**On-Campus Internship Program (OCIP) at CSU**

In Spring of 2017, the Student Employment Office piloted a program for student employees to have an enhanced experience in their positions on campus. The thought behind this: to help them see how their campus jobs are developing transferrable skills that they will use throughout their careers and to help increase their chances of getting internship/permanent opportunities outside of the university once they are ready to take that step. At the same time, we wanted to add value to the student employment experience for campus employers. By having students get the extra training we were providing, it would both improve the level of acceptable work they give you and be a way for you to get some long-wished-for projects completed.

If this sounds like something that might interest your department, here are the details:

As a supervisor, you would continue to do the same thing each semester you’ve been doing with your student employees, with a few added tasks: create a work plan with the student (listing the tasks you expect them to complete in their job as well as one project of any type that you expect them to manage from start to finish), complete a mid-term evaluation of how they are doing, and then complete a final evaluation of how they did for the semester. There is also a session a few weeks before the end of the semester where the students do a short presentation on their experience, and you are encouraged to attend that as well.

The students will work their jobs with you as they have been, but they must enroll in CSC 291 (which is a 1-credit hour Blackboard course) and do the career development assignments. If the students wish to continue their internships in future semesters, they will enroll in subsequent versions of the course: CSC 292, CSC 391, or CSC 392. (This internship program is offered in Fall and Spring semesters only as Summer is considered by Student Employment regulations as a break period. During summer, you can continue to employ your student workers as regular student employees.)

The Supervisor Guidebook follows this page so that you can see how we’ve structured the program, get a better idea of what we mean by a ‘work plan,’ and see what the evaluations look like. If interested, we can also provide the syllabi of each course so that you can see what students will be learning and what will be expected of them.

We are currently accepting participants for the next semester. We would love to have your areas on board! You can choose to do this with just one, a few, or even all of your students; whatever you wish. We welcome you to attend the final presentations of the current session if you’d like to see what the students and supervisors thought of their experience (dates to be announced; let us know if you’re interested and we will update you on when they will be).

Also, if you would like to meet personally on this to have any specific questions answered, please let us know!

Thanks so much!

Hyacinthe L. Raven

Manager, Student Employment Program

On-Campus Internship Program

Supervisor Guide

SAMPLE

Welcome

Thank you for participating in the on-campus internship program! On-campus internships give students the opportunity to capitalize on what they are learning in the classroom and apply it in an actual work setting, building and enhancing the kind of skills that are sought by employers. Your role in this process is crucial as you serve as supervisor, mentor, and guide to our students.

Expectations

The on-campus internship should provide realistic exposure to career experiences in the students’ chosen academic major. The assignments you give the students should be substantial and practical---including analysis, evaluation, and application of academic concepts. The on-campus internship is intended to be more than just a part-time job. Students will have a true “engaged learning” experience being mentored by you and practicing what they have learned in class. This internship is also intended to provide students with career-building resources and skills designed to increase their success in navigating the job market. These educational elements distinguish the role between an on-campus/workstudy job and an on-campus internship. Students doing the work they see performed by you is just one component of this internship. Just as important is the opportunity for our students to engage in the cycle of “plan, do, and reflect,” which typifies the experiential learning engaged-in by professionals. This experience is especially valuable for students who do not plan to center their careers in academia; the transferrable skills they learn working with you will serve them in any sector that they choose to work.

Requirements

Because on-campus interns are paid wages from Student Employment funds, all Student Employment rules must be followed. These rules can be found in the Student Employment Handbook at **www.csuohio.edu/studentemployment.**

For students participating in the on-campus internship program, it also includes being enrolled in a 1 credit hour section of the on-campus internship program course (either CSC 291, CSC 292, CSC 391, or CSC 392), which has certain assignments that are required. The documents that follow are ones that should be completed on the timeline listed so that the students can submit them through Blackboard in time in order to pass the internship course.

On Campus Internship Program

Timeline/Instructions for Supervisors

Week 1: Orient the student to your area and the job function.

This should include such things as:

* Office culture (dress code, departmental style/attitudes, department policies, etc.)
* Organizational chart (staff and reporting structure)
* Physical area (work space, restrooms, breakrooms, emergency exits, safety facilities, etc.)
* Technology (what items are required/available for use and how to operate them)
* Duties and responsibilities (what student will be doing, expectations, goals, tasks, acceptable results, etc.)

Weeks 1-2: Complete Work Plan with student.

* Determine weekly tasks and what the appropriate deadlines should be.
* Assign the student a project that he/she will manage from start to finish and list what the appropriate deadlines should be.
	+ These tasks and project should be aligned to the greatest extent possible with learning goals; we recommend you determine together what those goals should be and incorporate them on the Work Plan.

Weeks 7-8: Complete Midterm Evaluation with student.

* Using the weekly tasks and semester project that was determined on the student’s Work Plan, assess the current results and leave your comments.
* Evaluate the current level of the student’s core competencies.

Week 16/17: Complete Final Evaluation with student.

* Using the weekly tasks and semester project that was determined on the student’s Work Plan, assess the final results and leave your comments.
* Evaluate the final level of the student’s core competencies.

**On-Campus Internship Work Plan**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CSU id: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_**

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| **Weekly Tasks** | **Deadlines** |
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| **Semester Project** | **Deadlines** |
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**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**On-Campus Internship Midterm Evaluation**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CSU id: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

Student Instructions: Complete the Weekly Tasks and Semester Project fields based on the Work Plan. Complete the Core Competencies Self-Evaluation by checking off the appropriate box for each area. Sign form after review with your supervisor.

Supervisor Instructions: Complete the Results and Comments sections for the Weekly Tasks and Semester Project. Complete the Core Competencies Evaluation by checking off the appropriate box for each area and adding comments as appropriate. Sign form after review with the student.

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| **Weekly Tasks** | **Results** | **Comments** |
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| **Semester Project** | **Results** | **Comments** |
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**Core Competencies**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Self Evaluation** | **Exceeds Expectations** | **Meets Expectations** | **Needs Improvement** | **Supervisor Evaluation** | **Exceeds Expectations** | **Meets Expectations** | **Needs Improvement** | **Comments** |
| **Critical Thinking/Problem Solving** |  |  |  | **Critical Thinking/Problem Solving** |  |  |  |  |
| **Oral/Written Communications** |  |  |  | **Oral/Written Communications** |  |  |  |  |
| **Teamwork/Collaboration** |  |  |  | **Teamwork/Collaboration** |  |  |  |  |
| **Digital Technology** |  |  |  | **Digital Technology** |  |  |  |  |
| **Leadership** |  |  |  | **Leadership** |  |  |  |  |
| **Professionalism/Work Ethic** |  |  |  | **Professionalism/Work Ethic** |  |  |  |  |
| **Career Management** |  |  |  | **Career Management** |  |  |  |  |
| **Global/Intercultural Fluency** |  |  |  | **Global/Intercultural Fluency** |  |  |  |  |

**Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**On-Campus Internship Final Evaluation**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CSU id: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

Student Instructions: Complete the Weekly Tasks and Semester Project fields based on the Work Plan. Complete the Core Competencies Self-Evaluation by checking off the appropriate box for each area. Sign form after review with your supervisor.

Supervisor Instructions: Complete the Results and Comments sections for the Weekly Tasks and Semester Project. Complete the Core Competencies Evaluation by checking off the appropriate box for each area and adding comments as appropriate. Sign form after review with the student.

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| **Weekly Tasks** | **Results** | **Comments** |
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| **Semester Project** | **Results** | **Comments** |
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**Core Competencies**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Self Evaluation** | **Exceeds Expectations** | **Meets Expectations** | **Needs Improvement** | **Supervisor Evaluation** | **Exceeds Expectations** | **Meets Expectations** | **Needs Improvement** | **Comments** |
| **Critical Thinking/Problem Solving** |  |  |  | **Critical Thinking/Problem Solving** |  |  |  |  |
| **Oral/Written Communications** |  |  |  | **Oral/Written Communications** |  |  |  |  |
| **Teamwork/Collaboration** |  |  |  | **Teamwork/Collaboration** |  |  |  |  |
| **Digital Technology** |  |  |  | **Digital Technology** |  |  |  |  |
| **Leadership** |  |  |  | **Leadership** |  |  |  |  |
| **Professionalism/Work Ethic** |  |  |  | **Professionalism/Work Ethic** |  |  |  |  |
| **Career Management** |  |  |  | **Career Management** |  |  |  |  |
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**Supervisor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NACE Core Competencies**

**Critical Thinking/Problem Solving:**

Exercise sound reasoning to analyze issues, make decisions, and overcome problems.

The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

**Oral/Written Communications:**

Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.

The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

**Teamwork/Collaboration:**

Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.

The individual is able to work within a team structure, and can negotiate and manage conflict.

**Digital Technology:**

Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals.

The individual demonstrates effective adaptability to new and emerging technologies.

**Leadership:**

Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others.

The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

**Professionalism/Work Ethic:**

Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image.

The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

**Career Management:**

Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth.

The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

**Global/Intercultural Fluency:**

Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions.

The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.

Student Employment Office

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