



Guide to Hosting a UTSA Student Intern

Introduction

The University of Texas at San Antonio (UTSA) launched its new quality enhancement plan in 2020, opening the door to new internship, research, and community engaged learning opportunities for students! As campus wide experiential learning initiatives emerge, the university continues to seek out community organizations and businesses to host UTSA students and support them in gaining work experience and enhancing their career readiness. **The purpose of this guide is to help you further explore internships as an option for your organization or business and provide you with the necessary tools and resources to host UTSA student interns.**

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Internships defined

UTSA follows the National Association of Colleges and Employers (NACE) guidelines for internships. By definition, an internship is any carefully monitored work, research, or service experience in which a student has intentional **learning goals** and **reflects** actively on what she or he is learning throughout the experience¹.

Criteria for an internship:

1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.
4. There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
6. There is routine feedback by the experienced supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

Creating an internship will take an initial investment of time to plan & organize, but once in place can increase productivity and enhance your organization's goals and initiatives! Take some time to complete the following exercise as you explore your interest and capacity in hosting a student intern.

Should my Organization host Interns?

Start by creating a list of reasons why your organization/business is interested in hosting interns.

- _____
- _____
- _____
- _____

Reflect on your list. Does it include ways the organization/business will benefit and ways the student will benefit? If the answer is yes, you are on the right track!

Many organizations & businesses have benefited from hosting student interns! A survey of colleges and employers revealed the following as top reasons for hosting student interns:

¹ As defined by NACE (National Association of Colleges & Employers)

- Interns provide new perspectives & invigorate the workforce
- Low-cost / High-talent labor
- Desire to provide students with real work experience
- Completing "Back burner" projects
- Increased diversity
- To gain short term talent
- Grow internal talent
- Identify future hires
- Pipeline for additional candidates

As you are becoming aware, the decision to host an intern is a commitment. While not every organization or business has the capacity to be an effective host site, every organization and business can create a positive environment for an intern. Take some time to answer the following questions while you explore your capacity and commitment to this type of program.

1. How serious is my organization about hosting an internship program?

- ☐ Will my organization's culture be supportive of an internship program?

2. What can interns do for our organization/business? What are our goals?

- ☐ Do we have meaningful work for the student?
- ☐ Are there special technical skills we need in interns?

3. What human resources do we have to support an intern?

- ☐ Can we provide a student with efficient supervisory skills to work with interns?
- ☐ Do we have an individual with sufficient time to organize an internship program?

4. Does my organization/business have the time to support an intern?

- ☐ What is the best time of year for us to host interns?
- ☐ What should the duration of individual internship be?

5. What physical or virtual resources do we have to support an intern? For example:

- ☐ Access to computer, internet, telephone, communication software, workspace, people, etc.

6. What financial resources does my organization/business have?

- ☐ Will we be able to pay the intern? If so, how much?
- ☐ If pay is not an option, what else can we provide? (Professional development, stipend, etc.)

Creating an Internship Plan

The first step to developing a successful internship program is to create a program plan. Think of it like a syllabus for students, outlining the goals, objectives, and structure for their experience.

Writing an Internship Program Plan

As you identify program goals, gather input from leadership and those who will be interacting with the intern. Reflect on why you are interested in hosting interns and create tangible goals for the program and the intern/s. Is this a way for your organization/business to help students get experience and to give back to the university? Can the internship program lighten the workload of regular staff during peak workloads or provide the resources for special projects to be completed?

In your program plan, include specific ideas, proposals and logistical information. Construct your plan based on your needs and resources. The questions that follow may assist you in formulating an internship program and plan.

- **Do you want someone for a specific project?** If so, what are the tasks and objectives of the project? What are the deadlines for completing the tasks and objectives?
- **What about general support around the workplace?** Do you need an intern to perform administrative and support functions including data entry, answering telephones, filing, etc.? If so, approximately what percentage of time will the intern spend on these activities?
- **Do you want to give the intern a taste of everything your organization/business does?** How will cross-training be incorporated into the intern's schedule? How much time will need to be devoted to each area? Are employees available to mentor the intern on their particular functions?
- **Will you pay the intern?** If so, how much? Wages vary widely from field to field, so be sure yours are competitive or offer competitive incentives.
- **Where will you put the intern?** Do you have adequate workspace for them? Will their position be virtual?
- **What sort of academic background and experience do you want in an intern?** Decide on standards for quality beforehand — it will help you narrow down the choices and find the best candidates.
- **Who will have the primary responsibility for the intern?** Will that person be a mentor or merely a supervisor? The assignment of a mentor can be essential in creating a successful experience for the organization and the intern. Ideally, the mentor should be someone from the same area, who is very familiar with the projects and tasks involved in the program. This person does not have to be a teacher per se, but someone who likes to teach or train and has the resources to do it. If the person you identify has never mentored an intern before, provide basic supervision and mentoring guidelines to enhance the experience for both the mentor and the intern.
- **What will the intern be doing?** Be as specific as possible. Interns, like anyone else in the process of learning, need structure so they do not become lost, confused or bored.

- **Do you want to plan a program beyond the work you give your interns?** Will there be special training programs, performance reviews, and lunches or social events? Keep in mind that your interns are walking advertisements for your organization/business. If they have a good experience working for you, they are likely to tell their friends — word gets around. A bad internship, by contrast, can only hurt your chances of attracting good students for next year.

Define Your Internship Program Goals

1. _____
2. _____
3. _____
4. _____
5. _____

Navigating Paid vs Unpaid Internships

The **U.S. Fair Labor Standards Act (FLSA)**, which applies to all companies that have at least two employees directly engaged in interstate commerce and annual sales of at least \$500,000.00, requires employers to pay employees for their work. Interns and students, however, may or may not be considered “employees” under the FLSA.

The Courts have established the “primary beneficiary test” to determine whether an intern or student is, in fact, and employee under FLSA. This test allows courts to examine the internship-employer relationship to determine which party is the primary beneficiary. The seven factors include:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.

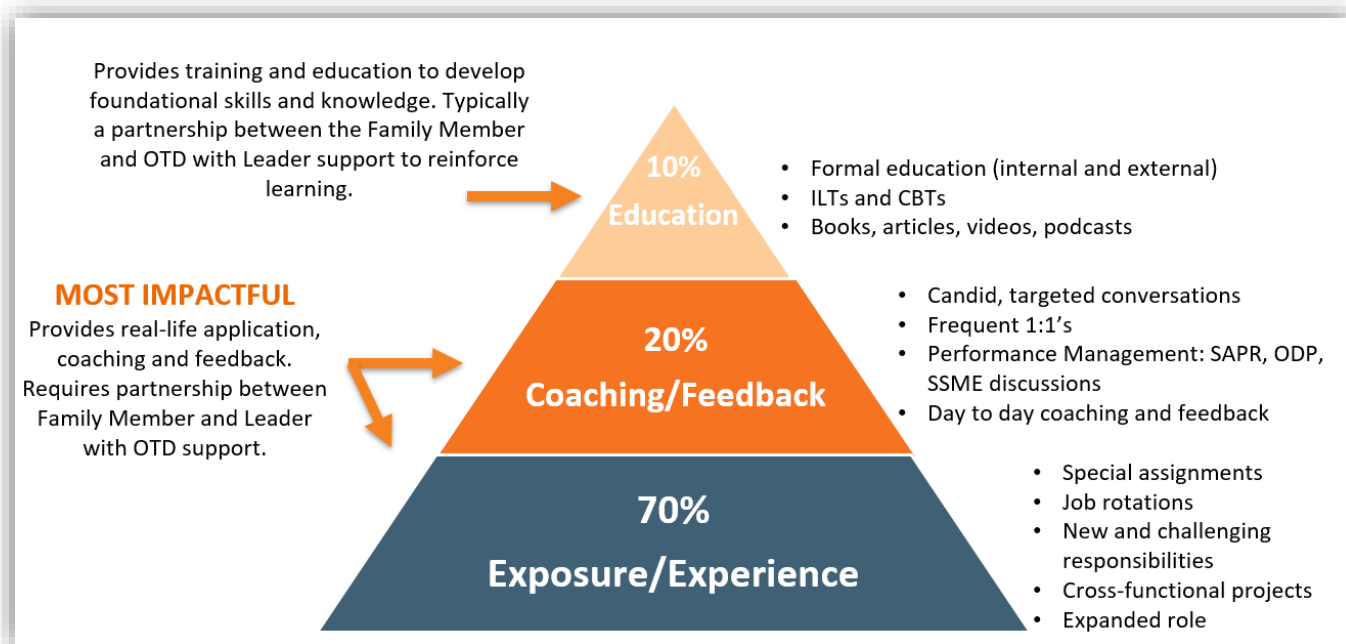
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

For more information on the DOL Fact Sheet, visit <https://www.dol.gov/whd/regs/compliance/whdfs71.pdf>.

Structuring your Internship Program

Now that you have outlined your program goals, start to think about how you want the student experience to be structured. What percentage of the program will you dedicate to job shadowing, projects, coaching, and professional development? Consider using the 70/20/10 approach, which has proven extremely successful with local internship programs.



Evaluate your needs and resources to determine program logistics, key players, and student responsibilities. Are there certain times of the year that you need additional assistance? Who will have the capacity to supervise the intern? Begin to outline your program logistics on the next page.

I. Program Logistics

1. What semester works best for you to host interns?

- ☐ Fall/Spring (interns can work up to 19 hours per week)
- ☐ Summer (interns can work up to 40 hours per week)

2. What tasks/projects will the intern be responsible to complete?

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

3. What would you like the intern to gain from the experience? (*learning objectives*)

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

4. Who will be the key players?

- ☐ Coordinator (hiring, onboarding, etc.) _____
- ☐ Supervisor (mentor, feedback, etc.) _____
- ☐ Colleagues (team, campus partners) _____

5. What access/equipment will the intern need?

- ☐ Building access
- ☐ Network access
- ☐ Software
- ☐ Laptop/computer- provided by department
- ☐ Laptop/computer- provided by student
- ☐ Phone/Jabber
- ☐ E-mail
- ☐ Microsoft Teams

6. Additional logistics to consider: _____

II. Onboarding and Orientation

Think about how you want to welcome the intern to your team. Successful introductions can leave a lasting impression and set the tone for the remainder of the semester. Plan to schedule an orientation at the beginning of the semester or set up an individual meeting to welcome the student. Utilize the checklist below to prepare for and welcome your student intern.

1. Prior to First Day

- ☐ Confirm technology access
- ☐ Outline work expectations (dress code, schedule, etc.)
- ☐ Prepare necessary agreements (confidentiality statements, etc.)
- ☐ Connect intern with mentor/supervisor

2. Host a Department Orientation

- ☐ Introduce intern to the team and review office roles
- ☐ Discuss expectations
- ☐ Describe your culture & provide an overview of the structure
- ☐ Incorporate [ice breakers/team building activities](#) - make it fun!

3. Provide Training & Support

- ☐ Setup desk, computer, and telephone
- ☐ Provide an outline of intern responsibilities (or even better-an Intern Training Manual)
- ☐ Schedule any necessary trainings (online, staff-led)

4. Host an Initial Intern & Supervisor Meeting

- ☐ Spend some time getting to know your intern. Explore each other's work preferences, communication style, and values through an icebreaker or exercise (Core Values, True Colors, DISC, Strengths). **Sample initial meeting agenda is available in appendix A**
- ☐ Discuss job duties, goals, and communication preferences/expectations
- ☐ Allow intern to share their goals for the experience
- ☐ Establish a meeting structure moving forward

III. Consistent Communication

Build in regular touchpoints for the intern and supervisor to connect throughout the program. Identify a consistent day and time to meet each week or every other week, depending on the nature of the project/position. Discuss expectation for communication (e-mail, phone, text) and clarify how you would like the intern to notify you of change in schedule, emergencies, etc.

Make a note of topics for your weekly meeting—items that need to be discussed/reviewed and always leave time for questions/consultation needs.

- | | |
|---|--|
| <input type="checkbox"/> Review status of projects | <input type="checkbox"/> Discuss areas needing growth & development |
| <input type="checkbox"/> Answer questions | <input type="checkbox"/> Explore how intern's work is contributing to the department |
| <input type="checkbox"/> Participate in evaluation of strengths | |

IV. Timely Feedback

Establish a plan for providing feedback to the intern. Keep in mind that feedback can be discussed both formally and informally.

1. Formal Evaluations

- ☐ Initiate a mid-point evaluation to gauge initial progress and allow the intern to assess goals and next steps. These can be “Ah ha” moments for students.
- ☐ Complete the semester with a final evaluation to assess completion of student and program goals. This is a great time to celebrate accomplishments!

2. Informal Evaluations

- ☐ During weekly check-ins, discuss what is going well and what interns would like to work on in the future.
- ☐ Prompt discussions on what they learned that week and how they overcame challenges. Reflection tools are available in the next section, ***Supervising and Mentoring Interns***.

Sample evaluation templates are available in appendix B & C

V. Program Evaluation

Determine how you will evaluate the program upon conclusion of each semester. When will you reflect on the program goals? How will you assess outcomes? Enlist feedback from supervisors, interns, and colleagues who worked closely with the program.

1. Feedback Methods

- ☐ Program Survey (student, supervisor, mentor, colleague)
- ☐ Informal feedback during student exit interview

2. Questions for Further Reflection

- ☐ Did you meet or exceed your initial program goals?
- ☐ What lessons learned could you incorporate with future interns?
- ☐ What adaptations do you need to make to move forward with this program?
- ☐ What new aspects can/should you add?

“Structure is one of the most important aspects of a successful internship.”

-Intern Bridge Student Survey

Supervising & Mentoring Interns

A huge part of a successful internship program is mentorship. Think about who will supervise the intern and who will be available to provide support throughout the experience. This can be the same person or it can be multiple team members.

A **supervisor's role** is to monitor the progress of the intern and provide work-related feedback and evaluations. They typically meet weekly with the intern to review status of projects, answer questions, and reflect on strengths and areas of growth.

A **mentor** is someone (supervisor or team member) who works closely with the intern, providing training and overall career guidance. They lead by example, demonstrating what it means to be a professional in that role/field. They also support the student in developing personally and professionally, identifying opportunities for advancement within the team. While being a career mentor takes time, it is so rewarding for both student and team member!

How to be a Good Mentor

1. Spend some time getting to know your intern (this builds trust). Learn their strengths and support them in utilizing them.
2. Tailor your advising/support to the needs of the intern. Learn their learning & communication styles.
3. Support them in setting goals (around knowledge, skills, & attitude). Encourage them to reflect on their goals regularly and celebration successes along the way.
4. Foster an emotionally safe environment. Support the intern in navigating new working relationships.
5. Direct them to positive psychological resources as needed.
6. Provide detailed and effect feedback. The feedback sandwich is a great approach - 1.) Discuss what the intern is doing well, 2.) Discuss an area of growth, 3.) Conclude with an area that the intern is exceling in.) Always end on a good note!

Remember to use your strengths and leadership skills in the mentoring relationship as well. Think about how you can use the following to foster your mentor-intern relationship:

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Inspiration |
| <input type="checkbox"/> Development & Training | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Delegation | <input type="checkbox"/> Evaluation |
| <input type="checkbox"/> Leadership | |

Program Management Tools

With the recent shift to virtual work, a variety of communication and collaboration tools have emerged. What tools do you use to connect with your team and clients?

Communication Tools	Collaboration Tools
Microsoft Teams	Microsoft Teams, Google Docs
Zoom	Padlet, Miro

As a supervisor and mentor, it is important to support your intern in participating in professional development opportunities throughout the semester. As a UTSA internship partner, your students have access to [LinkedIn Learning](#), to support their training and development needs.

LinkedIn Learning has hours of content in a variety of professional development topics for students to participate in. You can utilize this resource by identifying topics you want your intern to complete or empower them to select trainings that align with their internship goals. Regardless of your approach, this invaluable tool allows students to hone their skills and knowledge!

Performance Management

Performance management is more than just mid-term and final evaluations. It is ongoing feedback and support for interns as they learn the duties of a new role and explore how it fits into the larger team. Allow opportunities for self-assessment. You can do this by having the intern complete their mid-point evaluation and share their highs and lows with you. You can also get creative with how you discuss progress together. For example, initiate a word cloud, lead a Kahoot, or participate in a reflection activity.

Since **reflection** is such an essential part of personal and professional development, it is important to create space for it during the intern's experience. Use your weekly check-ins to reflect with the student on the knowledge & skills they are gaining. Encourage them to reflect on past actions, experiences, and behaviors and consider how they can apply their learning to future situations, jobs, or careers.

Reflection model

If you are new to supervising an intern or reflecting together, John Driscoll's *What? So what? Now what?* model is a great place to start! Through this model, you can support students in reflecting on their week, analyzing their experiences, and articulating what they learned from them.

Listen to their self-reflection and clarify what they have learned by repeating what you heard. Assist them in reflecting on how their work applies to the organization's mission, their role, and their personal & career goals.

John Driscoll Model of Reflection



Step 1: What?

- Briefly describe your week.
- What projects did you work on? What new situations did you encounter?
- Did you work with anyone else? How did that go?
- Was it a good experience? Or bad? Or both? And why?

Step 2: So what?

- How did you feel about your work this week?
- How did you react to challenges you encountered? Why did you react this way?
- Do you think past situations have influenced your experience during this situation?
- Who else was involved? How did they feel? And how did they react? And why did they react this way?

Step 3: Now what?

- What have you learned from reflecting on this week?
- Could you have prevented negative outcomes? How could you have done so?
- What would you do differently if a similar situation were to occur in the future?
- What could you do to better prepare yourself for this?

Intern Celebration

After a solid semester of reflection and growth, conclude by celebrating your intern's accomplishments. This can be an individual meeting or a team get-together congratulating them on a semester well done. Whichever you decide, the important part is communicating your appreciation for their hard work and the impact they have made on the team and/or the program.

Ideas for Making Your Intern Celebration Memorable

- ☐ Create a Kudo board/card for the intern or have team members share their appreciations verbally
- ☐ Play a "guess that team member" game, allowing team members to share memories
- ☐ Have interns share their favorite memory of working in your department
- ☐ Provide snack/drinks if your budget allows
- ☐ Play music
- ☐ Thank the intern for their hard work!

Exit Interview

As you approach the end of the semester, schedule an exit interview with your intern. This will allow you to connect one last time on any outstanding projects, as well as receive feedback on the program. Hearing how the internship went from the student's point of view is so valuable! After all, feedback is a two way street. It is wise to give and receive it.

There are many ways you can request feedback from your intern. Invite them to share what they thought the strengths and the weakness of your program were through an informal discussion or an anonymous survey. **Sample exit interview questions are available in appendix D**

Providing multiple options may be helpful as well. The insight gained from students can be instrumental in improving the experience for the next intern. This is also a great time to extend an offer for further employment if they are a good fit for your program.

The Hiring Process

Finding and hiring the right student can be challenging, but with the help of the University Career Center, you can connect with a number of qualified students! Start by drafting a [job description](#) detailing what the intern will be doing in your department.

I. DEVELOP A JOB DESCRIPTION FOR INTERN

Write a concise, detailed posting to increase student interest and connect you with applicants that best fit your program.

An effective description should include:

___ Organization Profile/Position Overview

- Depict the environment & illustrate the position
- Provide location (in-person, remote)

___ Intern Responsibilities & Learning Objectives

- Day to day tasks
- Specific responsibilities (no more than 25% clerical)
- List 2-3 [learning objectives](#)

___ Internship Benefits

- Describe the mentoring and training involved (networking, professional development)
- Compensation (hourly rate, stipend, commission)
- Total length of internship, desired hours, etc.

___ Intern Requirements

- Degree or field of study
- Years of experience (if you do not require experience, say so)

___ Application Procedure

- How to apply, contact information if needed
- Provide reasonable submission deadline (at least one month after posting date)

A sample job description is available in appendix E

A guide for creating learning objectives is available in appendix F

II. POST POSITION & SELECT A STUDENT

Once you have created your intern description, you are ready to share your opportunity with students on Handshake! [Handshake](#) is the university's job bank where students look for internships and other opportunities.

Posting a Position

1. [Create a Handshake profile](#) for your organization
 - Use your work e-mail to sign up and follow the steps.
 - Once UTSA has approved your request, you are ready to post!

2. [Post on Handshake](#)
 - Select your position requirements & student preferences
 - Copy and paste your job description into the posting
 - Set your notification settings
3. Share your opportunity with university contacts (University Career Center, Najim Center, etc.)

Recruitment Periods

Rule of Thumb: Start recruiting interns three to four months prior to the internship start date

- ___ Summer – Recruit February or March
- ___ Fall – Recruit May or June
- ___ Spring – Recruit September or October

Screening & Selecting

Once the position has closed, choose the number of applicants from your pool that you want to interview. If you would like to use the University Career Center Interview Rooms, email your request to employer.engagement@utsa.edu.

Hiring Manager Checklist:

Align candidates with job description and conduct interviews with intention

- ___ Call candidates to schedule an interview (face-to-face or virtual).
- ___ Create an Interview Packet in advance with a list of questions & interview evaluation. ***A list of sample interview questions is available in appendix G***
- ___ Conduct the interview. Involve employees directly working with intern.
- ___ Upon completion of the interview, complete the interview evaluation form.
- ___ Review evaluation forms and discuss candidates' fit with your position. Select a candidate and extend an offer.
- ___ Determine pay, start date, schedule, etc.

III. FINALIZE YOUR TRAINING PLAN

Prior to the intern's first day, finalize a training plan that will help them transition into the role and get to know the team. Training should include mandatory compliance trainings, technology and/or software trainings, and on-the-job or organizational trainings. This is also a great time to schedule touch points with fellow team members and department leadership (if possible). ***Sample-training plans are available in appendix H & I.***

Have Fun!

As we have learned, hosting a student intern is a commitment. It takes additional time and effort, but it is absolutely worth it! As a supervisor, you get to see your intern learn and grow as a student and a professional. When you support them in utilizing their strengths, you open the door for future opportunities for the student and your organization.

Remember to enjoy your time together! Build in touchpoints for fun with the team. This builds morale and allows the intern to feel the comradery of the organization. An internship can be a life-changing experience for a student and you can be a part of that journey! So take this guide, adapt it to your needs, and create a quality internship program that changes lives!



**University
Career Center
Rock Star
Interns**

Appendix A-1

Initial Student/Supervisor Meeting Agenda

Virtual Environment

1. **Get to Know You Activity-** What's Most Important (pg. 18)
 - a. This is a great activity for supervisors to learn more about the student's work values and how to support them
 - b. Talk through highest and lowest rankings (also fun for supervisor to complete and share their results)
2. **Discuss expectations**
 - a. Determine preferred communication mechanisms (Teams, e-mail, phone, text)
 - b. Identify project management tools (Teams, Google docs, etc.)-how to submit, where to track progress, etc.
 - c. Identify weekly time to meet and create recurring calendar invitation
3. **Test Technology**
 - a. Identify access needed (if any)
4. **Review Program Goals** for the semester
5. **Discuss Student Goals**
 - a. Have student identify 2-3 personal/professional goals that they would like to accomplish for the semester
6. **Review Training Plan**
 - a. What training will student need to be successful? (schedule in advance if possible)
 - i. Training w/ staff
 - ii. Self-paced training (i.e. Handshake, etc.)
7. **Questions-** allow time for student/s to ask questions

Appendix A-2

What's Most Important?

- _____ Supervisor Loyalty to workers
- _____ Fair and tactful feedback
- _____ Feeling "in" on things
- _____ Development & growth opportunities
- _____ Important, interesting work
- _____ Work appreciated by supervisor
- _____ Good working conditions
- _____ Being kept informed
- _____ Good wages
- _____ Pleasant colleagues

Rank each of the above factors from 1 to 10 (with 1 being the best) in terms of their importance to you and your internship. Each factor will have a different number based on ***your preferences***.

For example: Rank the following activities you would like to do on your next vacation.

Ranking	Activity
2	Fishing
1	Water skiing
3	Snow skiing
4	Gardening

If you liked water skiing best, you would rate it as 1 followed by fishing, then snow skiing and gardening.

Appendix B

Midpoint Evaluation

Name: _____

Date: _____

Please rate your intern using the following scale:

1 (*The student does not demonstrate this ability*) – **4** (*The student demonstrates this ability on his/her own*)

Utilizes effective problem-solving techniques:	1	2	3	4
--	---	---	---	---

Complies with the organization's established procedures and policies:	1	2	3	4
---	---	---	---	---

Behaves professionally:	1	2	3	4
-------------------------	---	---	---	---

Uses effective verbal and nonverbal communication	1	2	3	4
---	---	---	---	---

Intern's strengths:

Areas that need development:

Additional Comments:

Estimated # of hours completed thus far: _____

Supervisor Signature _____ Date _____

Student Signature _____ Date _____

Appendix C

Final Evaluation

Name: _____

Date: _____

Please rate your intern using the following scale:

1 (*The student does not demonstrate this ability*) – **4** (*The student demonstrates this ability on his/her own*)

Utilizes effective problem-solving techniques:	1	2	3	4
---	---	---	---	---

Complies with the organization's established procedures and policies:	1	2	3	4
--	---	---	---	---

Behaves professionally:	1	2	3	4
--------------------------------	---	---	---	---

Uses effective verbal and nonverbal communication	1	2	3	4
--	---	---	---	---

Intern's strengths:

Areas that need development:

Additional Comments:

Estimated # of hours completed thus far: _____

Supervisor Signature _____ **Date** _____

Student Signature _____ **Date** _____

Appendix D

Exit Interview

Reflection questions:

1. What was most enjoyable or rewarding about your internship?

2. What did you find least beneficial?

3. What skill/s did you gain? How do you plan to use them in the future?

4. What suggestions do you have for the internship program?

5. What suggestions do you have for me as a supervisor?

Appendix E

Sample – Social Media Intern

The UTSA University Career Center is looking for an innovative and creative individual to grow and expand the reach of the Career Center on campus and in the community through the engaging use of social media platforms. The University Career Center assists students and alumni in career exploration, professional development, and career readiness to successfully pursue and achieve lifelong career goals.

Responsibilities:

Under the direction and supervision of the Marketing Associate, the Social Media intern will:

- Assist with outreach, marketing and promotional graphic design for the Career Center
- Produce and/or edit targeted marketing materials, reports, and publications
- Take photos of Career Center Events and maintain department photography files & folders
- Assist in planning, coordinating and facilitating Marketing Events/Tables
- Create and edit video footage to be used on website, YouTube and Career Center Blogs
- Assist in updating the Career Center Blog as well as seek out career stories from students and Alumni
- Assist Counselors with writing and editing of college specific newsletters
- Participate in Student Focus Groups

Benefits to the Intern:

- Exposure to professional development and training opportunities
- Regular feedback and communication from experienced Marketing Associate (evaluations will be conducted midway and upon completion)
- Participation in office committees such as Marketing, Social Media and Publications
- Compensation at designated hourly rate

Learning Objectives:

Throughout the duration of the internship, the intern will learn how to:

- Create publicity campaigns for career activities and events to students using social media, visual advertising and other forms of promotional materials
- Collect data regarding outreach efforts from various sources and analyze for accuracy, completeness, and relevance
- Assist in preparing statistical and confidential reports, charts and graphs to assess effectiveness of marketing efforts to include social media

Requirements:

- Minimum High School Graduate or GED (must be a current UTSA student)
- Preferred majors: Marketing, Business Management, English, or Communications
- Must have experience writing and editing of printed and/or digital materials
- P/C literate with knowledge of word processing, database software, MS Word, Excel, and Power Point
- Preferred knowledge of MS Access, Outlook, Publisher and Social Media such as Facebook, Twitter, Blogger, LinkedIn, Adobe InDesign, Adobe Premier Pro, etc.
- Preferred experience in marketing, outreach, publicizing and promoting events and services

How to Apply:

Complete online application via Handshake

Appendix F

Guide to Creating Internship Learning Objectives

Based on the [National Association for Colleges and Employers \(NACE\)](#) and the Department of Labor's [Fact Sheet # 71](#), which defines criteria for legal internships, an internship must be an extension of learning outside the classroom and there must be learning objectives set up ahead of time. To ensure the protection of our students, we advise internship positions in Handshake, paid or unpaid, to have student learning objectives.

PURPOSE OF LEARNING OBJECTIVES:

- Learning Objectives are statements that clearly define what a student will learn during the internship.
- The objectives should help the student, the Site Supervisor, and the Internship Instructor (when applicable) evaluate the learning progress of the intern.
- Learning Objectives should not try to cover all aspects of the internship, but instead focus on select areas that the student will be exposed to throughout the internship.
- Each Learning Objective should involve new learning, expanded growth, or improvement on the job.

GUIDELINES FOR WRITING LEARNING OBJECTIVES:

- A minimum of **two (2) objectives** are suggested. Try to limit the Learning Objectives to no more than six (6).
- Each Learning Objective should be specific, measurable, and limited to a single definite result. A measurable Learning Objective is a statement that clearly and precisely describes what it is the intern will accomplish by performing a task(s).

EXAMPLES OF STRONG LEARNING OBJECTIVES:

- Intern will improve skills using the Bloomberg financial software by learning how to monitor certain asset classes through shadowing his/her supervisor and gaining hands-on experience.
- Intern will network and establish professional contacts in the fashion industry by attending PR events and attending client meetings.
- Intern will learn how to address buyers' questions relating to commercial real estate by accompanying a Licensing Associate during a property viewing.
- Intern will learn the editorial process of magazine publishing by attending staff meetings and shadowing the Chief Editor.
- Intern will become proficient in Microsoft Excel by creating financial spreadsheets to be used to conduct company financial analyses.
- Intern will develop better interpersonal skills and learn how to establish a strong financial advisor relationship by attending client meetings and listening to phone conversations.

THE FOLLOWING ARE EXAMPLES OF TASKS OR GOALS; THEY ARE NOT LEARNING OBJECTIVES:

- Intern will work on PowerPoint presentations.
- Intern will answer questions about various programs offered.
- Intern will undertake projects that enable him/her to gain further experience in sales.
- Intern will participate as a team member in day to day office tasks.
- Intern will attend client meetings

Source: George Mason University Career Services Office and Porter Family Professional Development Center

Appendix G

Experiential Learning Intern Interview Questions

1. Tell me a little bit about yourself.
2. What interests you about this position and working in the Career Center?
3. How would you describe your written communication skills?
4. Tell me about a time that you have created unique content (written or visual) for a program or project.
5. What is your experience with coordinating and facilitating outreach & events?
6. What type/s of software are you familiar with in creating/editing printed or digital material?
7. What are you looking to gain from this internship experience?

Appendix H

Sample Training Plan 1

Week	Dates	70% - On the Job	20% - Coaching and Mentoring	10% - Formal Learning
1	June 4-8	<ul style="list-style-type: none"> 3.5 Days on the job 	<ul style="list-style-type: none"> Lunch with Manager and/or team Ongoing coaching from Manager and/or designee Department Meeting 	<ul style="list-style-type: none"> 6/4 - New Family Member Orientation (Day 1) 6/5 - Introduction to Corporate Life (1 hr) 6/5 - Emotional Intelligence Workshop (2 hr)
2	June 11-15	<ul style="list-style-type: none"> 5 Days on the job 	<ul style="list-style-type: none"> Ongoing coaching from Manager and/or designee Department Meeting 	
3	June 18-22	<ul style="list-style-type: none"> 4.5 Days on the job 	<ul style="list-style-type: none"> Ongoing coaching from Manager and/or designee Department Meeting 	<ul style="list-style-type: none"> 6/22 - Understanding Generational Differences (4 hr)
4	June 25-29	<ul style="list-style-type: none"> 5 Days on the job 	<ul style="list-style-type: none"> Ongoing coaching from Manager and/or designee Department Meeting 	
5	July 2-6	<ul style="list-style-type: none"> 4 Days on the job (July 4th Holiday) 	<ul style="list-style-type: none"> Ongoing coaching from Manager and/or designee Department Meeting 	
6	July 9-13	<ul style="list-style-type: none"> 4.5 Days on the job 	<ul style="list-style-type: none"> Ongoing coaching from Manager and/or designee Department Meeting 	<ul style="list-style-type: none"> 7/11 – Effective Communication Skills Workshop (4 hr)
7	July 16-20	<ul style="list-style-type: none"> 5 Days on the job 	<ul style="list-style-type: none"> Ongoing coaching from Manager and/or designee Department Meeting 	
8	July 23-27	<ul style="list-style-type: none"> 5 Days on the job 	<ul style="list-style-type: none"> Ongoing coaching from Manager and/or designee Department Meeting 	
9	July 30-Aug 3	<ul style="list-style-type: none"> 4.5 Days on the job (includes Orange Spirit Day) 	<ul style="list-style-type: none"> Ongoing coaching from Manager and/or designee Department Meeting 	<ul style="list-style-type: none"> 8/2 – Internship Project (2 hr) – includes presentation from the interns

Appendix I

Sample Training Plan 2

Welcome to the University Career Center!

- ☐ Staff Introductions- <https://careercenter.utsa.edu/staff/>
- ☐ Meet with Supervisor
 - Getting to know one another
 - Review on the job orientation checklist & training schedule

Day	Trainings	Task to Complete	Suggested Readings
1	<input type="checkbox"/> Time keeping <input type="checkbox"/> Intern Orientation- Program Overview	<input type="checkbox"/> Login to computer <input type="checkbox"/> Set up Outlook & review email etiquette <input type="checkbox"/> Review office policies & procedures <input type="checkbox"/> Become Familiar with website careercenter.utsa.edu <input type="checkbox"/> Start Compliance Training	<input type="checkbox"/> Career Center website- “About” tab
2	<input type="checkbox"/> Website overview- Marketing Coordinator	<input type="checkbox"/> Handshake Modules (Orientation, Account Set-up) <input type="checkbox"/> Review “Resources” tab on website <input type="checkbox"/> Review social media platforms <input type="checkbox"/> Create bio and pic	<input type="checkbox"/> Career Center website- “Internships-Resources for Students”
3	<input type="checkbox"/> Career Explorer Assessment Overview-Supervisor <input type="checkbox"/> UTSA Compliance Training (self-paced)	<input type="checkbox"/> Complete the Career Explorer Assessment <input type="checkbox"/> Career Explorer review with supervisor	<input type="checkbox"/> Career Center website- “Internships-Resources for Employers”
4	Training with Supervisor: <input type="checkbox"/> Creating Event in Handshake <input type="checkbox"/> Approving Internship Postings <input type="checkbox"/> Internships Blogposts in uConnect	<input type="checkbox"/> Continue Handshake Training Modules (Managing students, Employers, Jobs) <input type="checkbox"/> Review ExLearning Team mission and goals <input type="checkbox"/> Review “Experiential Learning Community” on website	<input type="checkbox"/> Career Center website- “Internships-Micro-internships”
5	<input type="checkbox"/> On Campus Recruiting Training <input type="checkbox"/> Pop-up Overview & Training- Chelsie <input type="checkbox"/>	<input type="checkbox"/> OCR training & Emergency Procedures <input type="checkbox"/> Review Calendar of Events <input type="checkbox"/> Identify project of interest	<input type="checkbox"/> NACE Position Statement: U.S. Internships
6	<input type="checkbox"/> Counseling Team Overview	<input type="checkbox"/> Continue Handshake Training (Events & Career Fairs)	<input type="checkbox"/> Experience Transcript

Day	Topics	Tasks to Complete	Suggested Readings
7	<input type="checkbox"/> Schedule meeting with ED	<input type="checkbox"/> Continue Handshake Training (Experiences Module) <input type="checkbox"/> Create events in Handshake (to remain in pending)	<input type="checkbox"/> Office of Undergraduate Research <input type="checkbox"/> UTSA Volunteer Services
8	<input type="checkbox"/> Become familiar with Canva (self-review)	<input type="checkbox"/> Review Internship Resources: Internships.com, wayup.com, InternQueen, LinkedIn Internships <input type="checkbox"/> Complete Compliance Training <input type="checkbox"/> Review CAS Standards Internships	<input type="checkbox"/> Center for Civic Engagement <input type="checkbox"/> UTSA Education Abroad <input type="checkbox"/> Student Leadership Center
9		<input type="checkbox"/> Create resources for Kiosk <input type="checkbox"/> Draft a list of blog ideas <input type="checkbox"/> Review GoinGlobal Resource	<input type="checkbox"/> Fact Sheet #71: Internship Programs under Fair Labor Standards Act
10		<input type="checkbox"/> Review Recurring Internships <input type="checkbox"/> Diversity Resources <input type="checkbox"/> Review NACE <input type="checkbox"/> Review Resume/Cover Letter Activity	<input type="checkbox"/> HACU <input type="checkbox"/> Disney College Program <input type="checkbox"/> Inroads <input type="checkbox"/> REU
11	<input type="checkbox"/> Linked-In	<input type="checkbox"/> Review Intern Mentor Program Events <input type="checkbox"/> Linked-In video training <input type="checkbox"/> Complete Linked-In Profile <input type="checkbox"/> Review Linked-In Profile with Supervisor	<input type="checkbox"/> Classroom to Career Initiative <input type="checkbox"/> Impact of Internships <input type="checkbox"/>
12		<input type="checkbox"/> Review previous workshop flyers and designs-Begin drafting fall workshop flyers <input type="checkbox"/> Review needed resources/ catch up on any missed areas	<input type="checkbox"/> Texas Internship Challenge <input type="checkbox"/> Student Conservation Association

13	<input type="checkbox"/> Goal Setting workshop	<input type="checkbox"/> Identify event to plan, etc. for fall <input type="checkbox"/> Complete resume/cover letter & review with supervisor	<input type="checkbox"/> Department of Labor Apprenticeship Program
Day	Topics	Task to Complete	Suggested Readings
14	<input type="checkbox"/> Resources Review	<input type="checkbox"/> Sign up for RowdyLink <input type="checkbox"/> Review Transcript Notation Process <input type="checkbox"/> Review needed resources/ catch up on any missed areas	<input type="checkbox"/> Partnership for Public Service- Public Service Fellows Program
15	<input type="checkbox"/> Program Overview	<input type="checkbox"/> Draft one page informational on Experiential Learning Program <input type="checkbox"/> Review Interview Guide Resource (binder) <input type="checkbox"/> Review Externship Information (invitation), video on website, etc. <input type="checkbox"/> Review needed resources/ catch up on any missed areas	<input type="checkbox"/> White House Initiative on Educational Excellence for African Americans <input type="checkbox"/> Explore Microsoft Internship Program For Women and Minorities <input type="checkbox"/> BET Networks Internships
16	<input type="checkbox"/> Resources Review	<input type="checkbox"/> Review previous e-mail outreach templates <input type="checkbox"/> Review previous blog posts <input type="checkbox"/> Review needed resources/ catch up on any missed areas	<input type="checkbox"/> Congressional Hispanic Caucus Institute <input type="checkbox"/> NASCAR Diversity

NOTES:

**Some exceptions to schedule will be made for various activities such as career fairs, staff meetings, special meetings/events, trainings/ conference, or other employer related activities*