Career Services
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Internship Program Overview

Baldwin Wallace University offers an active, well-established Internship program. Students successfully complete over 400 experiences each year in large and small businesses, non-profit, and government agencies. Some majors require participation in the Internship program, but most students participate in the program voluntarily.

Successful internships provide students with an unparalleled opportunity to apply their classroom learning to the workplace. Internships also provide host organizations with high-achieving workers who bring a fresh perspective and ideas. For an internship to succeed, both the site supervisor and the intern must understand how an internship differs from a job, and both must commit to working together to make the most of the opportunity.

Benefits

Employers:
- Gain enthusiastic and motivated workers
- Assistance with special projects
- A fresh perspective in ongoing projects
- Develop supervisory skills of staff
- Access to students with special skills and knowledge
- Opportunity to train new professionals in your field
- Develop your own pool of potential employees

Students:
- An opportunity to “test-drive” a career choice
- Develop specific skills and knowledge related to a career
- Develop professional contacts
- Learn directly from experienced professionals
- Gain experience in a real-world situation, including interviewing, working with others, communication skills, and culture of various work environments

How the Program Works

Eligibility. A student in any major who has achieved sophomore status with a cumulative grade point average of 2.0 or better may participate in the Internship program.

Credit. Students may earn one semester credit for every forty-five clock hours they work in an approved Internship opportunity.

College Supervision. Each student participating in the Internship program must designate a faculty coordinator. This faculty member approves the experience for credit eligibility based on departmental guidelines, provides guidance and support for the student during the experience, and assigns an S/U grade after completion of the work.

Employer Supervision. The employer is expected to supervise and provide ongoing feedback for the student. The employer will be asked to complete a final written evaluation at the end of the experience. (See Appendix C) This form must be returned before the faculty coordinator may issue a grade.
How Baldwin Wallace Career Services Helps

Career Services helps internship site supervisors before, during, and after internships. Before an internship, Career Services can help employers determine whether the internship is likely to be a good fit for Baldwin Wallace University students (e.g., whether students are likely to have the training and interest necessary to be successful in your organization).

The BWCN is a web-based platform designed to provide students, alumni and employers with 24/7 access to Career Services and the ability to: access information about upcoming events; post job and internship postings; and review resumes.

The Career Services staff will:
- Assist you in adding the internship opportunity to the BW Career Network (See Appendix A for details)
- Advertise the opening through our BW Career Network

For further assistance with filling your internship vacancy, contact Career Services to discuss:
- Our BW Career Network resume books
- Additional on-campus promotional ideas such as On Campus recruiting, information tables, and the Career and Internship Expo
- Opportunities to interview students on campus utilizing Career Services interview rooms

We look forward to working with you regarding internships. A successful internship provides positive outcomes for everyone involved. Should you have any questions regarding internships, please do not hesitate to contact Baldwin Wallace University Career Services.

In the rare instance that you encounter a problem during an internship, contact our office so we can help resolve any conflict.

Please contact Jill Carson, our Internship Coordinator, with any questions, at 440-826-2103 or jcarson@bw.edu.

What’s the Difference between an Internship and a Job?

The National Society for Experiential Education defines an internship as “carefully monitored work or volunteer experience in which an individual has intentional learning goals and reflects actively on what he or she is learning though out the experience.” The key phrases in this definition are “carefully monitored,” “intentional learning goals,” and “reflects actively.”

In a typical entry-level job, an employee receives training to perform the tasks necessary for the position, and then the employee is expected to carry out the duties as assigned, preferably with little supervision. In an internship, however, interns bring “intentional learning goals” that support their academic and career interests. In addition to the work product provided to the internship site, interns will come with specific goals, often in the form of a learning contract.

As a site supervisor, you will be asked to assist the intern and advisor in developing these goals. This ensures that the goals are reasonable and also indicates your commitment to helping the intern achieve these goals during the internship. Interns are asked to reflect actively on their experience. This means that the interns will often have many questions before, during, and after the internship. This reflection helps make the internship more meaningful, while connecting the on-site experience to the student’s academic training.
Before the Internship

If you are considering offering an internship, first ask these questions:

1. Can I provide a meaningful experience that helps students explore career choices?
Routine work is a part of everyone’s job, and internships are no exception to this rule. Ask yourself whether you have distinct goals, objectives, or projects for interns. Will they be part of a team that is developing a new marketing campaign? Will they be conducting research on a product to determine quality control? Will they participate in staff meetings?

With the increased popularity of internships and a competitive job market comes a stretch in the definition of a true internship. Some employers have fallen into the trap of labeling entry-level jobs as internships. For example, they may need someone to complete routine office tasks, but by calling it an internship, they hope to attract bright young students who may later be interested in joining the organization in a different capacity. This approach usually backfires, however, because students who expect to be challenged and learn new tasks in an internship will be disappointed. This makes it even less likely that they will consider a full-time position with that organization later.

2. How can I compensate the intern?
Compensation comes in many forms. In some cases, interns are paid at or near the prevailing wage for an entry-level professional. Compensation at this rate helps attract students and ensures that the internship site can pick the “cream of the crop.” It also helps students to focus on the internship because they do not have to work a second job and attend school at the same time. In other cases, interns are paid a “training wage” that is at or above minimum wage. Some employers offer a stipend, a set amount of money that is awarded without regard to the number of hours completed in an internship.

Non-profit groups often cannot afford to pay an intern anything. Employers may consider other forms of compensation. For example, an arts agency may provide the intern with free tickets and backstage passes to performances. A social service agency may pay the registration and other expenses to send an intern to a professional conference. Students who undertake a volunteer internship may need more flexibility in their hours; then they can work at a paid job. For many students, the most important compensation is the opportunity to develop skills and contribute to the mission of the internship site.

3. Who will supervise the intern?
An intern must have a designated site-supervisor responsible for providing orientation, supervision, and opportunities for reflection. This supervisor should be available to the student on a regular basis, and possesses expertise in the area in which the intern will work. Even if the intern will rotate through various departments to gain broad-based experience, the organization should designate one supervisor to oversee the internship as a whole.

Choose a site supervisor who expresses an interest in working with college students, devotes the time to the internship, especially during the first few weeks, and demonstrates qualities such as leadership, strong communication, and patience.

Ongoing supervision of the student intern is the key to the success of the internship. This is especially true for students who do not have extensive work experience. The work environment is unlike the classroom in many ways. In an academic environment students are used to having clear objectives and receiving frequent feedback regarding their progress (e.g., grades). Students are expected to challenge their “supervisors” (professors) and focus on new ways of thinking rather than following established protocols. Student behaviors that are often rewarded in the classroom can sometimes cause difficulties in the workplace. Acknowledging and identifying the different expectations between the workplace and school can help interns make a successful transition to the world of work.
Training

Training is as important as supervision. Establish a training program that will give the intern a clear understanding of what is expected, and include information about the duties that will be supervised and evaluated. Refer to the learning contract that the student, faculty coordinator, and employer supervisor signed at the beginning of the internship.

Orientation

Establish written goals and objectives and clarify these goals and objectives before the intern begins working. Orientation can be a formal or informal process depending on the number of interns and needs of the employer. However, regardless of the structure, there are important elements that should be included in any orientation program for interns. Plan to include the following in your initial training:

**Information about the organization.** Offer interns your organization’s literature to review. Include documents that are important for them to understand the big picture. If available, include an organizational chart that explains various roles and responsibilities of employees.

**Structure.** Interns might not be familiar with formal workplace procedures (e.g., attendance policies, break times, days off). Generate a written document that clarifies relevant policies and procedures and submit this to interns on their first day with your organization.

**Introductions.** Take time in the beginning of the internship to introduce the intern to key people in the organization. Allow more time for conversation with those employees who are likely to interact with the intern on a regular basis. Some interns, based on personality or culture, may be reluctant to seek out co-workers on their own. By making a special effort to encourage those contacts early on, interns will feel more comfortable asking for advice or support later.

Ongoing training

Interns, as students, appreciate any opportunity to learn new skills or increase their knowledge. Developing a plan for training throughout the internship will keep students interested in the position and ready to tackle new challenges. Ongoing training may include the following:

**Skill Development.** There may be a need for training in specific skills such as computer programs, office equipment, or other tasks directly related to the job. Even very bright students with great potential will struggle if they are not instructed in the specifics related to successful completion of duties.

**Shadowing.** Allow interns to participate in activities and meetings. Interns may have leadership potential but not understand the culture of your organization. They will rely on their supervisor to educate them.

**Questions.** Interns might not know when to speak or what to ask. Assist them in actively learning by explaining and clarifying everything. Suggest and encourage questions at appropriate times.

**Professional conferences or association meetings.** When possible, offer the opportunity to attend training or networking events. It helps the interns to get a feel for the overall mission of your organization, and at the same time makes them feel that they are valued.
**Evaluation**

Evaluation is important to an intern's development and is an opportunity to identify strengths and weaknesses. Students benefit from evaluations throughout the entire internship, not just at the end. The evaluation should be structured as a learning experience and an opportunity for bilateral feedback. Regularly scheduled evaluations avoid common problems with internships, including miscommunication, misunderstanding of job roles, and lack of specific goals and objectives. You may find it helpful to schedule a preliminary evaluation very early in the internship (in the second or third week). This will help you understand whether the intern’s orientation and training was sufficient, or if there are specific areas in which the intern has questions or needs further training.

**Criteria to consider when evaluating an intern include:**

- Progress towards or accomplishment of learning objectives as stated in the learning agreement
- Skill development or job knowledge gained over the course of the internship
- Overall contribution to the mission of the organization
- Dependability, punctuality, attendance
- Relations with others, overall attitude
- Potential in the field

The student will also evaluate the internship experience, which is important in determining the value of the work experience for future interns. Categories might include:

- Was there educational value or merit in the assignment?
- Did the position live up to its initial description?
- Was the supervisor receptive to your ideas?
- Does the experience relate to your major or career goals?
- Did you receive a proper job orientation?
- Was the supervisor willing and/or capable of answering questions?
- Did you develop strong work habits?

See Appendix C for a copy of a Supervisor's Evaluation

**Ending the Internship**

An internship should have a clearly stated end date that is identified before the internship begins. Completing a formal evaluation process such as the one described above can help both the site supervisor and the intern to put closure on the experience. You also may want to have some form of acknowledgment such as a lunch with co-workers in the final week of the internship. Since co-workers often have extensive contact with interns, this type of event can be a positive way to recognize the contribution of other employees as well as the intern. If you are considering hiring the intern for a full-time or part-time position, it is important to make this transition. It is not fair to the intern or co-workers to simply "extend the internship." Make the offer as you would any employee, complete with a title change and a job description. As the person is now considered an employee with some degree of experience and more responsibility, it is normal practice to offer a pay raise when someone makes the leap from intern to employee.
**The Baldwin Wallace University Advantage**

**Size:** Our student population includes 2,900 full-time undergraduate day students, 556 evening and weekend adult learners, and 756 graduate students from across the United States and more than 20 foreign countries.

As a small, liberal arts institution, students have opportunities to engage in meaningful out of class experiences that complement their academic study. At a smaller school, students can become involved with several organizations and hold leadership positions within those organizations.

Additionally, our students develop close relationships with professionals (both faculty and staff). Our 15:1 student/faculty ratio provides opportunities for mentoring, advising, and modeling.

**Location:** Our proximity to downtown Cleveland (11 miles) and surrounding suburbs increases access to internship, community service, and employment opportunities for our students. Students can enroll in classes as a full-time student and hold an internship during the same semester. BW students can pursue and complete internships during each semester, not just during the summer term.

**Curriculum:** The University provides an atmosphere in which the student can develop the abilities to think critically and creatively, to make honest and objective judgments, to perceive and utilize patterns of balance between personal needs and the needs of others, and, finally to work independently in exploring areas of knowledge and growth beyond those studied formally in the classroom. (2008-2009 College catalog, Section I, p. 9)

Liberal arts graduates learn how to think, not what to think. The core skills taught through our liberal arts curriculum align with the skills and qualities employers seek in new hires.

**Baldwin Wallace University Core Skills**
Oral Communications
Written Communications
Critical Thinking
Quantitative Literacy
Computer/Information Literacy
Team Work

**Personal qualities/skills employers seek:**
1. Communication skills (verbal and written)
2. Strong work ethic
3. Teamwork skills (works well w/others)
4. Motivation/Initiative
5. Interpersonal skills (relates well to others)
6. Problem-solving skills
7. Analytical skills
8. Flexibility/adaptability
9. Computer skills
10. Technical skills

Job Outlook 2008 survey
Copyright © National Association of Colleges and Employers
Employer Guide for the BW Career Network

Baldwin Wallace University Career Services encourages, supports and advances career and professional development for students to facilitate their transition from college to career.

The Baldwin Wallace Career Network (BWCN) is a web-based platform that provides employers with the ability to post professional (degreed) positions and internship opportunities for BW students and alumni to view and apply for online.

To create a new employer account on the BWCN:

- Please visit: http://bw.experience.com
- On the right side of the page, select “Employers login to your existing account or create an account here.”
- Click on “Create an account” under the login button
- Please complete required fields and requested information
- New employer accounts are pending until approved by Career Services

To log on to an existing employer account on the BWCN:

- Please visit: http://bw.experience.com
- One the right side of the page, select “Employers log in to your existing account or create an account here.”
- Enter your Email address/username and password

To create a new job or internship posting:

- Log onto the BWCN (Under “My Schools”, and “Access My Schools”, click on “Baldwin Wallace University”)
- Click “Post a New Job” and “Submit”
- You will be prompted to “Select a Post Type”, select “Basic”
- Enter the job information in the form; required fields are denoted with an asterisk*
- At the end of the job form, click on “Continue” or “Preview” your job
- On the next screen, click “Complete Details Now”, and enter appropriate school-specific job details and click “Save”
- Click “Continue” & send the job to Baldwin Wallace University.
- You will receive an e-mail confirming that you have successfully created your job.
- Job and/or internship postings are pending until approved by Career Services

Through the BWCN, employers can also:

- Publish a profile with company information
- Access resumes published in resume books
- Request and monitor on-campus interviews

If you have questions regarding the BWCN: Please contact Linda Kerbusch, On-Campus Recruiting Coordinator, at 440.826.2465 or lkerbusc@bw.edu

Thank you for your interest in recruiting Baldwin Wallace University students and alumni
Appendix B
Employer Supervisor Evaluation Form

Please evaluate the student’s performance, level of professionalism and development of knowledge and skills during the internship experience. Your evaluation may serve as a basis for counseling and become a part of the student’s college record.

Section 1: Attributes/Personal Characteristics

<table>
<thead>
<tr>
<th>Dependability</th>
<th>Ability to learn</th>
<th>Attitude regarding internship work</th>
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<tbody>
<tr>
<td>o Exceeded expectations</td>
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<tr>
<th>Level of Professionalism</th>
<th>Quantity of Work</th>
<th>Relations with Other Staff</th>
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<tr>
<th>Reaction to Supervision</th>
<th>Judgment</th>
<th>Attendance</th>
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<td>o Exceeded expectations</td>
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<td>o Regular</td>
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<td>o Met expectations</td>
<td>o Met expectations</td>
<td>o Irregular</td>
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<td>o Below expectations</td>
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<td></td>
</tr>
</tbody>
</table>

Comments:


Section 2: Core Skills

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<thead>
<tr>
<th>Writing (learned or applied writing skills in a work setting)</th>
<th>Social Interaction (worked cooperatively with others)</th>
<th>Oral Communication (prepared presentations and/or expressed ideas in group settings)</th>
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<tbody>
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<td>o Exceeded expectations</td>
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<tr>
<th>Research (developed research and/or information retrieval skills and gained knowledge of information sources)</th>
<th>Quantitative (processed data or ideas and drew conclusions based on the information)</th>
<th>Problem Solving (defined, analyzed and suggested solutions to problems)</th>
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<tbody>
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<td>o Exceeded expectations</td>
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<tr>
<th>Ethical Impact (gained an understanding of ethical implications in the workplace)</th>
<th>This report has been discussed with the student.</th>
<th>The student will be returning to work next term.</th>
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<tbody>
<tr>
<td>o Exceeded expectations</td>
<td>o Yes</td>
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Comments:


Supervisor Signature

Student Signature

Career Services, Baldwin Wallace University
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(White Copy - Career Services) (Yellow Copy - Faculty Coordinator) (Pink Copy - Student) Revised 5.23.2012

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