend the internship event.• Student attendance could be further incentivized by prizes; one implementer teamed up with a nonprofit to provide suits to graduates of its professional skills supplement.
Tips	<ul style="list-style-type: none">• Employers prefer independent work samples to classroom work samples• For a non-technical audience, work is best shown in an accessible form (not in cryptic code!)

EMPLOYABILITY CURRICULUM

We do not have any prefabricated curriculum we endorse for teaching pre-employment employability skills for students, but we strongly recommend emphasizing the **necessary components** listed below given that the object of the program is to increase the likelihood students get hired *in between 3-6 hours of extracurricular lessons*. That's not a lot of time!

Students will be interviewing at the speed networking event and the short interviews they will face necessitate that the student can be clear and concise in speaking about their skills and goals. Their knowledge of the businesses they interview with can leave a favorable impression with employers. And the faster and more polished their follow-up with employers they've interviewed with, the more likely the employer will reciprocate and pursue the student back. We see emphasizing interview skills, how to conduct company research, and follow-up procedure as necessary because they can tip the scales for the student and are immediately usable.

Other employability skills listed in the **optional components** are well worth teaching in the internship course, but students need a job for the training to be relevant.

Necessary Components	<ul style="list-style-type: none">• Resume revision• Interview skills / Elevator pitch• Researching companies• Post-interview follow-up
Optional Components	<ul style="list-style-type: none">• Protecting digital identity• Workplace etiquette<ul style="list-style-type: none">▪ Dress code▪ Behavior▪ Communication• E-mail etiquette• Networking• Time management• Task prioritization

RESOURCES FOR WORKSHOPS

Resumes and Cover Letters

Technical Resumes

<http://www.technical-resumes.com/>

Riley Guide to Resume and Cover Letter Writing

<http://www.rileyguide.com/letters.html>

Resume Tips for Computer Science Students

<http://blog.virtualglobebook.com/2011/06/resume-tips-for-computer-science.html>

Speed Networking

Handling Speed Interviews

http://www.job-hunt.org/job_interviews/handling-speed-interviews.shtml

MSU Video

<http://www.youtube.com/watch?v=OX6M9RKiMec>

Entrepreneur website – Speed Networking

<http://www.entrepreneur.com/article/180954>

Speed Interviewing vs. Speed Dating

<http://www.eremedia.com/ere/speed-interviewing-lessons-learned-from-speed-dating/>

Elevator Speech

Bloomberg Business Week article

http://www.businessweek.com/careers/content/jun2007/ca20070618_134959.htm

Elevator Pitch

<http://www.theladders.com/career-newsletters/how-not-to-embarrass-yourself-doing-elevator-pitch>

Professionalism in the Workplace

Buzzle website

<http://www.buzzle.com/articles/professionalism-in-the-workplace.html>

SECTION 4: EVENT MANAGEMENT

This Section Includes:

- A procedure for running the event
- Sample surveys for students and employers
- A procedure for employers contacting students
- A note on understanding placement outcomes

Owner	The matching process is necessarily a collective effort between all involved stakeholders.
Responsibilities	<p>Prior to the event:</p> <ul style="list-style-type: none">• Bring students and employers together for a networking event that enables employers to initially screen all qualified² candidates, and for qualified students to get an opportunity before every viable employer.• Ensure student resumes and work samples are available for employers at the event. <p>Following the event:</p> <ul style="list-style-type: none">• Ensure the policy for following-up with and hiring students is transparent.• Administer and analyze student and employer surveys• Nudge students to continually reach out to employers until they're placed• Work with employers to gain a clear understanding of placement yield and how to improve results

² By 'qualified,' we mean students who have skills aligned with employer needs.

RUNNING THE EVENT

The following procedure breaks down how to conduct a successful event. The virtue of the event is that it offers students a fixed amount of 1:1 time with employers, a proxy for quality of interaction; it guarantees students and employers get to meet many potential matches; and it generates buzz for your program.

Survey data has affirmed the popularity of the event, but it's quite possible you could have the same placement success using the more traditional strategy of directly referring students to employers.

Procedure	<ul style="list-style-type: none">• Place employers at designated seats; if you have many employers, we recommend grouping by industry needs (ex: web in the front, help desk in the back left, database in the back right).• Create a student seating area away from the employer tables, for students to return to during breaks.• Before your event, create a spreadsheet indicating which employers are good fits for each student.• Allow the student to meet with the employer for 8 minutes.• After this period ends, cue students – verbally, with music, however – to go back to their initial area for a 2 minute break. During this break employers will be able to log their impressions of the student, and catch a needed breath.• After the break, have students rotate to another employer.• Continue for up to 2 hours or until all potential pairings of students and employers have met.
Time	2 hours or less.
Materials	<ul style="list-style-type: none">• Name tags for students and employers• Catering• Copies of student resumes and work samples• Gifts for employers
Tips	<ul style="list-style-type: none">• Enforce the break between rotations!• The event will likely cut into the work day, and to ask much more than 2 hours from employers could discourage attendance.• If you have different employer populations (i.e. one set seeking help desk and another web design), segment students and employers ahead of time to align interviewer and interviewee.• Book a room large enough that employers and students won't struggle to hear one another during the interviewing.

SAMPLE SURVEYS (EMPLOYER)

The post-event survey is more efficiently administered online, using a survey tool that aggregates the results for you and ensures respondents don't skip over questions. The following are questions we input into Constant Contact following the event.

The sample employer post-event survey is meant to test the following hypotheses:

- Students were prepared to interview
- Students were prepared technically for employment
- The event format was an optimal method for exposing students to employers
- The lag between the interview event and student internship availability is appropriate (in our case, the interview event took place 6 weeks before the start of the internship)

1. Were students:

	All	Most	Some	Few
Able to articulate their skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to articulate their goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable about your company?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courteous?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What skills, technical or otherwise, would make students stronger candidates?

3. How did the event change the likelihood of you taking on an intern?

Significantly More Likely	Slightly More Likely	Slightly Less Likely	Significantly Less Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. What is your preferred method of introduction to students?

The Current Format (Interview Event)	Mass Bay Referral of Students (No Interview Event)
<input type="radio"/>	<input type="radio"/>

5. Is the six week lag between the interview event and the internship start date...?

Appropriate	A bit too long	Much too long	Not long enough
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please offer feedback on general program improvements not captured on the survey.

SAMPLE SURVEYS (STUDENTS)

Like the employer survey, we advocate administering the student survey online.

The sample student post-event survey is meant to test the following hypotheses:

- The workshops optimally prepared students to interview
- The range of employers at the event aligns with the work students want to be doing
- The methodology for pairing students with employers is in students best interests

1. Did you feel prepared to interview?

Yes	No
<input type="radio"/>	<input type="radio"/>

2. What aspects of the workshops helped you prepare for the event? (Please check all that apply; list any other)

Researching Companies	Practicing Interviewing	Practicing Elevator Pitch	Resume Prep	Following-Up Post-Interview	Other
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

3. What aspects of the workshops could have used more time or should be added? (Please check all that apply; list any addition under 'other')

Researching Companies	Practicing Interviewing	Practicing Elevator Pitch	Resume Prep	Following-Up Post-Interview	Other
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

4. Was the time you received with each individual employer:

Appropriate	A Bit Too Long	A Bit Too Short	Far Too Short
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What can we do to improve the program for you?

EMPLOYERS CONTACTING STUDENTS

The procedure below was sent to employers along with the **student internship agreement** - you will find a sample copy in Section 5 - immediately following the speed networking event.

Dear Sir/Madam,

Thank you for attending today's technology internship event at Mass Bay Community College!

To clarify our next steps:

- Please contact students directly. The decision on whether to compensate a student, how to structure a student's internship project(s), and how to schedule their time is wholly subject to the agreement you reach with the individual student.
- If you decide to take on a student, the student will register for the CS 280 internship course at Mass Bay.
- On your end, at your earliest convenience, send a brief job description for the internship, indicating which student you'll be hosting, to [whoever your faculty liaison is]
- [The faculty liaison] will work with you and your intern to create learning objectives for the project; these will be written into the Student Internship Agreement. The Student Internship Agreement is included in this email.
- Your intern will be assigned a faculty advisor offering technical expertise and guidance for the duration of the internship, after completing these steps.
- Students will be available to begin work starting as soon as they're available; they'll receive credit for the spring semester, but if they're available over winter break (from approximately 12/17-1/4), starting earlier is absolutely appropriate.

Our only constraints are that your project advances the student's technical abilities and that, so the student may meet a rigorous requirement for academic credit, their internship run for a minimum of 220 hours.

As a reminder, all of the student resumes are accessible remotely from this Dropbox folder (include hyperlink here).

Again, thank you for attending. For any questions, do not hesitate to contact me. Like my collaborators and I, the students were immensely excited to meet you. We hope you decide to host a Mass Bay student this spring.

USING FEEDBACK EFFECTIVELY

The first time we ran our program, we reviewed our data and saw that one type of placement, web design/social media, was far more common than other types of placements and also that employers seeking these types of students, if they did not hire, almost unanimously said there weren't enough students willing to work in web.

Anticipating high demand for web the next iteration, we were more transparent at the outset with students about the types of placements we expected to see and the increased likelihood of them procuring an internship if they were open to many different types of placements.

After the second iteration of our program, we saw in the employer feedback that very few students were knowledgeable ahead of time about the businesses they interviewed with, and that follow-up after the event tended to be unpolished. This feedback will be addressed in the student preparation for the following iteration.

SECTION 5: PROCESSING & EVALUATING

This Section Includes: a wealth of forms related to processing and evaluating internships, culled from the *Massachusetts Community Colleges Experiential Education: Internships and Cooperative Education, A Handbook for Practitioners and Administrators*

- Sample Internship Agreement
- Sample Site Supervisor Evaluation
- Sample Student Self-Evaluation
- Sample Student Evaluation of Internship Site
- Sample Host Site Evaluation of Internship

Job Description

Owner	Processing and evaluating the internship involves three stakeholders – the placed student, the faculty internship advisor, and the employer - with differing, but occasionally overlapping responsibilities.
Responsibilities	<p>The placed student:</p> <ul style="list-style-type: none"> • Work with faculty advisor and employer to create specific learning outcomes for inclusion in the <i>Internship Agreement</i> • Inform faculty advisor of any concerns that arise • Fulfill hours • Complete exit surveys <p>The faculty member:</p> <ul style="list-style-type: none"> • Work with student and site supervisor to create specific learning objectives for the internship • Communicate with student and supervisor to assess student progress and alter the learning objectives if necessary • Troubleshoot any student or supervisor issues • Offer support as student requires it • Grade student • Administer and analyze student and employer survey responses <p>The employer:</p> <ul style="list-style-type: none"> • Provide a clear job description for student at the outset • Create and/or approve student learning objectives • Provide student with an orientation to the workplace • Provide mentorship to student through regular meetings assessing their progress and development • Share feedback on student's progress with faculty member for final evaluation

THE INTERNSHIP AGREEMENT

Part A: To be completed by the Student

Student's Name:

ID No.

Address:

Student Phone:

Student Email:

Academic Major:

Concentration:

Course Number:

Course Name:

Credits:

Term:

Year:

Student Responsibilities:

- I will consult with my Site Supervisor, Internship Coordinator, and Faculty Sponsor prior to completing this Internship Agreement.
- I will perform appropriate professional-level duties and accept performance feedback from the Site Supervisor throughout the internship.
- I will respect and comply with all company rules and policies regarding, but not limited to, confidentiality, honesty, punctuality, professionalism, behavior and dress.
- I will comply with all College policies and procedures including, but not limited to, documenting work hours, completing all academic assignments, and class attendance and/or meeting with my Faculty Sponsor at scheduled times.
- I will notify my Faculty Sponsor, Internship Coordinator and Site Supervisor of any circumstances that may impair my performance or ability to complete my internship.

Learning Outcomes:

Academic learning outcomes for the student experience are intended to encompass all of the following.

- Develop technical skills and professional communications in a work setting
- Understand industry and organizational structures, culture, and ethics
- Apply and reflect on the connections to academic theory and practice
- Strengthen critical thinking, research skills, and problem solving skills
- Develop awareness of self, others, and social responsibility in a work, career, and global context
- Establish a network of professional contacts, mentors, and references

Learning Objectives:

By the end of this internship, I hope to achieve the following learning objectives specific to my internship. *(Please consult with your Faculty Sponsor and Site Supervisor when developing your learning objectives.)*

1.

2.

3.

4.

5.

The information I have provided in this form is accurate and I agree to abide by the terms stated herein. I recognize that, as an intern from Mass Bay Community College, I represent the College to the community. I therefore agree to conduct myself professionally at all times during my internship and to abide by all rules and procedures of the host site.

Student's Name Printed:

Student's Signature:

Date:

Part B: To be completed by Faculty

Faculty Name:

Title:

Campus Address:

Phone:

Total Hours Required: _____ Credit is awarded based on a student working a minimum of 45 hours per credit hour, in accordance with national educational standards. Some programs may require more.

Method of Grading:

Grading policy, all academic assignments and class/faculty meetings are further outlined in the syllabus.

% Daily Journal

% Class/Faculty Meetings

% Final Project

% Supervisor Evaluations

% Other

Weekly student contact schedule:

Established class:

During Office Hours:

College Responsibilities:

- The College shall assign a Faculty Sponsor to a student participating in an internship
- The Faculty Sponsor shall consult in establishing learning objectives, while working with the student and Site Supervisor to ensure a productive learning experience.
- The Faculty Sponsor shall establish a consistent meeting schedule with the student.
- The Faculty Sponsor shall establish a method of grading the student.
- The Faculty Sponsor Faculty shall consult with the Site Supervisor regarding the student's performance at least twice during the internship.
- The Faculty Sponsor shall determine whether a student has satisfactorily completed an internship and award a grade based on the student's performance, accomplishment of the learning objectives and required experience.
- The Faculty Sponsor and /or the Internship Coordinator shall assist the student or employer with addressing/resolving issues or disputes that may arise at the internship site.

I have reviewed this form and the learning objectives proposed. I agree to oversee the student's progress in fulfilling these learning objectives and shall assess his/her performance pursuant to the Grading Method reference above at the completion of the internship experience.

Faculty Name (printed)

Faculty Signature:

Date:

Part C: To be completed by Site Supervisor:

General Information:

Internship Host's Site Name:

Site Address:

Site Supervisor's Name:

Job Title:

Site Supervisor's Phone:

Email:

Internship Start Date:

End Date:

to Fulfill _____ hours

Student's Internship Schedule:

How frequently will the Site Supervisor be meeting with the Student?

Will the student be compensated during this internship?

If yes, describe: _____

Please state below the specifically the Student's key internship responsibilities or attach a job description.

Internship responsibilities:

- Internship Host Site will assign a Site Supervisor to oversee the student's internship experience,.
- The Site Supervisor will review the student's learning outcomes and their related objectives, and modify those objectives as necessary, in order to ensure a productive learning experience.
- The Site Supervisor, working with the student and faculty and coordinator, shall provide an internship experience that will enable the student to work toward achieving his/her learning objectives.
- The Site Supervisor will meet weekly with the student to discuss the internship experience.
- The Site Supervisor shall consult, as necessary, with the faculty regarding the student's progress and provide a midterm and final evaluation of the student's job performance.

- The Internship Site shall provide the student with relevant on-the-job-training, including instruction in safety procedures and internship workplace guidelines.
- Internship Site shall expect the student to actively participate in work activities which contribute to the student's educational training; the student may not replace a regular paid employee.
- Internship Site shall dismiss a student at any time for performance or behavioral issues. The Site Supervisor agrees to consult with the Faculty Sponsor and Internship Coordinator prior to any such dismissal decision is made.

The Internship Site agrees to permit the student to participate as an intern pursuant to this Agreement. The learning objectives stated herein are realistic and the Site Supervisor shall work with the student to achieve those objectives. The College has made no representations about the quality of the student's work and the College will not be providing on-site-supervision of this student during the internship.

Site Supervisor's Name Printed: _____

Date: _____

Site Supervisor's Signature: _____

SITE SUPERVISOR EVALUATION

COMMUNITY COLLEGE

Site Supervisor Evaluation of Student Progress

Student _____ Company _____
 I.D. No. _____ Supervisor _____
 Semester _____ Coordinator _____

Instructions: Please rank the student's performance according to the following scale, indicating the ranking on the line to the right of each category. Please use the comments section at the bottom for clarification or expansion of any ranking.

RATING IDENTIFICATION

5 - Outstanding - Performance is exceptional in all areas and is clearly superior to others.
4 - Very Good - Results clearly exceed most position requirements. Performance is of high quality and is achieved on a consistent basis

3 - Good - Competent levels of performance that consistently meet job standards.

2 - Improvement Needed - Performance is deficient in certain areas and improvement is needed.

1 - Unsatisfactory - Results are generally unacceptable and require immediate improvement.

This rating sheet is used to evaluate a student's performance and to help students improve future performance.

Communication:	Demonstrates the ability to speak, listen, read, and write in performing job tasks:	_____
Problem Solving:	Identifies problems, understands their context, and develops workable solutions:	_____
Decision-Making:	Demonstrates the ability to learn and make decisions necessary to complete job tasks successfully:	_____
Organization / Time Management:	Completes assigned tasks from start to finish by gathering, organizing, and evaluating information as necessary, and using good time management skills:	_____
Professionalism:	Meets workplace standards on confidentiality, flexibility, appearance, and making good impression:	_____
Interactions with Others:	Works professionally and respectfully with a diversity of co-workers, supervisors, and co-workers, resolving conflicts in a constructive manner:	_____
Quality of Work:	Performance of tasks is of high quality--generally error free or with few errors:	_____
All Aspects of Organization/Industry:	Understands the dynamics of the organization, including health and safety issues, and the role of the business within the community:	_____
Attendance / Punctuality:	Maintains consistently excellent record of attendance and punctuality, rarely being absent or late and always with notification:	_____
Attitude:	Shows enthusiasm and a positive attitude for the job and in successfully completing all assigned tasks:	_____
Comments:		

Evaluator _____

Have you discussed this evaluation with the student? Yes ___ No ___



STUDENT SELF EVALUATION

COMMUNITY COLLEGE Student Self-Evaluation

Student _____ Company _____
I.D. No. _____ Supervisor _____
Semester _____ Coordinator _____

Instructions: Please rank the student's performance according to the following scale, indicating the ranking on the line to the right of each category. Please use the comments section at the bottom for clarification or expansion of any ranking.

RATING IDENTIFICATION

5 - Outstanding - Performance is exceptional in all areas and is clearly superior to others.

4 - Very Good - Results clearly exceed most position requirements. Performance is of high quality and is achieved on a consistent basis

3 - Good - Competent levels of performance that consistently meet job standards.

2 - Improvement Needed - Performance is deficient in certain areas and improvement is needed.

1 - Unsatisfactory - Results are generally unacceptable and require immediate improvement.

This rating sheet is used to evaluate a student's performance and to help students improve future performance.

Communication: Demonstrates the ability to speak, listen, read, and write in performing job tasks: _____

Problem Solving: Identifies problems, understands their context, and develops workable solutions: _____

Decision-Making: Demonstrates the ability to learn and make decisions necessary to complete job tasks successfully: _____

Organization / Time Management: Completes assigned tasks from start to finish by gathering, organizing, and evaluating information as necessary, and using good time management skills:

Professionalism: Meets workplace standards on confidentiality, flexibility, appearance, and making a good impression:

Interactions with Others: Works professionally and respectfully with a diversity of co-workers, supervisors, and co-workers, resolving conflicts in a constructive manner:

Quality of Work: Performance of tasks is of high quality--generally error free or with few errors:

All Aspects of Organization/Industry: Understands the dynamics of the organization, including health and safety issues, and the role of the business within the community:

Attendance / Punctuality: Maintains consistently excellent record of attendance and punctuality, rarely being absent or late and always with notification:

Attitude: Shows enthusiasm and a positive attitude for the job and in successfully completing all assigned tasks:

Comments:

Evaluator

Have you discussed this evaluation with the student? Yes ___ No ___



STUDENT EVALUATION OF INTERNSHIP

COMMUNITY COLLEGE Student Evaluation of Internship/ Co-op Site

Student Name: _____ Date: _____
 Program of Study: _____ Faculty Supervisor: _____
 Placement Site: _____ Work Period: _____
 Supervisor's Name: _____ Department: _____

INSTRUCTIONS: This evaluation will be important in determining the value of your work experience, both for yourself and for students in future Co-op assignments with the same employer. The evaluation should be honest, objective, and should indicate problems as well as your progress during the Co-op period.

PLACEMENT:

Educational Value or Merit of Assignment: <input type="checkbox"/> Exceptional Opportunity <input type="checkbox"/> Worthwhile Experience <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Development* <i>(please comment below)</i>	Did Position Live Up to the Original Description? <input type="checkbox"/> Exact Match of Original Description <input type="checkbox"/> Very Closely Matched Description <input type="checkbox"/> Somewhat Matched Description <input type="checkbox"/> No Relationship At All * <i>(please comment below)</i>
Salary Paid in Relation to Job Requirements, Experience, and Academic Training: <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Average <input type="checkbox"/> Unpaid Internship/Does Not Apply	Supervisor's Reception to New Ideas? <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Average <input type="checkbox"/> Needs Development* <i>(please comment below)</i>
Relationship with Supervisor/Management: <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Average <input type="checkbox"/> Needs Development* <i>(please comment below)</i>	Was Your Supervisor Available When You Needed? <input type="checkbox"/> Always Available <input type="checkbox"/> Sometimes Available <input type="checkbox"/> Rarely Available <input type="checkbox"/> Never Available/Sought Help Elsewhere* <i>(please comment below)</i>
Opportunities to Relate With Other Company Personnel: <input type="checkbox"/> Open, Friendly and Supportive Atmosphere <input type="checkbox"/> Opportunity was not presented	How Well Did Position Relate to Your Personal Career Goal? <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Average <input type="checkbox"/> Needs Development* <i>(please comment below)</i>

Describe how your placement related to your academic courses? _____

***Comments** *(use back if additional space is needed):*



SUPERVISOR EVALUATION OF INTERNSHIP

_____ COMMUNITY COLLEGE
Host Site Evaluation of Internship/ Co-op Program

Company Name _____ Date _____
Contact Name _____ Contact Phone Number _____
Fax Number _____ E-mail Address _____

How would you rate your experience with the Cooperative Education Process? (Including department staff, placement, site visits, paperwork, etc.)

☐ Excellent ☐ Very Good ☐ Average ☐ Needs Development

What worked well?

How could we improve the process?

Will a Co-op position be available at your organization for next semester? ☐ Yes* ☐ No

**If yes, please fill out remainder of this form:*

Position Title: _____ Number of openings: _____

Schedule: _____

Wage/salary: _____

Employment start date: _____ Employment end date: _____

Contact: _____

Job Description: _____

Job Qualifications: _____

Applicant Instructions: _____

