



INTERNSHIP PROGRAM

DEPARTMENT OF CIVIL ENGINEERING AND ENGINEERING
MECHANICS
THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA

PHILOSOPHY

- *Benefits to the Student* – The primary goal of the Internship Program is to allow civil engineering students to incorporate and emphasize the lessons learned in the classroom into a real-world experience set in a professional practice-oriented environment, with the intern’s work preferably overseen by a licensed professional civil engineer. In addition to offering students the opportunity to demonstrate and develop their technical skills, participation in the program allows students to develop professional skills such as teamwork, effective communication, social interaction and professional networking, an understanding of business procedures, leadership, and critical thinking. Finally, the program is designed to provide students with a paid work experience within a semi-formal academic framework that carries with it official course credit from The University of Arizona. Credit for this course may not be used to fulfill degree requirements nor is it obtainable through transfer credit.
- *Benefits to the Employer* – The Internship Program provides employers with an effective way to outreach a qualified and motivated group of students. This program, however, has a goal beyond that of matching up employers with prospective employees. The primary goal of this program as stated above has educational and mentoring components that can be satisfied only through a formal partnership between the employer and the Department of Civil Engineering at The University of Arizona (CEEM). It is the intent of the program that this partnership will provide a meaningful learning experience to students who are developing to be future engineers. In this manner, the employer becomes an important asset in the development of students who participate in this program. As a secondary benefit, an employer involved in the program will have access to well-qualified students as potential candidates for full-time employment after graduation. As a tertiary benefit, the program will allow employers to evaluate prospective long-term employees under actual working conditions at minimal cost. Initial contacts through the Internship Program may lead to recruitment and eventual hiring, upon graduation, of a civil engineer who has experience with the employer’s operating procedures. In addition, multiple internships with the same student over his/her academic career may enable the intern to function at a higher level that will free full-time professional staff for other, more complex work.
- *Benefits to the Department of Civil Engineering and Engineering and Engineering Mechanics, the College of Engineering and Mines, and The University of Arizona* – The Internship Program supports the essential partnership between academia and the practicing profession. It does so not only by providing qualified students with a “hands on” learning experience, but also by enhancing communication of faculty with business, industry and government. The Internship Program is an excellent complement to the Department’s program for continuous improvement, as required by ABET’s Criteria 2000. The faculty advisors will benefit by involvement in two ways. First, they will forge relationships with employers that participate in the program. Second, in terms of tenure, promotion, and/or annual reviews, their participation will be accounted for in the area of Departmental Service.

PROGRAM CHARACTERISTICS

- Type of Program – The “Internship” course description given in the University of Arizona electronic Catalog is:

Internship (1-3 units)

Description: *Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.*

May be repeated: *an unlimited number of times, consult your department for details and possible restrictions.*

Usually offered: *Fall, Spring, Summer.*

As stated previously, the primary goal of the program is to give student participants an opportunity to incorporate and emphasize the lessons learned within the classroom. It is not intended to be a substitute for it. Hence, student participants in the program are expected to maintain full-time status and continue in good standing towards their BSCE degree. Internship students may enroll in up to 3 units of Internship (CE 293, 393, or 493) per semester. Also, students may not register for more than 18 units (including the 3 internship program units) in a semester in which they are enrolled in the program without the approval of their academic advisor. In addition to the requirements discussed below, participation in the program requires formal registration in the course through the university. The length and dates of the internship (not necessarily the employment duration) shall coincide with the semester in which the student is enrolled in the program.

- **Program Requirements – Students**

Because the internship carries with it academic credit, the Department seeks to ensure the long-term quality of the program. Hence, the Department will maintain high standards for both the student participants and employers. In this way, participation in the program is seen as a reward or privilege. To enroll in the Internship Program, students must meet all of the following requirements:

- Currently enrolled in the Department of Civil Engineering and Engineering Mechanics at the University of Arizona.
- Completed at least two full-time semesters in the Department.
- Attained sophomore status by having completed all required courses listed in the CEEM curriculum for the freshman year.
- Must be in good academic standing with the University of Arizona and have maintained at least a 2.60 grade point average (major and cumulative) at the University of Arizona.
- Must fulfill all of the reporting requirements of the Internship course as detailed below in **Course Reporting Requirements** in order for a grade to be assigned that completes the academic requirements of the internship. Note: The University Catalog defines the grades available for the University-wide “house-numbered” course named “Internship” as S (superior), P (passing), C (average), D (poor), E (failure), I (incomplete), W (withdraw). Consequently, it is possible for a student intern to receive a poor or failing grade for the course. Completion of any non-academic requirements as imposed by the employer is by agreement between the student and the employer

- **Program Requirements - Employers**

Ideally, the employer will initiate the Internship (prior to having a student participant). In order to participate in the Internship Program, prospective employers are expected to provide CEEM with a “Memorandum of Understanding” (MOU) for its approval. Additionally, a Job Description Form suitable for posting on the Department’s bulletin board and for inclusion in the

Department's Internship Manual should be provided. This documentation is intended to clarify the internship and is not meant to require an overwhelming or program-detering amount of paperwork. In most cases, a one or two page memorandum should suffice.

Memorandum of Understanding (MOU)

The MOU should address the employer's understanding of the internship(s) it intends to offer typically under the following headings (at a minimum) if they are applicable:

- Purpose of the Internship - A brief statement that describes the purpose of the internship and includes a statement on how the Philosophy of the program will be maintained.
- Status of the Intern – A brief description of the intern's status within the firm, i.e., expected number of hours per week, hourly or salaried, eligible for benefits or not, eligible for promotion or not, etc.
- Job Description – A broad statement of the job function that describes the intern's duties and responsibilities including the identification of a "chain of command" for reporting purposes. Also include the name and professional registration information of the expected supervisor.
- Firm-Specific Guidelines and Requirements for Interns – A detailed list of what the employer expects from the intern and a definition of the employer's obligations to the intern. The former may include items such as the intern's specific job functions and/or the intern's professional responsibilities with regard to the employer's policies for office conduct, etc. The later may include items such as conditions of continued employment, potential for full-time employment after graduation, mentoring by full-time engineers in the firm or agency, formal communication lines between mentor and intern, etc.

Before the internship position will be advertised, the MOU shall be submitted and approved by the Department Head. The MOU shall become the basis for a contract between the student, the employer, and the Department.

Job Description Form

Regarding the job description, prospective employers are asked to review the document ***Employer Guidelines for Academic Internships*** available from the Department. The Job Description Form should be on company or agency letterhead and include the following headings at a minimum, if applicable:

- Position Title.
- Summary of Job.
- Specific Duties and Responsibilities
- Division/Department.
- Reports To.
- Location of Job.
- Work Schedule.
- Number of hours per week expected.
- Salaried/Hourly.
- Pay Range (Interns should be paid at an hourly rate commensurate with their academic grade level and experience. The Department recommends a starting salary in the range of 60-70% of the hourly rate equivalent of an entry-level salary for full-time, permanent, newly graduated engineers. Employers should refer to the ***Employer Guidelines for Academic Internships*** for further information.
- Minimum Qualifications:
 - Education
 - Experience
 - Attitudinal aspects
 - Specialized skills/knowledge
- Physical Demands/Work Environment.

- Equipment/Machinery Used.
- Other.

The above-mentioned “employer requirements” have been developed by the Department in order for the Department to establish some level of uniformity to the academic side of the program and to help assure the quality of the internship experience for both our students and their employers.

Employers will have the opportunity to interview student candidates. They will negotiate the terms and conditions of any employment offers directly with the student interns including start/end dates, work schedule, salary, and benefits. If an offer for employment is made to the student intern, it must be in writing. The student will not be allowed to register for the course unless he/she has an offer for employment in writing. The specific job duties, in general, shall follow those described in the MOU. If prospective employer participants in the Internship Program have any questions about academic requirements or appropriate terms and conditions of employment from the Department’s viewpoint, please contact the Department. Once a student has accepted an employer’s offer, both the student and employer will sign the MOU and turn in a copy to the Department before the student will be allowed to register for the course.

COURSE REPORTING REQUIREMENTS

Any Internship course with the “CE” prefix requires the following actions on the part of the student. The forms to be submitted can be found on the Department’s website and are MS-Word-formatted to make it easier for the student to complete and submit to his/her Faculty Advisor.

- ❑ **Work Information Form** (on-line form)
Due: By the end of the second week on the job
 This form asks for the student’s address while on work assignment and his/her initial impressions of the job.
- ❑ **Progress Reports** (on-line guidelines and form) – Due Monthly
 Used to assist students in evaluating the overall internship experience. Students are required to report their monthly progress to their Internship Faculty Advisor. If there are any immediate problems or concerns, students should contact their Internship Faculty Advisor directly by phone or e-mail.
- ❑ **Professional Report** (on-line guidelines) - Due: At the end of the work assignment
 The Professional Report gives the student experience in writing both professional and general reports and encourages the student to reflect on the experience and educational benefits of the internship.
- ❑ **Student Evaluation** (on-line form) - Due: At the end of the work assignment
 This form allows students to evaluate how much their Internship experience affected the clarity of their career plans and goals, and their present level of skill in specific learning outcome areas.
- ❑ **Supervisor Evaluation** (on-line form) - Due: At the end of the work assignment
 This form allows the student’s immediate on-job supervisor to provide the student and faculty advisor with a realistic assessment of the student’s present level of skill in specific learning outcome areas.
- ❑ **Debriefing**
 During the first week back at school, the student schedules a one-hour “Debriefing Session” with his/her Internship Faculty Advisor. All remaining paperwork is usually submitted at this time, i.e., an original and copy of the Professional Report, Student Evaluation and Supervisor’s Evaluation forms.

□ **Grading**

Internship is an academic assignment and the grade will be determined based on the following criteria:

<u>Course Requirements</u>	<u>Percent</u>
Supervisor's Evaluation	30%
Internship Professional Report	30%
Work Information Form	5%
Progress Reports	15%
Student Evaluation	5%
Debriefing	5%
Internship Faculty Advisor Evaluation	10%

The student will be given a grade of "I" (Incomplete) on the report card until he/she completes the Internship assignment and all reporting requirements. Upon completion of all requirements, the student's Internship Faculty Advisor will submit a grade change form to Academic Records to change the "I" to an appropriate grade, which will then be reflected on the student's updated transcript.

Extensions

If a student decides to extend his/her Internship, the student must check with his/her Internship Faculty Advisor for approval. Note: The grade of "I" is valid for a limited time only (1 year); it automatically changes to "E" after that time limit has been reached. It is the student's responsibility to make sure that all requirements are satisfied before such a change takes place or that an extension is sought for the "I" to continue.



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WORK INFORMATION FORM

Complete this Work Information Form and e-mail it to your Internship Faculty Advisor by the end of the first week into your work assignment. A delay in returning your Work Information Form may result in a delay in registration for the course. It is important that you keep in touch with your Internship Faculty Advisor during your work assignment. This open communication will promote a positive Internship experience and enable your Internship Faculty Advisor to respond to work-related problems or concerns.

<i>STUDENT INFORMATION</i>	<i>EMPLOYER INFORMATION</i>
Major :	Student ID #:
Student Name:	Company Name:
Address:	Address:
City, State, Zip:	City, State, Zip:
Telephone (home):	Supervisor's Name:
Telephone (work):	Telephone:
E-mail Address:	E-mail Address:

Salary (monthly):	Benefits:
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1. Describe your orientation:
2. Describe the job responsibilities that have been outlined to you:
3. Describe the steps you have taken to ensure that you will have challenging work:



INTERNSHIP PROGRAM

PROFESSIONAL REPORT GUIDELINES

The Internship Professional Report must be submitted to the department office to receive full academic credit for the internship experience. If the student works two successive academic sessions for the same employer (i.e., Summer/Fall), only one report is required for the combined work period. The Professional Report is due, along with the Student Evaluation, Supervisor Evaluation, and Monthly Progress Reports, by the end of the first week of the academic session following the work term. Two sets (one original and one copy) are required, one for the Internship Faculty Advisor and one for the department's Internship Library.

The Internship Professional Report contains two parts. Section I involves a narrative or research directly related to some aspect of the student's professional or technical work on the job. Section II involves a job description/task analysis and evaluation of the internship assignment including current company information, literature and/or annual report. The Internship Professional Report is designed to give the student experience in writing both professional and general reports, to encourage the student to reflect on his or her experience, and to gain additional educational benefits. The report will be evaluated on organization, content, and communication skills (including grammar). These skills contribute significantly to a student's progress at the University and to an employee's progress in any organization. NOTE: If your company reports follow the normal technical report format and review procedure for internship, your Internship Faculty Advisor may waive the standard Professional Report format described here.

General Guidelines

A. Double spaced typing (11-point) on only one side of 8 1/2" X 11" bond. Pages should be numbered consecutively, and each section should have a title (further instructions below). All figures and tables should be referred to in the text and should be numbered consecutively and captioned. The report should be spiral bound.

B. An unnumbered title page including the following information in the order listed:

Report Title
INTERNSHIP PROFESSIONAL REPORT

Student's Name
Student's ID

Employer
Supervisor's Name
Supervisor's Telephone Number

Work Assignment Academic Terms
Date Submitted

In partial fulfillment of requirements for:
CE 293/393/493 Internship Assignment

Local Address
Local Telephone

- C. The next page(s) is the Table of Contents and, like the Title Page, is not numbered.
- D. The body of the report should be in two sections (with pages numbered consecutively through both sections) and titled as follows:

SECTION I

This section should be a minimum of 10 pages of text, doubled spaced, and may contain illustrations. The report is expected to be the student's own work with references to sources used to prepare the report.

A wide range of subject matter is permissible, provided there is a connection with the work experience. Research and reading are required.

Sample topic concepts are:

- ✓ The analysis and design of a project component with which the student was associated while on the job.
- ✓ The history and development of an engineering process and practice with which the student was associated while on the job.
- ✓ An in-depth analysis and evaluation of management strategies, accounting practices, or buying procedures in a firm.

This section should follow the format outlined below. However, it is recognized that for some types of internship, this format might not be appropriate or workable. In such cases, the student should develop his or her own organization in consultation with the Internship Faculty Advisor.

Typical Format

A. Abstract

The abstract should provide a concise summary of the main points of Section I so that the reader will know what is of major importance.

Single-space this section. The abstract should be 250 words or less. Information to be included: (1) TITLE OF PAPER; (2) author's name; (3) employer name and location; (4) abstract, including (a) a sentence statement of the task's specific objectives, unless given in the title, (b) brief statement of methods, if pertinent, (c) summary of results obtained, (d) a statement of the conclusions, (e) acknowledgement of any financial support, and (f) dates of Internship assignment.

SAMPLE ABSTRACT:

THE EFFECT OF SULFUR DIOXIDE ON PROTEIN CONCENTRATION IN HUMAN EYES. John Jones; U.S. Environmental Protection Agency, San Francisco, CA.

A major portion of the author's Cooperative Education assignment at EPA utilized researching the harmful effects of air pollutants on human health -- repeatedly seen during air pollution episodes. The physiological effects upon the eyes are commonly experienced as excessive tearing, dry eye, and eye irritation. Sulfur dioxide, one of the primary pollutants and a contingent of smog, has been chosen for this study. Tear samples from female New Zealand white rabbits were collected from the inner medial puncta of the eye with the use of ten micro liter capillary pipettes. Tear protein concentration was determined using fluorescence spectrophotometer. Certain environmental factors allow a steady range of protein concentration to be established so that any significant deviations can be observed from the exposure to sulfur dioxide. The rabbits were exposed to high levels of sulfur dioxide (18-24 PPM) with essentially no change noted at low concentrations (3-6 PPM). Research supported in part by NIH Grant 5-S06-RR08101-09.

Date of Internship Assignment: March-September 2001

B. Introduction

The introduction should supply the background information necessary to understand the discussion. The introduction should contain the following information at a minimum:

1. Purpose of the research and nature of the problem being investigated.
2. Scope of the research and limitations.
3. Historical background: (a) the research, and (b) the subject matter.
4. Technical background: (a) theory, and (b) explanation of unusual concepts, apparatus, procedures, etc.
5. References to published material that has been extensively referenced in the discussion that is not cited elsewhere.
6. Acknowledgement of assistance of persons or organizations not cited elsewhere.

C. Discussion

The main rule regarding the discussion section is that it be logically organized:

1. Use headings and subheadings.
2. Develop ideas logically.
3. Use a paragraph and subheading appropriately to convey ideas.
4. Make a clear transition from one idea to the next.
5. Show a clear relationship between a section and the overall subject.
6. Arrange illustrative data for maximum clarity.

D. Conclusion(s)

1. State the result(s)/outcome(s) of the discussion.
2. Give a personal judgment/opinion of the conclusion.

E. Appendices

The appendices should contain all material that is helpful but not essential for an understanding of Section I. An appendix also can contain material, which, for various reasons, cannot be incorporated conveniently into the discussion. As a rule of thumb, however, the reader should be able to understand the main body of the report without the material contained in the appendices. Wherever possible, put graphics and other illustrative material in this part of the report. Be certain that:

1. Each separate item or exhibit has a clear and accurate identifying title.
2. Each item has an identifying letter or number that is listed either under "Appendix" or in the Table of Contents.
3. Order the items in the Appendix in the order they are referred to in the text.

F. List of References

This section contains all materials that were cited in the report.

SECTION II

The purpose of this section is to put the internship experience into perspective and provide other students with an in-depth picture of internship employment opportunities. A copy of Section II may then be placed in the Department's Internship Library to provide job information for other students. The student's name and ID number will be deleted from the Internship Library copy. The topics below are general guidelines and may be used as an outline for Section II of this report. This part of the report is intentionally set up to be "open-minded" to provide maximum freedom of expression.

A. Work Description

1. Organization Description: Kind of business or service, products, history, functions and responsibilities of various departments; physical facilities; facts about the employer (affiliates, locations, number of employees, etc.); and how the intern's department fit into the overall organization. An organization chart would be helpful here.
2. Job Satisfaction: Was the work satisfying? Did it meet your expectations? Explain.

3. Relevance: Was your work assignment related to your field of study? How? Did the work experience help you find a special area of interest within your academic field?
4. Responsibilities: What type of responsibility did you have while on your assignment? Did you feel part of the total "team effort?" Give examples.
5. Living Arrangements: If you lived away from home, where did you live (apartment, boarding house, etc.)? Was it satisfactory? Approximate total of monthly living expenses? Did your employer provide help in finding housing?
6. Social/Cultural Opportunities: If your internship took you away from your normal living environment, how did you spend your free time? Were there opportunities to meet others in your age group? Were there opportunities to attend sports events, plays, concerts, etc.?

B. Task Analysis

Give your job title and outline the tasks in which you were involved for the internship work period. The following is a sample listing of tasks:

Title: *Facility Engineer*

1. Prepare plant, office and production equipment layouts for economy of operation and to maximize utilization of facilities and equipment.
2. Select, order and maintain inventory control for furniture.
3. Handle all signage. Write specifications and cross-bid projects.
4. Oversee faculty-related activities and interface with regulatory agencies.
5. Review and estimate design costs, including equipment, labor, material and preparation
6. Develop performance specifications for facilities and equipment required to meet unique operating requirements and building and safety codes.

C. Course Relevancy

Please answer the following questions. Be as specific as possible.

1. What courses did you take at school that applied to your work assignment?
2. In what specific ways were these courses beneficial in preparing you for your internship experience? In what ways could they have better prepared you?
3. What technical skills did you gain as a result of your work assignment?
4. What equipment, tools, or software applications did you use while on work assignment?
5. What theoretical concepts or conceptual knowledge did you apply during your work assignment?
6. What have you learned through your internship experience that is not traditionally learned in the classroom?
7. What do you consider to be the best aspects of your Internship experience? What concerns would you express to future students about going on Internship?
8. How could the Department of Civil Engineering and Engineering Mechanics have helped to make the experience better?

REPORT EVALUATION

The following procedures will be used to evaluate the internship report:

- A. The Internship Professional Report (original and one copy) is due in the department office by the end of the first week of the academic session following the work term. Late submission will affect your grade.
- B. The Internship Faculty Advisor will evaluate the report for format, organization, the ability to express facts and concepts, and communication skills (including grammar, spelling, etc.). The Internship Faculty Advisor may make written suggestions for improvement on the original report.
- C. If, in the judgment of the Internship Faculty Advisor, the report should be rewritten, you will have two weeks to incorporate the suggested changes and submit the revised report.

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PROGRESS REPORT GUIDELINES

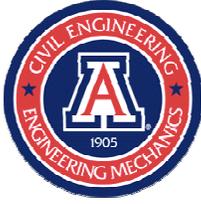
Progress reporting assists students in evaluating their overall Internship experience as well as documenting work information that may be helpful for future interviews. It is your responsibility to submit your Progress Report to your Internship Faculty Advisor each month either by e-mail or fax if you are unable to bring it to the CE office.

Guidelines have been provided to assist you in completing your monthly progress report. Please include the items listed below and incorporate them in your progress report.

1. **Plans (Goals and Objectives):** List your specific goals and objectives (short-range and/or long-range). Indicate what steps you plan to take to accomplish these objectives. If there have not been any changes in your goals and objectives from the previous report period, please indicate.
2. **Projects:** Describe work projects that you have been assigned to, including deadlines. If there have not been any changes in your projects from the previous report period, please indicate.
3. **Time Management:** Describe how you use your time, prioritize projects, complete projects and routine duties, and organize your workload. Evaluate your effectiveness, and determine new and different means to manage your time, if necessary.
4. **Accomplishments:** Outline what you have accomplished during the last month and explain why you consider it an accomplishment.
5. **Contacts:** Identify personal contacts made (internal or external to the company) and state their working relationship and significance to you.
6. **Personal Reflection:** Include interesting things in your lifestyle, thinking or attitude that are different or changing as a result of your Internship experiences.
7. **Learning Experiences:** Detail skills developed, knowledge gained or lessons learned during the month.
8. **Office Dynamics** – If possible, observe office dynamics or supervisor/employee relationships. Comment on the work environment, co-worker interaction, and/or inter-office communication (both positive and negative). Identify and describe people in your working environment who have done something of significance for you, with you, or have made a positive contribution to the organization.

Report any concerns or problems you may have encountered to your Internship Faculty Advisor immediately. Your Internship Faculty Advisor is available to assist you with transition problems, work-related issues, technical support, and/or explore senior project opportunities. This open communication is designed to promote a positive Internship experience.

Note: Keep copies of the monthly Progress Reports and resubmit them with other course material at the end of the work assignment for grading purposes.



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PROGRESS REPORT

Complete this Progress Report and e-mail it to your Faculty Advisor on a monthly basis. It is important that you keep in touch with your Faculty Advisor during your work assignment. This open communication will promote a positive internship experience and enable your Faculty Advisor to respond to work-related problems or concerns.

STUDENT & EMPLOYER INFORMATION	
Student Name:	ID #:
Telephone Number:	E-mail Address:
Employer:	Division/Department:
Supervisor Name:	Title:
Telephone Number:	E-mail Address:

PROGRESS REPORT AREAS
Plans (Goals and Objectives):
Projects:
Time Management:
Accomplishments:
Contacts:
Personal:
Learning Experiences:
Office Dynamics:

<i>Faculty Advisor Follow-up & Assistance</i>
Assistance Requested:

INTERNSHIP PROGRAM
STUDENT EVALUATION

Student's Name:	Your Email Address:
ID Number:	Grade Level:
Employer:	Supervisor:
Address:	Telephone Number:
City, State, Zip:	Employer's Email Address:

Please indicate the extent to which you feel the internship experience has affected clarity of your career plans and goals.

CAREER PLANNING

<p>How much has your internship experience directly affected how clear you are now about your career plans and goals?</p>				
1	2	3	4	5
Not At All	Somewhat	Moderately	Great Extent	High
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Please explain your rating.</p>				
<p>In your own words, please describe what you have gained from your internship experience? Please be as specific as possible.</p>				

Please indicate the extent to which you feel you have improved your ability in each area (communication, problem solving, teamwork and transition skills) as a direct result of your Internship experience.

Improvement Due to Internship

STUDENT LEARNING OUTCOMES

1=low, 3=moderate, 5=high

COMMUNICATION SKILLS : ORAL		1 2 3 4 5
Clarity	Clearly expressed, easily understood, comprehensible.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

COMMUNICATION SKILLS : ORAL		1 2 3 4 5
Relevance	Relevant, related to the matter at hand, to the point, focused.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Organization	Logically organized, structured, rational, coherent, reasonable.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Please provide any examples to support the above ratings.

COMMUNICATION SKILLS : WRITTEN		1 2 3 4 5
Clarity	Clearly expressed, easily understood, comprehensible.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Relevance	Relevant, related to the matter at hand, to the point, focused.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Organization	Logically organized, structured, rational, coherent, reasonable.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Grammar	Correct grammar usage and construction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Please provide any examples to support the above ratings.

PROBLEM SOLVING SKILLS		1	2	3	4	5
Define	Conceptualizes problems in a workable and manageable manner.	<input type="checkbox"/>				
Analyze	Breaks down into critical and significant components.	<input type="checkbox"/>				
Formulate	Creates and develops proposed modifications or solutions.	<input type="checkbox"/>				
Evaluate	Validates the effectiveness of the proposed solutions.	<input type="checkbox"/>				
Please provide any examples to support the above ratings.						

TEAMWORK SKILLS		1	2	3	4	5
Rapport	Builds relationships, demonstrates respect.	<input type="checkbox"/>				
Openness	Works productively with diverse perspectives.	<input type="checkbox"/>				
Effort	Level of exertion, does fair share.	<input type="checkbox"/>				
Synthesis	Pulls together ideas, focuses thought, draws conclusions.	<input type="checkbox"/>				

Please provide any examples to support the above ratings.

TRANSITION SKILLS		1	2	3	4	5
Adaptation	Adapts to office politics (power, authority, corporate realities, office values).	<input type="checkbox"/>				
Adjustment	Adjusts to personality differences in order to get the job done.	<input type="checkbox"/>				
Productivity	Works productively with diverse perspectives.	<input type="checkbox"/>				
Confidence	Current level of confidence in skills and abilities.	<input type="checkbox"/>				
Work Skills	Current level of work skills specific to present assignment.	<input type="checkbox"/>				

Please provide any examples to support the above ratings.

TECHNICAL SKILLS

What NEW technical skills did you acquire as a result of your internship experience?

What were your work-related or personal accomplishments while on internship?

Rate the following areas of your internship work assignment. Your answers will be used only as a means to improve the quality and value of the Internship program and to assist with future placements.

Quality of Component

PROGRAM EVALUATION

1=Unsatisfactory, 3=Adequate, 5=Outstanding

	1	2	3	4	5
Company Orientation – Quality of the company’s orientation or organizational overview.	<input type="checkbox"/>				
Work Site Readiness – Supervisor’s preparation for you.	<input type="checkbox"/>				
Work Plan – Clarity of your job functions and responsibilities.	<input type="checkbox"/>				
Work Station – Adequacy of your workspace and equipment for doing your job.	<input type="checkbox"/>				
Work Environment – Work setting satisfactory for learning and getting the job done.	<input type="checkbox"/>				
Co-Workers – Level of your co-workers support and helpfulness.	<input type="checkbox"/>				
Wages & Benefits – Fairness of your salary and benefits.	<input type="checkbox"/>				
Training – Quality of your overall internship training.	<input type="checkbox"/>				
Supervision – Quality of your overall internship supervision.	<input type="checkbox"/>				
Overall Experience – Quality of your overall internship experience.	<input type="checkbox"/>				
Faculty – Level of faculty advisor support and contact.	<input type="checkbox"/>				

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Please provide us with suggestions that you have for improving any aspect of the Department's Internship Program.



INTERNSHIP PROGRAM

SUPERVISOR'S EVALUATION OF INTERN

Student's Name:	Major:
Work Period:	Term:
Employer:	Department/Division:
Supervisor's Name:	Title:
Telephone Number:	Email Address:

Instructions: Please indicate your realistic assessment of the student's present level of skill in the following learning outcome areas. It is suggested that you review the Supervisor Evaluation with the student before he/she returns to the University.

LEVEL OF SKILL

1=low, 3=moderate, 5=high

COMMUNICATION SKILLS: ORAL		1	2	3	4	5
Clarity	Clearly expressed, easily understood, comprehensible.	<input type="checkbox"/>				
Relevance	Relevant, related to the matter at hand, to the point, focused.	<input type="checkbox"/>				
Organization	Logically organized, structured, rational, coherent, reasonable.	<input type="checkbox"/>				
Please provide any examples to support the above ratings.						

COMMUNICATION SKILLS: WRITTEN		1	2	3	4	5
Clarity	Clearly expressed, easily understood, comprehensible.	<input type="checkbox"/>				
Relevance	Relevant, related to the matter at hand, to the point, focused.	<input type="checkbox"/>				
Organization	Logically organized, structured, rational, coherent, reasonable.	<input type="checkbox"/>				
Grammar	Correct grammar usage and construction.	<input type="checkbox"/>				
Please provide any examples to support the above ratings.						

PROBLEM SOLVING SKILLS		1	2	3	4	5
Define	Conceptualizes problems in a workable / manageable manner.	<input type="checkbox"/>				
Analyze	Breaks down into critical and significant components.	<input type="checkbox"/>				
Formulate	Creates and develops proposed modifications or solutions.	<input type="checkbox"/>				
Evaluate	Validates the effectiveness of the proposed solutions.	<input type="checkbox"/>				
Please provide any examples to support the above ratings.						

TEAMWORK SKILLS		1	2	3	4	5
Rapport	Builds relationships, demonstrates respect.	<input type="checkbox"/>				
Openness	Works productively with diverse perspectives.	<input type="checkbox"/>				

Effort	Level of exertion, does fair share.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Synthesis	Pulls together ideas, focuses thought, draws conclusions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Please provide any examples to support the above ratings.		

TRANSITION SKILLS		1	2	3	4	5
Adaptation	Adapts to office politics (power, authority, corporate realities, office values).	<input type="checkbox"/>				
Adjustment	Adjusts to personality differences in order to get the job done.	<input type="checkbox"/>				
Productivity	Works productively with diverse perspectives.	<input type="checkbox"/>				
Confidence	Current level of confidence in skills and abilities.	<input type="checkbox"/>				
Work Skills	Current level of work skills specific to present assignment.	<input type="checkbox"/>				
Please provide any examples to support the above ratings.						

NARRATIVE
Briefly describe the student's duties and responsibilities.
What specific technical skills did the student learn and use during the work assignment?
What personal characteristics helped the student to succeed in the work place?

What contributions did the student make to the company during the course of the work assignment?

Suggestions for improvements in either technical or personal characteristics, which may impact the student's future performance in the work place.

OVERALL PERFORMANCE

Rate the student's initial overall work performance when hired at the beginning of the internship assignment. Please pick a point on the continuum that best reflects your judgment.

1	2	3	4	5
Minimum	Low	Adequate	Proficient	Outstanding
<input type="checkbox"/>				

Rate the student's current overall work performance at this time. Please pick a point on the continuum that best reflects your judgment.

1	2	3	4	5
Minimum	Low	Adequate	Proficient	Outstanding
<input type="checkbox"/>				

What do you consider the contributing factors that may have affected any change in the student's skill levels during this work assignment?

Please give to student or forward to:

Internship Faculty Advisor
Department of Civil Engineering and Engineering Mechanics
The University of Arizona
PO Box 210072
Tucson, AZ 85721-0072