

Career Services & Cooperative Education  
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## **On-Campus Internships: Maximizing Opportunities For Student Engagement**

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## **Introduction**

Student engagement is one of Clemson University's four areas of investment for its 2020 Road Map. The Career Services & Cooperative Education Center will serve as one of several champions to promote student engagement initiatives which will include an on-campus internship (**OCI**) program that will provide 500 experiential learning opportunities. Ideally the initiative will assist in the creation of campus-wide culture that involves students partaking in meaningful and relevant developmental experiences. An experiential program such as this will require commitment at every level of the university, from students to administration. This white paper will evaluate the yields of on-campus internships, examine the benefits of maximized student engagement opportunities, identify potential challenges, and propose an implementation plan. The OCI program should significantly improve Clemson University's ability to attract more students, increase retention rates, and supplement exceptional educational practices that foster a supportive engaged learning environment.

## **The Opportunity**

According to the Cooperative Education and Internship Association (CEIA), an internship is "work experience related to a student's major and/or career interest". For an academic internship to occur, the university, site supervisor, and students must agree on expectations, commitments, and learning outcomes. On-campus internships offer more than opportunities for students to exercise the facts, definitions, formulas, and theories learned in the classroom; they should also substantially increase student participation and involvement. Kenny and Dumont (1995) found five indicators for student engagement in college; the level of academic challenge, active and collaborative learning, student-faculty interaction, enriching education experiences and a supportive learning environment. While on-campus internships are structured to offer transferrable career building experiences for students, they also cultivate a campus environment of engaged learning.

Student engagement occurs when students make a psychological investment in learning. They take pride not simply in earning the formal indicators of success (grades), but in understanding the material and incorporating it in their lives (Newmann, 1992). Students invest more of themselves, work harder, and learn better when a topic is interesting and connected to something that they already know (Jones, 2008). Students who are engaged show sustained behavioral involvement in learning activities accompanied by a positive emotional tone. They select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest (Skinner, 1993).

On-campus internships allow students to work on complex problems, create original solutions, reflect on the quality of their work, and respond to firsthand performance feedback from faculty and staff. In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer's actual operations, the more likely the internship will be viewed as an extension of the individual's educational experience (United States Department of Labor Wage and Hour Division, 2010). Mallette and Cabrera (1991) found that the more students are academically integrated into the life of the institution, the greater the likelihood they will persist to graduation. The most influential types of involvement are academic involvement, involvement with faculty, and involvement with student peer groups (Astin, 1996). On-campus internships provide an opportunity for students to communicate with each other, create teams of diverse members, strengthen their weaker skill-sets, and continue to build upon their strengths.

In January of 2012 Clemson's Career Services & Cooperative Education Center will launch a pilot program as the first phase of a plan to host 500 on-campus internships and cooperative education experiences. The number attached to this goal is important, but the educational intent of the goal is paramount (Burton, 2011). The program will be mainly geared toward the university's 14,000 undergraduate students, and will offer diverse cooperative education and internship experiences within every academic area. While these experiences will be numerous and varied, each will serve to maximize student learning, success and retention, and increased levels of student motivation and involvement. These internship yields are the essential ingredients needed to foster a highly engaged campus. On-campus internships can actually help students succeed, mainly by encouraging integration into the campus community and by facilitating more interaction (Astin, 1993). On-campus internships do provide a high level of interaction (Onley, 2006).

### ***Supportive Theoretical Framework***

Students who are intrinsically motivated devote considerable time to their studies, spend time on campus, actively participate in student organizations, and interact frequently with faculty. According to Astin (1999), student involvement refers to the quantity and quality of the physical and psychological energy that students invest in the college experience. Such involvement takes many forms, such as absorption in academic work, participation in extracurricular activities, and interaction with faculty and other institutional personnel. The greater the student's involvement in college, the greater the amount of student learning and personal development will be (Astin, 1999). Research studies have found that a student's probability for graduation increases with interaction and connection with faculty outside of the classroom (Nilsen, 2009). The involvement theory focuses on what the student does, leading the student to be an active participant in the process of learning (Astin, 1985).

Hunt (2003) researched Astin's theory of involvement and reported ways to use this theory to generate pedagogical practices designed to promote learning. According to Hunt, research demonstrates that students approach learning using the following strategies: (a) surface

strategies (meeting requirements at a minimal level, usually through rote learning), (b) achieving strategies (striving to receive high grades, even if the subject is not of interest, by performing the activities typical of good students), or (c) deep strategies (working to develop competence and interest in the subject, such as trying to relate new knowledge to previous knowledge). Deep learning is more likely to occur in situations where students are highly involved and engaged in the learning process.

The effects of involvement are multidimensional. Involvement will not only improve student abilities to persist towards personal educational goals, but will also intensify the developmental impact of the undergraduate experience on student personality, behavior, career progress, satisfaction, and achievement (Nilsen, 2009). Astin's (1984) theory supports actively involving students in their educational experience. Through involvement, their talents are developed; they become involved with people and activities at the institution and persist through graduation.

## **The Benefits**

### ***Benefit 1: CLEMSON'S STUDENTS***

According to the NACE 2010 Internship Survey, the top reasons students report seeking an internship are to gain hands-on workplace experience, learn new skills, become better prepared to enter a specific field, and make professional contacts. Students overwhelmingly view internships as critical to their career plans (Onley, 2006), and the Career Services & Cooperative Education Center seeks to provide more engagement opportunities that reach outside and beyond the traditional classroom. According to Astin (1993), engaged students experience increases in personal competence, verbal and quantitative skills and cognitive complexity; all factors which greatly aid in success in one's occupational, personal, and social life (Astin, 1993; Kuh, 1995; Pascarella and Terenzini, 1991). Through Clemson's On-Campus Internship Program, students will be a part of an authentic workplace environment, increase their knowledge and know-how, and evolve from classmates to campus colleagues.

The proposed OCI program will prepare students to transition from college to the workforce by providing opportunities for students to learn more about their professional fields through completing tangible tasks and assuming specialized responsibilities. Students who are engaged in a solid and reputable on-campus internship program will achieve a heightened sense of career readiness and professionalism. Clemson's On-Campus Internship Program will provide students with a platform to strengthen their technology proficiencies, work ethic, talents, and skills.

Students will have numerous opportunities to receive mentoring through frequent meetings with internship supervisors. These one-on-one sessions are oriented towards the students' performance in relation to their personal career goals as opposed to a more general review of

material that would occur in a classroom setting. The on-campus internship supervisor would also provide regular opportunities for professional growth discussions in addition to counsel and advice. Students will increase their knowledge and skills during the on-campus internship, not only from paraprofessional experiences, but from critical analysis and reflection on the experience.

The benefits for Clemson undergraduates participating in an on-campus internship are many. Students will have the background to create a positive and appealing online presence on popular job search and professional networking websites such as, Clemson JobLink, CareerShift, Interfolio, Monster, CareerBuilder, Branchout, USAJOBS, LinkedIn, and many more. Students will also receive an internship certificate to document the hours and learning resulting from the experiential experience use as an artifact for their professional portfolio. This certificate may also be useful when applying for graduate or professional schools.

Virtually every sector of the economy requires workers with skills and competencies beyond those most people acquire in high school (Kuh, 2001). Hiring managers and company recruiters want to see polished, prepared, and enthusiastic candidates who are innovative thinkers. By providing assignments that foster the development of higher order professional skills the OCI program will prepare students for a successful entry into today's competitive job market.

### ***Benefit 2: CLEMSON'S CAMPUS***

Astin (1993) suggested that student-student interaction and student-faculty interaction in the learning environment are the two major influences on college effectiveness. Decades of research shows that student engagement is one of the most important indicators of student success during the college years and beyond (NSSE, 2008). Students who engage in exceptional educational practices, particularly racially, culturally, intellectually and politically diverse activities, report that they are more successful in their occupations, were well prepared for their occupations, and have higher levels of community involvement than peers who do not engage in exceptional educational practices (Gurin, 1999, Kuh et al., 1991). The impact of a student's involvement is directly related to the extent to which a student connects to a network of people, leadership positions and variety of opportunities provided by the college (Astin, 1993).

University President James Barker (2011) noted that Clemson students expressed the desire to want to help run the "university machine". The On-Campus Internship Program will give students hands-on experience and a glimpse into a career of their choice. These students will be able to take concepts from the classroom and apply them to the university's daily problems and workload, from selling the university to prospective students to re-wiring aging buildings (Barker, 2011). These on-campus internships will produce a pool of first-class talent with experience in running an institute of higher education. The program will create a pipeline of talented and experienced graduates who have earned experience that every organization will want their young professionals to possess. As the United States workforce becomes increasingly

more diverse in the current global economy, effective workers must be able to apply critical thinking skills in various environments with a vast array of diverse people (Fredricks et al., 2004). The proposed OCI program is not intended to replace off-campus internships, rather it is intended to create paths for Clemson students to experience engaged learning while on campus. As the program develops, Clemson should be able to "hand off" better prepared juniors and seniors to employers for internships and full-time jobs (Nunamaker, 2011).

Several college and university career centers were contacted to see how similar OCI models have fared, and to obtain information on program logistics, organizational structure, and implementation. Representatives were asked if their centers have official on-campus programs in place, what tracking methods are used, and how many on-campus internships are offered each semester. Table 1 displays the institutions contacted and their specific responses. This information will be used to compare Clemson's OCI Program with similar programs and identify area of strength and areas needing additional work. Clemson's OCI Program will generate an engaged atmosphere dedicated to empowering students through a "teach and do" and a "knowledge in motion" philosophy. The results of these efforts will equip Clemson's students with the tools needed to make effective academic choices and informed career oriented decisions; ultimately producing active and positive contributors to society and the global community.

**Table 1. College and University Career Centers Researched and/or Contacted**

INSTITUTION	OCI Program-Yes or No	CORRESPONDENCE
<b>GEORGIA TECH</b>	<b>NO</b>	We actually do nothing with on-campus internships.
<b>ANDERSON UNIVERSITY</b>	<b>YES</b>	The number will vary from year to year and the areas vary also. Typically, there are about 8 students doing on campus internships each semester. Payment on the Lowest end of the scale is \$8.50/hour – \$12.00/hour
<b>ST. NORBERT COLLEGE</b>	<b>YES</b>	Yes, the program has been very successful. More than 24 opportunities were provided over the summer.
Official program in place. 500 opportunities are not calculated.		
<b>NORTH CAROLINA STATE UNIVERSITY</b>	<b>YES</b>	No Response as of September 1, 2011
<b>VIRGINIA TECH</b>	<b>YES</b>	No Response as of September 1, 2011
Program in place however 500 opportunities are not reported.		
<b>GEORGIA STATE UNIVERSITY</b>	<b>NO</b>	We don't coordinate on-campus internships.
<b>UNIVERSITY OF FLORIDA</b> Not an official OCI program.	<b>YES</b>	The UF Career Resource Center actually does not do any monitoring of on-campus internships at this time. Unless a department posts a position through our job-posting site, Gator CareerLink, we do not oversee any part of this process. On-campus internships are run through each individual department by the internship coordinators.
<b>LANDER UNIVERSITY</b>	<b>NO</b>	No Response as of September 1, 2011
<b>WASHINGTON UNIVERSITY</b>	<b>NO</b>	Departments sponsor their own opportunities
<b>UNIVERSITY OF MISSOURI</b>	<b>YES</b>	The OCI Program has been in place for 10 years, and many of the independent studies were converted to on-campus internship experiences. We hired an Internship Coordinator to oversee the program and ensure that the job descriptions are truly related to the academic experience. The Internship Coordinator sends out a list of internship opportunities to the students weekly. Yes, our students are allowed to receive pay and academic credit. We find that the business community will value the students more if they participated in a paid internship experience. Originally the marketing department would not allow this and suggested the interns could receive either pay or academic credit; not both. However the finance department emphasized students will not participate in internships unless academic credit and compensation are received. The department stands by their argument that students are more valuable to the business world when they are paid and receive academic credit. The internship experience is more creditable. However this opportunity will be permitted only once; either while the student is pursuing an undergraduate degree or a graduate degree.



## **Program Challenges**

### **Efficient Data Tracking**

Quality control is an essential element of the OCI Program- the educational component of these experiences must be ascendant (Burton, 2011). It will be a challenge to ascertain how many internships are provided by the University because students could be engaged in experiences that would qualify as internships without being registered for internship courses (Burton, 2011). The Registrar's Banner system unfortunately will not provide this information under its current configuration. Thus, the only means of tracking on-campus internships is through CCINT 101 and 201 (*Career Center Internship Course*) enrollment. Identifying all on-campus internships is essential to ensuring assignments deliver appropriate educational outcomes, so assessment and data collection must be thorough and rigorous. Therefore, creating a seamless tracking process to capture internships that are not CCINT- registered must happen quickly.

### **Payment, Credit, or Both?**

Another challenge presented is the task of identifying a clear intern payment process and balancing intern pay percentages across academic disciplines. The career center staff will need to develop and justify a fair pay structure that all departmental internship positions can support. In regards to the students receiving both pay and course credit for an internship, the University of Missouri's College of Business Administration poses a reasonable argument to allow the student to obtain both pay and credit, "students are more valuable to the business world when they are paid and receive academic credit; the internship experience is more creditable" (Ferrell, 2011). Academic credit and/or payment for work are indispensable motivating factors for students.

### **Program Appeal**

Internship appeal poses a challenge as students must first have an interest to partake in these opportunities. OCI program coordinators' responsibilities will include generating campus awareness and interest in the OCI opportunities. Students should be convinced that the new OCI program complements and adds more value to their educational programs.

In order to address the OCI program's initial challenges, a solid implementation plan that is strategic, balanced, and designed specifically for Clemson University's campus is critical. More importantly, the logistical blueprint should not be inflexible; it should provide structure but remain mobile enough to allow for continuous improvement so that students can achieve their personal and professional best (Maiers, 2004).

## Current Campus Climate

A well-run internship program also can deliver long-term rewards for students and their schools (Onley, 2006). According to Astin (1985), rather than judging educational excellence on the basis of institutional reputation and resources, high quality institutions should be judged according to the degree to which they maximize the intellectual and personal development of students. The career center staff has established intentional student learning outcomes for Career Center Internship courses (CCINT). Over the past ten years students have consistently achieved the majority of these learning outcomes, and career center personnel continue to incorporate effective and innovative practices that best serve students and meet their experiential needs and expectations.

Institutions have been asked for data indicating the internship opportunities they provide to help students attain occupational and personal benefits that prepare them for a dynamic workplace and for engagement in an increasingly diverse world (Fredricks et al., 2004; Pascarella, Edison, Nora, Hagedorn & Terezini, 1996). Table 2 provides a monthly snapshot of the center's July 2011-August 2011 job postings and internship offerings.

**Table 2. July 2011-August 2011 Clemson Joblink Postings**

<b>POSITION TYPE</b>	<b>TOTAL</b>
Full-time (OCR Open Schedule Only)	3
Full-Time	450
Fellowship	2
Internship (Off-campus)	83
Internship (On-campus)	12
Part-time (Off-campus)	64
Part-time (On-campus)	12

The number of on-campus internships available depicted in Table 2 demonstrates the need for more such opportunities. The on-campus co-op statistic in Table 3 also reveals an area with growth potential.

**Table 3. Co-Op Experiences Summer 2011**

<b>POSITION TYPE</b>	<b>TOTAL</b>
Co-Op (Off-Campus)	377
Co-Op (On-Campus)	9

## **Implementation Plan & Logistics**

In order to launch a successful on-campus internship program, it is necessary to strategically develop a step-by-step plan of action to address the initial problems and challenges that Clemson's OCI Program presents at the onset.

### ***Organizational Structure & Basic Center Functions***

Under the direction of the Executive Director of Career Services & Cooperative Education, the On-Campus Internship Program will be managed by 6 Clemson University staff members and 2 graduate assistants. Staff members include two OCI program supervisors, two internship coordinators/monitors, one on-campus co-op advisor, and one financial administrator primarily responsible for intern salary, wages, and account management.

The first supervisor with an educational background in human resources will oversee payroll activities and the recruiting process, while the second supervisor with a doctoral degree will oversee site visits and academic screenings as they relate to the educational learning outcomes. Amongst the natural crossovers that occur between on and off campus internships, the first supervisor will work with off-campus internships and industry professionals, while the second supervisor will work with the on-campus internships and the academic entities hosting interns.

Clemson University's On-Campus Program will;

- Facilitate, monitor, and contribute to the growth of intentional internships as a viable and valuable experiential learning pedagogy.
- Offer support to established internship course offerings through other majors and programs.
- Determine the appropriate breadth and scope of submitted internship applications, and approve the student learning outcomes connected to the experience.
- Market and generate OCI program awareness; and promote internships as a complement to degree programs in every college.

- Accept, decline, and review internship proposals to monitor compliance, outcomes, and purpose.
- Track and archive contract agreements, evaluations, and records of OCI site visits.
- Serve as an experiential education resource to colleges and departments.
- Prepare reports and data for University administration and other interested parties.

***Tracking: Differentiating On-Campus Internships and Off-Campus***

The Career Services & Cooperative Education Center will provide a seamless process for connecting academic departments and support areas to potential student interns through its Clemson Joblink portal and CCINT courses. A special course (***not yet identified***) will serve as an on-campus internship identifier and provide an efficient means for tracking opportunities provided and student participation numbers.

On-campus experiences will not replace the off-campus internships, neither are they structured to parallel that of a student worker position. Distinct guidelines have been established for differentiating on-campus internships from typical student worker positions.

- Clemson University's OCI Program opportunities are paraprofessional in nature and must foster a deeper understanding of students' professional and/or career aspirations.
- Internships must have intentional and meaningful learning goals and objectives
- Internships must have intern supervisors willing to support and provide opportunities for quality experiential learning, and these supervisors must communicate with the OCI Coordinator regularly.
- Supervisors and interns must be available for scheduled site visits by the OCI Coordinator.
- Supervisors must foster positive working relationships with students and provide performance feedback through one on one sessions and evaluations completed at the mid-point and end of each semester.
- Interns must consistently connect with supervisors through one- on- one meetings, and complete mid-point and final performance evaluations. All evaluations must be submitted to an OCI Coordinator.

### ***The On-Campus Internship Approval Process***

An on-campus internship approval process will be implemented. Participating faculty and staff will submit applications for each internship position in their areas for review by On-Campus Internship advisors (**See Appendix A**). *The OCI advisors will review the initial set of applications for the spring 2012 pilot program.* A deadline will be established, and applications received prior to the deadline will be reviewed and approved/declined. Sample applications will be created and made available to interested faculty and staff (**See Appendix B**). Applications include information on the following:

- Supervisor and Department
- Approximate hours per week, GPA requirements, and other qualifications for position
- Expectations and responsibilities of intern (*job description*). Supervisors should create a list of activities that will fit the needs of their department, being as specific as possible. The more students know about the actual tasks involved in a position, the better they can gauge if they are fit for the position. Students are more likely to apply for a position if they feel they have a solid grasp of what the job will entail.
- Significance of tasks and approximate percentage of time expected for each task. Clerical tasks must comprise less than 25% of the total time students will spend on tasks.

### ***The OCI Enrollment Process For Students: CCINT 101 & 201***

- Students must have at least a 2.00 cumulative GPA to apply for OCI positions.
- Students are responsible for contacting the Financial Aid Office discuss how taking CCINT will affect their financial aid package. After speaking with financial aid, students are to complete an OCI contract and prospectus with their specific supervisor (see [http://career.clemson.edu/students/internships/ccint\\_contract.pdf](http://career.clemson.edu/students/internships/ccint_contract.pdf) for a blank version of the contract). At the bottom of the contract, there are instructions for how to write a prospectus. Students will then send both document to an OCI program coordinator via prior to the last day to add a course in order to gain approval for entrance into this course.
- Students must attend an OCI workshop.
- The students must complete an evaluation of their particular experiences and provide a 250-word summary of their learning outcomes (**See Appendix D**). Evaluations and reports must be submitted one month prior to the end of the semester.

### ***Student Wages and Earnings***

All intern wages and earnings will be processed and handled by the OCI financial administrator. The pay range for on-campus interns is \$10.00 - \$12.00/hr. Most institutions surveyed had established a minimum pay requirement to ensure interns were being hired to perform meaningful tasks that required advanced skills. Hours worked will be reported on the final semester evaluations and each supervisor is responsible for ensuring the hour criteria are met. Most universities require at least 160 hours (part-time internship) or 320 hours (full-time internship) per semester.

A multi-tiered structure that can account for returning interns and potential pay increases is displayed in Table 4. Students who return to the same department after successful completion of the previous OCI experience are automatically eligible for an increase. However, students who prefer to intern in a different department are responsible for informing their new supervisor and/or financial administrator of their increased salary eligibility.

**Table 4. Levels of Pay**

<b>TIER 1</b> <b>First Semester</b>	<b>\$10</b>
<b>TIER 2</b> <b>Third Semester or Year 2</b>	<b>\$11</b>
<b>TIER 3</b> <b>Fifth Semester/Junior- Senior Status</b>	<b>\$12</b>

### ***Continuous Program Evaluation (Spring 2012)***

Evaluation and monitoring will take place throughout the planning stages of this program as well as the implementation of the pilot program. In order to identify and solve future issues and obstacles as the OCI program develop; staff will seek the advice of senior leadership, departmental directors, student participants, and supervisors. Substantial data and feedback may easily be obtained if the 60 offered positions are hosted in a variety of academic departments and support areas. This will allow concerns that are unique to each major/area to be identified early in the process.

## **Summary**

Clemson University's 2020 Road Map will open new doors of for student engagement in places where theory meets practice. The main objective of Clemson's On-Campus Internship Program is to provide meaningful opportunities for student engagement, both inside and outside of the classroom (Nunamaker, 2011). Experiential education is a vital component of the collegiate experience and a student's overall professional development. The OCI Program will offer experiences that intentionally connect academic disciplines to real-life work experiences and careers.

Clemson's 500 on-campus internship opportunities will play a pivotal role in student engagement and educational success. Participation in on-campus internships will not only balance a student's education by encouraging practical application of classroom knowledge, but also prepare students to meet unforeseen challenges that demand experience obtained beyond the classroom walls. Engaged students earn better grades (Tross et.al, 2000) and exhibit increased practical competence along with the ability to transfer their skills to new situations (Kuh, 1993; 1995). Clemson University's On-Campus Internship Program will yield compelling benefits of heightened student academic performance, improved levels of retention, and career satisfaction.

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## APPENDIX A

### Career Services & Cooperative Education Center On-Campus Internship Advisory Committee

The On-Campus Internship Advisory Committee ideally consists of seven professionals, including two representatives from Academic Affairs, three from the career center, and two from the Division of Student Affairs.

The deadline for academic departments and support units to submit applications is October 15<sup>th</sup> (for spring 2012 internships) and March 15<sup>th</sup> (for summer 2012 internships). The committee will meet shortly after these dates to begin the review process.

The On-Campus Internship Advisory Committee will determine whether the position is accepted as an internship through deliberation and use of a rubric.

The Director of Graduate & Internship Programs will serve as chair, managing the review process.

Once decisions have been made, offices will be notified whether their internship has been approved or if the position is better suited for a student worker position. Those that are not approved will receive information on reasons for rejection.

Accepted internship positions must be posted on the Clemson Joblink website by the office or department responsible for the approved internship.

In the future, positions that have been approved prior by the On-Campus Advisory Committee will be independently reviewed by the Director of Graduate and Internship Programs (in the interest of others' time). Any concerns would be reviewed by the On-Campus Internship Advisory Committee.

APPENDIX B

On-Campus Internship Proposal Rubric

Internship Title: \_\_\_\_\_

Proposal Submitted By: \_\_\_\_\_

**Using the 5 proposal categories and prompts provided, please assign points for each area based on the below criteria. Enter earned points in the blank columns (on the right), and provide the sum of all categories in the box on the bottom left.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Unsatisfactory	Below Average	Average	Above Average	Excellent

Proposal Categories	Prompts For Scoring	Points Earned
<b>PROPOSAL QUALITY</b>	Is the document well written, detailed, and clear in purpose? Are the internship objectives, projects, and/or goals listed? Are they <i>intentional</i> ?	
<b>APPLIED LEARNING</b>	Does the proposed internship <i>intentionally create opportunities for students to put theory into practice</i> ? Classroom learning to professional work setting.	
<b>LEARNING OUTCOMES</b>	Are learning outcomes stated? Are the learning outcomes reasonable? Are they connected to majors/fields of study? In what ways do the learning outcomes present positive challenges and opportunity for professional growth?	

TOTAL POINTS

NOTES:

Appendix C  
Sample Internship Certificate

# INTERNSHIP CERTIFICATE

This certificate is presented to:

**Name of Recipient**

for participation in the  
On-Campus Internship Program  
as the XXXX Intern for the XXXX 20XX semester

\_\_\_\_\_  
Signature - Executive Director of Career Services and Cooperative Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature - On-Campus Internship Coordinator

\_\_\_\_\_  
Date



Michelin Career Center  
316 Hendrix Student Center  
Clemson University  
Clemson, SC 29634-4007  
(864) 656-6000  
<http://career.clemson.edu/>

Appendix D  
On-Campus Internship (Student) Evaluation

**The internship challenged you to engage what you have learned in class.**

1. Strongly Disagree
2. Disagree
3. Neither Disagree nor agree
4. Agree
5. Strongly Agree

**The amount of responsibility given to you was appropriate for your class level and your degree program.**

1. Strongly Disagree
2. Disagree
3. Neither Disagree nor agree
4. Agree
5. Strongly Agree

**This internship was relevant to your academic and career goals.**

1. Strongly Disagree
2. Disagree
3. Neither Disagree nor agree
4. Agree
5. Strongly Agree

**You gained practical skills through this internship that will be transferrable to future positions in your career field.**

1. Strongly Disagree
2. Disagree
3. Neither Disagree nor agree
4. Agree
5. Strongly Agree

**The relationship between you and your supervisor was professional and provided appropriate direction and support.**

1. Strongly Disagree
2. Disagree
3. Neither Disagree nor agree
4. Agree
5. Strongly Agree

**Your supervisor provided you with opportunities and resources to achieve the learning objectives established for this internship.**

1. Strongly Disagree
2. Disagree
3. Neither Disagree nor agree
4. Agree
5. Strongly Agree

**The relationships between you and other faculty/staff members at your site were professional and created a positive working environment.**

1. Strongly Disagree
2. Disagree
3. Neither Disagree nor agree
4. Agree
5. Strongly Agree

**The dispositions of your supervisor and other faculty/staff members at your site fostered open communication about assignments and expectations.**

1. Strongly Disagree
2. Disagree
3. Neither Disagree nor agree
4. Agree
5. Strongly Agree

**Your supervisor spent a sufficient amount of time planning your experience, explaining your objectives, and evaluating your performance.**

1. Strongly Disagree
2. Disagree
3. Neither Disagree nor agree
4. Agree
5. Strongly Agree

**Based on your experience in this internship, you would give it the following grade:**

1. F
2. D
3. C
4. B
5. A

**You are most likely to recommend this internship assignment to a friend.**

1. Strongly Disagree
2. Disagree
3. Neither Disagree nor agree
4. Agree
5. Strongly Agree

**You are interested in returning to the same department.**

1. Strongly Disagree
2. Disagree
3. Neither Disagree nor agree
4. Agree
5. Strongly Agree

**You are interested in off-campus internship opportunities.**

1. Strongly Disagree
2. Disagree
3. Neither Disagree nor agree
4. Agree
5. Strongly Agree

**Please provide any additional feedback here:**

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