2010-2011 Academic Internship Program
Executive Summary

HIGHLIGHTS:

- 287 academic internships were completed
- Internship information availability on the Center for Calling & Career tab on *theROCK and on nwc.edu/career*
- NWC internship program to be highlighted at NSEE conference
- Developed networking and employment events such as Meet the Employers, Internship Jumpstart, Hire and Eagle, Insider Info Sessions
- CareerCONNECT revision
- Started Employer Relations Internship Program
- Procedures for international internships
- Developing criteria for the majors with required or elective internships

Majors with Required Internships

- Business(all)
- Christian Ministries(all)
- Criminal Justice
- General Music
- Health Sciences
- Interactive Design #
- Intercultural Studies (all)
- Journalism #
- Kinesiology (all)
- Master of Divinity
- Music Ministry
- Print Design #
- Professional Writing
- Public Relations
- Urban Studies

 # internship or senior project required

Majors with Elective Internships

- All FOCUS
- Biochemistry
- Biology
- Communication
- Electronic Media Com
- Engineering
- English (Writing)
- History
- Mathematics
- Political Science
- Psychology
- Theatre

Total # of Interns*	287
Total Credits*	893
Total Internship Hrs	61,000+

*based on data from Internship Tracking Database

Table of Contents

1) Presentation at National Society of Experiential Education (NSEE)
2) Academic Internship Excellence Initiatives
3) Internship Resources on the Center for Calling & Career Tab on theROCK
4) New Degrees with Internships
5) International Internships
6) Internship Evaluation
7) Highlights from the Internship Evaluation
8) Quality of Internship Experiences
9) Selected Internship Sites and Titles
10) Selected Qualitative Responses from Students and Employers
11) Identified Strengths, Growth Areas and Action Steps
12) Appendix

1. PRESENTATION AT NATIONAL SOCIETY OF EXPERIENTIAL EDUCATION (NSEE)

Linda Ashworth, Assistant Director of Experiential Education, will present Northwestern College's Academic Internship Program at the 40th Annual National Society of Experiential Education in Dallas, Texas on October 20. This 60 minute roundtable presentation covers (1) the use of on-line tools and databases to capture and deliver data; (2) how liability, learning outcomes, registration, international internships, communication, evaluations and reports are handled; (3) the support for faculty supervisors; and (4) the mechanism for sharing data with upper administration, advancement, admissions and marketing.

2. ACADEMIC INTERNSHIP EXCELLENCE INITIATIVES

The Academic Internship Excellence Initiatives include both long-range and short-term initiatives aimed toward improving the overall quality, efficiency and expansion of the internship program.

This year the Center for Calling & Career concentrated on *Student Preparedness and Opportunity Development*. Why are these important? *Student Preparedness* initiatives can help prepare students to find and compete for more substantial internship experiences. *Opportunity Development* can help foster relationships with businesses and organizations to improve the quality and availability of internships for NWC students.

Student Preparedness

Student Preparedness programming included February's Career Advancement Month with 40+ workshops and networking events including six "Meet the Employers". Three to six employers participated in each of the *Meet the Employers* panel discussions which covered topics such as how to prepare enter the field and the opportunities available. A networking session followed the panel discussion allowing student to ask questions and network with the employers. Target Store Management executives also gave an informative presentation. Most of these employers indicated that internships were the best way to make inroads into their fields. Several students received internships from employers as a result of their networking connections from these events.

The 2010-2011 events could be considered provisional events to help us determine what type of programming and delivering methods are most effective at Northwestern College. Students and faculty provided valuable feedback for future programming. Evaluation of their feedback resulted in the design and planning for the events

offered for 2011-2012.

The following are the events listed are directly under the supervision of the Assistant Director of Experiential Education and are part of the Academic Internship Excellence Initiatives.

Fall programming will focus on information and includes branded events such as *Hire an Eagle*, *Insider Info*, *Internship Jumpstart* and *How to Apply.*

- *Hire an Eagle* is a 3 day part-time job fair that offers jobs that help develop the student professionally. The goal is for student to take part-time jobs while in school that will be perceived by internship sites as relevant and substantial.
- *Insider Info* sessions such as *Internal Corporate Communications* and 360 *View of the Sports/Entertainment Industry* will have 2-3 professionals discussing how students can enter these fields.
- *Internship Jumpstart*, offered twice in the fall 2011*,* uses laboratory style, hands-on approach. Students will find and apply for an internship during this event. It is geared to create momentum in the internship search process.
- *How to Apply* series is geared for a specialized internship application process. Examples for fall 2011 are *Research Experience for Undergraduates (REU)* and *Federal Internships.* REU's are research experiences that are offered through major research institutions and funded by the National Science Foundation. The federal government has a vast array of internships that require special. Other potential topics are *Art Residencies* and *Fortune 500's*.

Spring Programming will focus on networking and internship connections.

- *Internship and Job Fair* (tentative)
- *Meet the Employers* will be in the style of speed networking with 10-20 employers represented.

Internship Opportunity Development

There are a number of projects conducted this year that are helping develop internship opportunities for NWC students.

- **Identification of formal internship programs**. The NWC Directory of Internships contains hundreds of links of companies, organizations, professional associations and search engines that are good sources for internships.
- **Direct employer contact**: Employers are being contacted about their internship programs. Numerous connections have been made including Minneapolis Regional Chamber of Commerce, Regis Corporation, Thomson-Reuters, Target, Hormel, NumberWorks, KPMG, LarsonAllen, and PricewaterhouseCoopers.
- **Employer Relations Internship Program** was initiated in May 2011. The purpose of this program is to have NWC student support the sourcing of internship opportunities and to interact as student ambassadors with employers. The interns are currently unpaid, but are provided with training and valuable experiences. It is a goal to have each academic department represented by an intern. 1 student started in the summer with 2 more joining in the fall.
- **Summer Experience Survey** was sent to student near the end of the summer to capture their summer activities related to employment including volunteering, employment, and internships. The sites and contacts will be used to develop on-line resources for students. 416 students have responded.
- **Employer Internship Survey.** This survey was sent out in June to our previous internship sites. The goal was to identify the employer's internship opportunities, hiring cycle, intern qualifications. 88 employers have responded.
- **Recruiting Assistant.** A new student worker position has been approved to assist in the communications with employers.

- **Networking and Job fairs.** The networking events definitely generated stronger relationships with employers. Further programming is anticipated to augment internship opportunity development.
- **CareerCONNECT revision:** CareerCONNECT is NWC's on-line job and internship posting board. Employers use this for on campus interviewing and posting jobs. Revisions were made to present a more professional face to employers and to use this database more effectively.

3. INTERNSHIP RESOURCES ON THE CENTER FOR CALLING & CAREER TAB ON THEROCK

The Center for Calling & Career tab on theROCK for both students and faculty/staff went live Aug 2011. The internship section was created to be a 24/7 on-line resource to students and faculty.

Student View

Exploration & Experience

Internships

Academic Internships

- Requirements by Major
- Registration Deadlines
- Registration Instructions
- Evaluations
- Employer Handout
- Sample Registration Form
- International Internships
- Internship FAQ's

Look here for internship sites and resources

Each year NWC has over 300 internships. We keep are record of the internship sites.

- NWC Directory of Internships--list of some of the previous NWC Internship sites, good search engines and other known internship sites. Download the file for best viewing.

Faculty View

Academic Internship Program

Questions about Internships? Contact Linda Ashworth at lrashworth@nwc.edu, N4021, 651-631-5109.

- TRAD & GCE Internship Policy
- Departmental Guidelines Template
- Registration Instructions, Deadlines, and Form
- Internship Requirements by Major
- International Internship Registration
- Annual Internship Program Report 2009-2010

Academic Internship Program Agreements and Evaluations (for viewing only)

- Internship Liability Release Agreement
- Internship Agreement of Responsibilities
- Supervisor Evaluation
- Student Evaluation

4. NEW DEGREES WITH INTERNSHIPS

Masters of Divinity is the first of NWC masters program with a required internship. Research of peer institutions has provided insight into the structure and management of the internships. Linda Ashworth is working closely with Dr. Rick Thoman in the development of these internships. It is anticipated that the first M. Div internship will start for the 2012-2013 academic year.

Other new undergraduate degrees include a required internship. With each new degree criteria for the internship needs to be established in writing and a faculty supervisor identified. The internship requirements are collected by the CCC and placed on theROCK internship section.

It is anticipated that the Health Sciences internship will need more significant faculty and college resources to provide adequate oversight. The college has had some experience with contractual relationships with hospitals and clinics in the past. Linda Ashworth is working with Dr. Bruce Simat to identify quality sites and establish the structure of the internship. It is anticipated that the first Health Science internship will occur as soon as spring 2012.

Engineering-Dual degree began offering academic internships this year. Our first engineering internship was with 3M.

5. INTERNATIONAL INTERNSHIPS

International Internships can provide a valuable cultural and professional development learning experience for students. They can also pose liability issues for the college. Steps were taken this year to improve oversight of the approval of international internships. Policy states that the college must be notified 2 months before departure date so that all the necessary documents and information can be collected as part of the approval process. The college has a list of "Approved Sending Organizations". These are organizations that college faculty may have experience with or are known to have well designed programs.

These are the steps and/or the documents collected.

- **Preliminary Meetings**
  Meet with Linda Ashworth in the Center for Calling & Career AND your internship faculty supervisor at least two months before the departure date.
- **Evidence of Faculty contact with Internship Site**
  The faculty supervisor provides evidence of direct contact with the internship site.
- **Sending Organization**
  Name and contact information on the "sending" organization that is arranging your internship. Check the list of approved sites. If your organization is not part of the approved list please contact Linda Ashworth immediately.
- **U.S. contact information**
  Contact information for stateside parents, spouse, etc.
- **Registration**
  Register your travel with U.S. government.
  U.S. Department of State–Bureau of Consular Affairs
- **International site supervisor**
  Name, contact information, and best method of communication
- **Housing Information**
  Description of housing arrangement
- **Transportation Details**
  Flight information, ground transportation, etc.
- **U.S. consulate**
  Name and location of nearest consulate location
- **Healthcare Information**
  Hospital and local doctor's name and contact information that you most likely would use in an emergency
- **Passport/Visa Information**
- **Insurance**
  Confirmation of international health, accident and hospitalization insurance
- **Emergency Exit Strategy**
  This is a plan of how you would exit or find a place of refuge in case of a range of emergencies from terrorism to unrest to natural disaster.
- **Details of Internship**
  (duties, hours, pay)
- **Risk**
  What kinds of risk will you face during your internship experience?
  This includes risk associated with the work and living environments, but can also include daily transportation, sight-seeing, volunteering, etc.

This information is then sent to Public safety.

6. INTERNSHIP EVALUATION

About the Evaluation

On-site supervisors evaluate their intern's performance based on the college's general educational outcomes (GEO) and on department's major specific outcomes (MSO). Their responses help to provide the college with quantitative data of student performance from external sources. The site supervisor also provides qualitative data through general comment, description of intern's accomplishments and whether they would hire the intern and what capacity.

The intern also completes a self-evaluation of their internship experience. The intern is asked to evaluate themselves on the same outcomes given to the site supervisor. Interns are also asked to provide assessment in other categories such as *Internship Quality*, *Training/Orientation, Professional Development and Career Decision-Making*. The student indicates NWC courses that proved useful as well as skill sets, technology or knowledge areas they lacked or would have found useful.

An average response is calculated based on a 5 point Likert scale (1 =unsatisfactory performance and/or very limited skill level; 5 =exceptional and/or very high skill level). There is an option for selecting N/A (not observed or not applicable). The Mean is the average response. The % *Exceeds Expectations* is calculated by counting the number of "4" and "5" ratings. Both calculations exclude the N/A responses.

Evaluation Changes
The following outcomes were added

- Ability to customize communication to an audience
- Ability to work in a group
- Ability to use WRITTEN standard American English*
- Ability to use SPOKEN standard American English*
- Ability to use non-verbal communication
- Ability to formulate significant questions
- Ability to examine multiple perspectives
- Adaptable/flexible
- Tolerates ambiguity
- Ability to analyze
- Ability to synthesize

*Written and verbal communication statements collected in the past will now be replaced with "Ability to use WRITTEN standard American English" and with "Ability to use SPOKEN standard American English" respectively.

Other statements, although not NWC educational outcomes, have been added on occasion as a result of feedback from employers. For instance, "Adaptability /flexibility" and "Tolerates ambiguity" have been added as a result of a survey conducted by the University of Minnesota CDN Survey 2008[5]. Employer responses indicated these as highly valued traits in candidates for employment.

Collection Technique
The institutional data comes from evaluations sent out in the fall, spring and summer using SurveyMonkey. All interns and the majority of site supervisors are sent an email with a link to their respective evaluations approx. 2 weeks prior to the designated end of the internship or the semester whichever occurs earlier. The exception is the supervisors of kinesiology and criminal justice interns, who receive a paper evaluation delivered by the intern. The SurveyMonkey collector facilitates tracking of responses and for follow-up with non-respondents. Additional follow-up is conducted through more

personalized emails and phone contact. Special attention is given for International internships in countries antagonistic to Christians. A "sanitized" evaluation and deliver method has been created.

Quality

Efforts have been made to inform on-site supervisors of the evaluation criteria at the beginning of the internship. This is primarily accomplished through the "Agreement of Responsibilities" and faculty supervisor interaction.

7. HIGHLIGHTS FROM THE INTERNSHIP EVALUATION

GENERAL EDUCATIONAL OUTCOMES

THE TOP OUTCOME WAS "RESPECTFUL OF OTHERS"

- Notable outcomes with means above 4.2
  - *Promise of Success in the Profession*
  - *Overall Performance*
  - *Value to the internship organization*
  - *Integrity*
  - *Ability to learn*
  - *Ability to work in a group*
  - *Ability to write texts in content, style, genre, and/or format*
  - *Ability to use SPOKEN standard American English*
  - *Technical skills*

- Notable outcomes with *Exceeds Expectations* 85 % or more
  - *Ability to learn*
  - *Ability to use SPOKEN standard American English*
  - *Ability to work in a group*
  - *Spirit of cooperation*
  - *Rapport with co-workers*

Mean Results did not vary significantly from previous years with the exception of *"Ability to use SPOKEN standard American English"* which saw an increase of 0.3. The major changes were in the % of interns exceeding expectations. 12 outcomes dropped significantly, i.e. more than 5%. Most significant was "Integrity" which dropped to 89% from 95% for the previous 4 years. Given the state of the economy and employment, it is possible that these drops reflect higher expectations by employers rather than a shift in student performance. Employers may just be expecting more.

MAJOR SPECIFIC OUTCOMES

Major specific outcomes are those specified by the academic department as a measurable outcome directly related to the major. Below are some examples of major specific outcomes from various majors:

- *The student exhibited ability and desire to learn about the business*—Business

- *Shows evidence of a consistent walk with God.*—Christian Ministries
- *Application of public relations tactics* –Public Relations
- *Critique and editing skills*—English Writing
- *Demonstrated knowledge of psychological disorder*—Psychology
- *Ability to solve visual problems with a high degree of creative & aesthetic sophistication*—Graphic Design

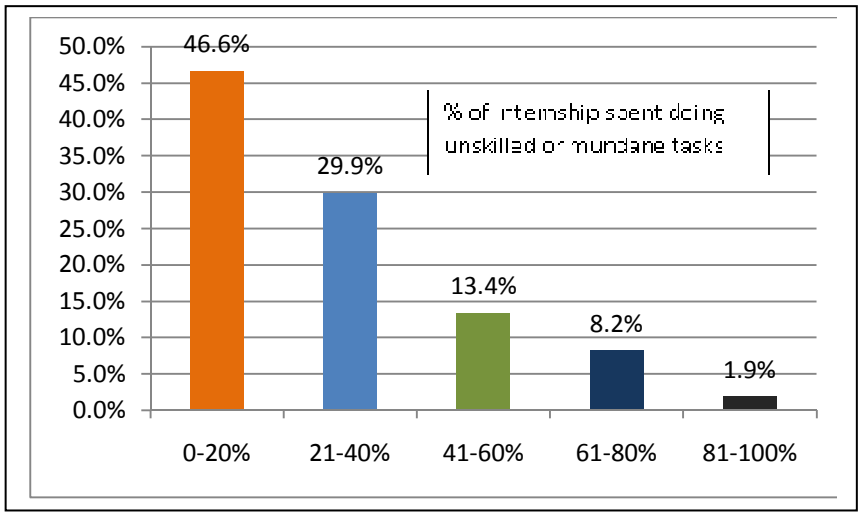
Feedback on major specific outcomes are collected for Graphic Design, Business (all), Christian Ministries (all), Writing, Kinesiology (all), Music, Public Relations, Criminal Justice and Psychology. Communications (all except PR), History, Political Science, Biology and Mathematics have not submitted outcomes. Major Specific Outcomes Reports are not generated for Kinesiology and Criminal Justice due to the difficulty in accurately translating the information from the hardcopy evaluation.

8. QUALITY OF INTERNSHIP EXPERIENCES

Quality of the internship experience is of great importance. Employers indicate value and quality through all the outcomes, especially *Value to the organization* and *Overall performance.* Means of 4.3 indicate the internship site supervisor views NWC interns as valuable to them. Qualitative responses are also collected indicate value and quality. These responses are reported directly to the department on the individual intern evaluations.

Interns demonstrate they value the experience through a number of outcomes asked on their evaluation. 96% of interns stated they would recommend their internship to other students. 87% stated they had a better idea of a career field. The student is asked about the involvement of their supervisor/mentor.

One measure used is the % of the internship experience spent doing mundane, or unskilled tasks. A generally accepted standard is no more than 20% of the internship experience would be spent doing unskilled tasks. Examples of these would be extremely repetitive or unskilled tasks such as rudimentary data entry, filing, photocopying or harvesting crops. 53% of interns are spending more than 20% of their time on these types of tasks, increasing by 7 % in one year. However, there has been a decrease in those spending more than 40%. Five students indicated that 80-100% of the time was spent doing this.



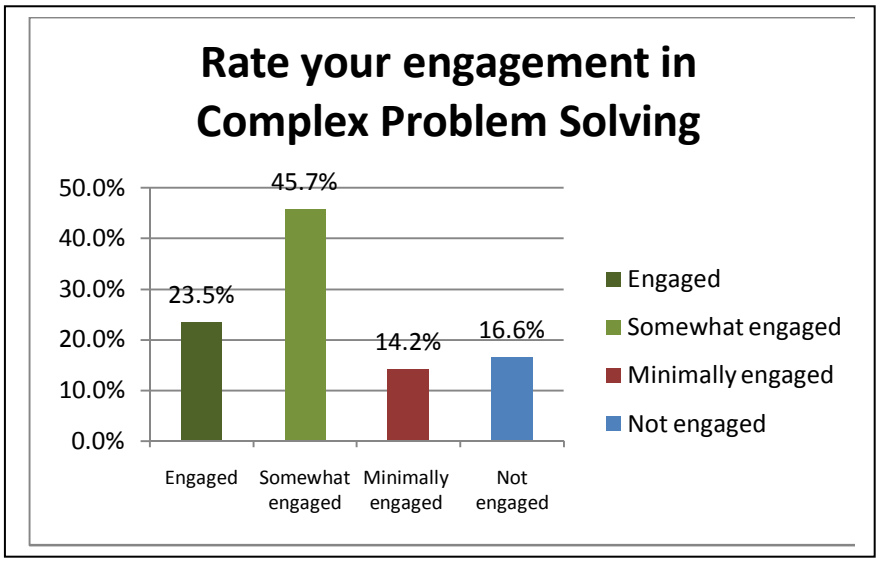
This data serves two basic purposes: (1) Flag internships that need to be reviewed; (2) as an indicator of significant

internship experiences.

Recommendation: (1) Alter the employer related materials to include a section on quality expectations, (2) Encourage interns to advocate for more substantial assignments.

Complex Problem Solving:
Students were asked "Did you engage in complex problem solving during your internship?

Complex Problem Solving was defined as (1) Identifying complex problems, (2) reviewing related information, (3) develop and evaluate option and (4) implement solutions.



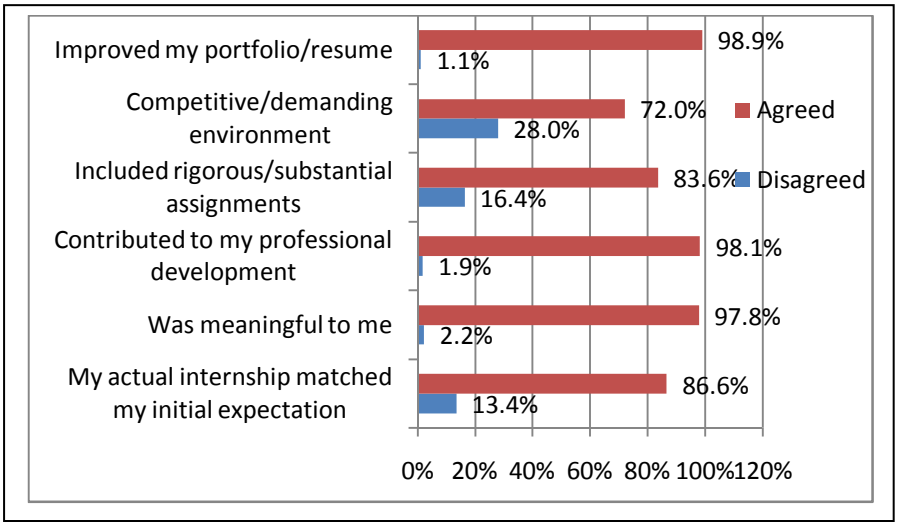
Student examples of problem solving:
"Determining and developing internet branding for the three stores".

"I helped the Speech Pathologist with an evaluation of a new client, intently observing and recording child's information, skills, vocabulary and struggles, and then helped work towards targeting the child's specific goals based upon the diagnosis the Speech Pathologist came up with for the child."—Psychology Intern, Big Stone Therapies

"I encountered complex problems throughout many of my projects including analyzing differences in book value amounts of securities under both IFRS and GAAP. This required me to do research, ask questions to my supervisors, and call other employees in the company for information".—Accounting Intern, AEGON USA

All internships should offer the student the opportunity to engage in complex problem solving. 33 interns for the summer 2011 indicated they had little or no engagement although most worked at sites where the opportunity should exist. It is uncertain if the students asked for more robust complicated assignments.

Recommendation:
Clearly establish guidelines for quality of work assignments that give the student to apply problem solving skills.



Career Readiness: Students indicated that their career readiness and direction was enhanced by their internship experience.

9. SELECTED INTERNSHIP SITES AND TITLES

The following are just a few of the internship sites and titles from the 2010-2011 academic year. Northwestern College and Northwestern Media also offer on-campus internships as well.

Selected Internship Sites (Summer 2011)		
Anoka County Juvenile Probation	Harriet Tubman	PricewaterhouseCoopers
Arden Hills Sheriff's Department	Land O Lakes	Rosehill Alliance Church
Bachmann and Associates	MacPhail Center for Music	Saint Jude's Hospice
Calvary Baptist Church	Maurices	ShopNBC
Camp Forest Springs	New Life Family Services	TCF Bank
Campus Outreach Minneapolis	Nordstrom	Wooddale Church
Capella University	Northland Counseling Services	Xcel Energy
Focus on the Family	NumberWorks	YouthWorks

Selected Internship Titles (Summer 2011)		
Accounting Specialist Intern	Marketing Intern	Shelter and On-Call Advocate
Camp Counselor	News Intern	Stores Manager
CEF Twin Cities Bookkeeper	Production Associate	Summer Writer
Financial Representative Intern	Public Relations Intern	Systems Analyst Intern
Graphic Design Intern	Research Assistant	Warehouse Associate
Intern for Women's Ministries	Resource Counselor	Worship Leader
International Sales Intern	Sales Management Intern	Youth Ministry Intern

10A. SELECTED QUALITATIVE RESPONSES FROM STUDENTS

STUDENT GENERAL COMMENTS:

- *I came into this internship with limited knowledge on government accounting, but this is normal for all colleges. They were very willing to teach me, answer all my questions, and explain to me why we did certain things. I really enjoyed this internship--I learned a lot about government accounting and really enjoyed the people I worked with.* – Office of the State Auditor Intern

- *My internship has been an excellent experience for me. I have had the opportunity to see what radio production every day would be like. I learned more advanced techniques for the technical skills I will use in my professional career after graduation. The internship also gave me valuable experience working with different types of people in a professional setting, and learning problem solving skills. Overall, the internship was extremely beneficial for me in further preparing for a career in radio.* – KTIS Radio Intern

- *This internship provided me with the ability to grow and actively use the education I have been receiving in my Psychology courses. Through much training and practice, my skills have developed strongly and I highly recommend Alexandra House as a place to intern. It has challenged me to step outside of the classroom and put into practice what I have learned. My supervisor, coworkers, and clients have helped me to appreciate the life I have and have helped solidify my career goals in working with those who are less fortunate.* – Alexandra House, Shelter Advocate Intern

"MEANINGFUL EXPERIENCE" COMMENTS:

- *The most meaningful activities were teaching Sunday School and helping with VBS. I felt like the kids responded well to my teaching and a lot of them were excited to see me each week. Some of them would even come up to me if they saw me outside the church so they could say hi.* – Intern at Maranatha Evangelical Free Church

- *The most meaningful activities I took part in were the controlled deliveries, burglary investigation, and video recording analysis. I valued these experiences because I was allowed to take part in very hands-on experience of gathering evidence and analyzing it to create theories concerning the crime committed.* – Intern at the United States Postal Inspection Service - St. Paul Office

- *Writing for produced radio spots, production of pre-produced on-air spots, having my work air. I directly contributed to pieces that aired on the station. I brought my own creative ideas to the writing process and gave new insight to how the station is thought of by listeners and how we can reach them through our work.* – Intern at KTIS Radio

WHAT ACADEMIC COURSES PROVED USEFUL WHEN PERFORMING THIS INTERNSHIP?

- *Auditing, Databases and Spreadsheets, Management, Entrepreneurship, Investments, Business Communication, and Data Communications*

- *Leadership in Ministry, Relationships, Biblical Counseling, Teaching Methods, Abnormal Psychology, Psychology of Counseling, and Criminology*

- *PR Events Planning and Scripting, PR Writing and Tactics, Radio Production, Screenwriting, and Business of Media Management*

WHAT ACADEMIC CONCEPTS/SKILLS DID YOU HAVE OPPORTUNITY TO APPLY DURING THIS INTERNSHIP?

- *Most prominently used was my computer skills; my co-workers even complimented my ability to know how to work the various Microsoft programs without being taught, so my knowledge of Microsoft Excel, Word, Outlook, etc were definitely a key asset* – International Business Intern at Parlux Fragrances, Inc.

- *Order of court proceedings; roles of criminal justice workers; processes pertaining to warrants, jails, prisons, etc.* – Criminal Justice Intern at Lyon County Government Center Court Administration

- *Organization was an incredibly important skill in my internship. Research was also important. There were several songs I was unfamiliar with, and in order to lead the songs I needed to first learn them and research them.* – Music Intern at Northern Grace Youth Camp

- *The biggest one would be the importance of relationships. First vertically with God but then putting a lot of energy into the horizontal ones as well and really pouring into students.* – Youth and Family Studies Intern at Wooddale Church

WHAT ADDITIONAL COURSEWORK DO YOU BELIEVE WOULD BE HELPFUL IN ORDER TO IMPROVE YOUR SUCCESS IN THIS OR FUTURE WORK EXPERIENCES? INCLUDE COURSE NAMES WHETHER OR NOT THEY ARE OFFERED AT NWC.

- *I think it would be very helpful to give more time in coursework to the idea of beginning a new ministry. Because there are so many church plants these days, I think it would be very helpful. Also the topic of families within the church is hardly addressed at Northwestern and it is the core of the church, based on my experience.* – Children and Family Studies Intern at Antioch Community Church

- *There needs to be web design course because in the design field today it is hard to get a job without it!* – Graphic Design Intern at CW Twin Cities Network

- *Server administration and domain administration classes.* — IT Intern at The Lacek Group

- *An advanced TV news/electronic journalism course. Also a class dedicated to making a resume tape to send out to employers. At the moment our department doesn't have anything like that.* – Electronic Media Communications Intern at WHO-TV

10B. SELECTED QUALITATIVE RESPONSES FROM EMPLOYERS

Sample Accomplishments:

"The intern would observe and participate in group therapy. Joshua took notes and observed therapists in individual sessions as well. The intern observed psychological assessments. The intern also administered Beck Depression Inventory and for clients. Joshua also scored assessments and compiled reports for the assessments. The intern also performed office work such as filing, answering phones, scheduling clients and intake sessions. The intern also went to South Africa for two weeks for Freedom In Christ seminars that combined psychology and Christian principles. The trip to South Africa also served to expand the intern's view of the world and its diverse cultures."

"Alyssa redesigned our website with a new look. She also added several new eye-catching features (revolving graphics, pull-down menus) as well as a new feedback page. Because of our budget constraints she was forced to build with a small tool set. This required extra research, investigation and creativity on her part. She also updated our PayPal options / features, among other things, and verified our keyword analysis. She also corresponded with artists requesting permission for use of graphics. Feel free to check out the progress at www.kingdomfirstbooks.com."

"I can't say enough about Jodi! She is going to be one successful woman. Jodi was a huge help in the news room, found interesting story ideas, helped interview people, helped carry camera equipment, and ultimately put an entire resume tape together. Everyone in the newsroom loved Jodi, thought she was a very hard worker, and felt privileged to work with her."

11. IDENTIFIED STRENGTHS, GROWTH AREAS AND ACTION STEPS

The following are strengths, areas for improvement and action steps. The topics covered here are not necessarily covered in the scope of the report given above, but have been identified through the Academic Internship Excellence Initiatives.

Identified Strengths:

- theROCK Calling & Career tab and Internship resources
- Improved student engagement
- Internship tracking
- Growth in student participation from majors without required internship
- International internship registration process
- Collecting and sharing feedback with college constituents
- Evaluation response rates
- Student satisfaction

Growth Areas:

- Facilitate the integration of faith during the internship experience
- Clarification of "Quality" and best ways to assess quality
- Improving the quality of the internship experience
- More internships leading to employment
- Ongoing relationships with internship sites and other organizations offering internships
- Major specific outcomes for all internships
- Increased employer interaction on campus

Action Steps:

1.Facilitate faculty discussions on:

- How to facilitate the integration of faith during an internship
- Desired outcomes of internship program
- Developing learning outcomes
- Approval of Internship

2.Student Preparedness*

3.Internship Opportunity Development *

4. Provide a one-stop online internship program resource

- Collect all departmental internship related criteria, documents and housed on theROCK
- Add to Directory of Internship

* discussed in section 2

---

12. APPENDIX

Attached Documents:

- **Institutional** Evaluation Reports (aggregate data, institution wide)
  - General Educational Outcomes
  - Career Decision-Making and Quality Analysis
  - Training and Additional Help
  - On-Site Supervisor Mean Responses
  - % of Interns Exceed Expectations
  - 2006-2011 Comparative Analysis
- **Departmenta**l Evaluation Reports (broken down by departments)*
  - General Educational Outcomes
  - Major Specific Outcomes
  - Career Decision-Making and Quality Analysis
  - Training and Additional Help
- **Appendix**
  - TRAD Academic Internship Policy
  - GCE Academic Internship Policy

* Public Relations has a separate report within the Communications tab

Additional Documents (available on the web and theROCK)

Faculty Copy of Academic Internship Release Agreement: http://www.surveymonkey.com/s/JDM9S69

Faculty Copy of Internship Agreement of Responsibilities : http://www.surveymonkey.com/s/JDFDSDN

Faculty Copy of On-Site Supervisor Evaluation: http://www.surveymonkey.com/s/supervisor013285

Faculty Copy of Internship Self-Evaluation: http://www.surveymonkey.com/s/JDY3WBJ

References, Readings and Resources (available from the Center for Calling & Career upon request)

[1] *2010 Student Survey,* National Association of Colleges and Employers, Bethlehem, PA.

[2] *2010 Internship & Co-op Survey*, National Association of Colleges and Employers, Bethlehem, PA.

[3] Dean, Laura A. (2006). *Internship Programs: CAS Standards and Guidelines. CAS Professional Standards for Higher Education, 6th Edition*. Council for the Advancement of Standards in Higher Education, Washington D.C.

[4]*Standards of Practice: Eight Principles of Good Practice for All Experiential Learning Activities*, National Society for Experiential Education, 1998 Annual Meeting, Norfolk, VA

[5] *University of Minnesota CDN Survey 2008*, University of Minnesota, Minneapolis, MN

Center for Calling & Career
Academic Internship
NORTHWESTERN COLLEGE

2010-2011 Academic Internship Institutional Summary of General Educational Outcomes (aggregate data)

281 intern responses **287 Internships** **232 on-site supervisor reponses**

*does not include 16 criminal justice evaluation responses

RATINGS = 1(POOR) TO 5 (EXCEPTIONAL)
MEAN =AVERAGE OF ALL RESPONSES
% EXCEEDS EXPECTATIONS = % OF "4" AND "5"

	MEAN AVERAGE		% SITE SUPERVISORS EXPECTATIONS EXCEEDED	
Communication	INTERN	SITE SUPERVSIOR	INTERN	SITE SUPERVISOR
Ability to customize communication to an audience	4.0	3.8	77%	67%
Ability to use WRITTEN standard American English	4.0	4.1	67%	74%
Ability to write texts in content, style, genre, and/or form	4.1	4.1	71%	74%
Ability to use SPOKEN standard American English	4.1	4.2	76%	83%
Ability to speak in content, style, genre, and/or format	4.2	4.1	74%	75%
Ability to use non-verbal communication	4.2	3.9	81%	63%
Skills and Abilities				
Technical skills	3.6	4.0	54%	70%
Ability to organize	3.7	3.9	61%	67%
Ability to work independently	4.1	4.1	75%	78%
Ability to work in a group	4.1	4.2	79%	86%
Ability to learn	4.2	4.3	87%	84%
Ability to identify problems	3.9	3.9	71%	72%
Ability to formulate significant questions	3.9	3.8	74%	70%
Ability to examine multiple perspectives	4.0	3.9	81%	68%
Understanding of organizational procedure	3.8	4.0	63%	73%
Performs assigned tasks responsibly	4.0	4.2	75%	76%
Ability to work under deadline pressure	3.8	3.8	65%	67%
Resourcefulness and initiative	3.9	4.0	68%	74%
Ability to gather information	3.8	3.9	65%	68%
Task-related motivation	4.0	4.1	70%	75%
Tolerate ambiguity	3.5	3.8	50%	69%
Ability to analyze	3.9	4.0	71%	71%
Ability to synthesize	3.7	3.9	53%	66%

5 = Very High Skill: Exceptional
4 = High Skill: Exceeds Expectations
3 = Adequate Skill: Meets Expectations
2 = Limited Skill: Improvement Needed
1 = Very Limited Skill: Unsatisfactory
N/A: not observed or applicable

Center for Calling & Career
Academic Internship
NORTHWESTERN COLLEGE

2010-2011 Academic Internship Institutional Summary of General Educational Outcomes (aggregate data)

281 intern responses **287 Internships** **232 on-site supervisor reponses**

*does not include 16 criminal justice evaluation responses

RATINGS = 1(POOR) TO 5 (EXCEPTIONAL)
MEAN =AVERAGE OF ALL RESPONSES
% EXCEEDS EXPECTATIONS = % OF "4" AND "5"

	MEAN AVERAGE		% SITE SUPERVISORS EXPECTATIONS EXCEEDED	
	INTERN	SITE SUPERVSIOR	INTERN	SITE SUPERVISOR
Ability to accept constructive feedback	4.1	4.2	80%	83%
Healthy, positive and self-confident	4.0	4.2	75%	79%
Spirit of cooperation	4.2	4.5	84%	90%
Rapport with co-workers	4.2	4.5	80%	89%
Willingness to seek help	4.0	4.2	75%	83%
Respectful of others	4.4	4.6	90%	90%
Adaptable/flexible	4.1	4.1	80%	82%
Appearance	4.1	4.3	76%	80%
Punctuality	3.8	4.0	61%	66%
Dependability	4.0	4.1	74%	74%
Leadership	4.0	3.9	76%	69%
Integrity	4.2	4.5	84%	90%
Summative				
Value to the internship organization	4.0	4.4	74%	80%
Promise of success in profession	4.0	4.3	65%	82%
Overall Performance	4.0	4.2	74%	83%

5 = Very High Skill: Exceptional | 4 = High Skill: Exceeds Expectations | 3 = Adequate Skill: Meets Expectations | 2 = Limited Skill: Improvement Needed | 1 = Very Limited Skill: Unsatisfactory | N/A: not observed or applicable

2010-2011
Quality of Academic Internship
--Institutional Data

Intern responses regarding
Career Decisions and Perception of Quality

Career Decision	% of Interns Agree	Perception of Quality	% of Interns Agree
I want to pursue an occupation directly related to this experience.	68%	My actual internship matched my initial expectation	86%
This internship helped me identify other possible occupations.	84%	Was meaningful to me	97%
I know my next steps needed in my career development.	86%	Contributed to my professional development	97%
Offered me a full-time job.	8%	Included rigorous/substantial assignments	83%
Asked me to apply for a job upon graduation.	10%	Competitive/demanding environment	72%
Asked me to continue the internship.	31%	Improved my portfolio/resume	98%
Indicated they would consider me if a job opening occurs.	28%	Engaged in Complex Problem Solving	77%
Agreed to give a recommendation/reference.	62%	Less than 20% of my internship was spent doing repetitive work, not related to my profession	47%
Offered to help me with the job search process.	27%	Internship was paid	39%
Reviewed my resume.	23%	I would recommend this internship	97%

2010-2011
Quality of Academic Internship
Institutional Data

Intern responses regarding
Training and Quality of Supervision/Mentoring

Training	% of Interns Agree	Quality of Supervision/Mentoring	% of Interns Agree
New Employee Orientation	48%	Introduced me to other employees	91%
Safety training	24%	Clearly established goals & expectations	95%
Computer training	37%	Met regularly with me	93%
Staff/planning meetings	69%	Offered valuable learning opportunities	97%
Conferences/executive meetings	37%	Knowledgeable	99%
Join professional or trade association	5%	Gave me the resources I needed	97%
Social or networking events	43%	Discussed my job performance with me	92%
Tour of facilities	62%	Discussed future career steps	79%