My goals for this session:

• Show how Carleton helps students to identify, understand, and demonstrate “good employee skills” in their internships

• Highlight some tools that we use to support student learning in our internship reflection program

• Provide you all with at least one idea that you can adopt in your own work

Part 1: Carleton’s Internship Reflection & Career Readiness Program
Carleton
2,000 students
Liberal Arts
Private school
Internships not required

More Carleton students do internships now than four years ago

Internship Reflection Program (and Funding) is Growing
Cycle of Carleton’s Internship Program

- **Fall/Winter**: Student secures internship
- **Winter/Spring**: Internship applied for, and internship
- **Summer**: Student does the internship
- **Fall**: Reflection program application (supports learning)

Part 2:
- **Reflection Program Application**
  - (Supports Learning)
Our support for skill-building starts with the program application

Essay question (3rd of 3 questions)

• Tell us about how you expect the internship to impact your academic and career pursuits
• What do you hope to learn from your internship and how do you expect to accomplish this learning? Please describe several objectives related to personal growth, skill-building, professional development, and career exploration.

Faculty Recommendation

Our form instructs faculty to discuss the student’s internship plans and goals.

Faculty submit the form to the Career Center online in support of student’s application.

Faculty Recommender: The application must include a letter of recommendation that addresses the student’s internship plans and goals. The letter should be submitted directly to the Career Center either in person or via email. Upon receipt, you will receive a confirmation email.

1. How well do you know the applicant? (Option of 1-5 scale)
   - 1: Not well
   - 2: Slight
   - 3: Familiar
   - 4: Well
   - 5: Very well

2. How strongly do you recommend the applicant for the internship? (Option of 1-5 scale)
   - 1: Not at all
   - 2: Slightly
   - 3: Moderately
   - 4: Strongly
   - 5: Very strongly

Budget form

Completed by student as part of the funding application process.

(For typical undergrad students, creating and using a budget can be a daunting task.)
Host Agreement

The student is required to get the host’s signature on the confirmation form to apply for funding.

Outlines Carleton’s expectations for the internship, the student, and the host organization, including a commitment to mentorship and feedback for the student.

Scoring Rubric

Posted on our website for use by students, faculty, staff, (and parents)

Provides transparency for students about the application guidelines and criteria

Result: Improved quality of application materials, especially essays

Part 3

Before the internship

Preparing students to learn from their internships
Participants in our Internship Reflection Program are all enrolled in our Moodle Site. We use the site to post presentations, collect assignments, and provide event details.

[Carleton uses Moodle for our Course Management System (CMS), other schools might use Blackboard or another CMS]

2017 Summer Internship Program

Summer Internship Program Moodle Guide

Welcome to the 2017 Summer Internship Program!

Please use this everything guide to help you and your school. Here is a checklist of your responsibilities during your summer internship:
- Write an internship report
- Submit your work to your supervisor
- Attend all mandatory events and workshops
- Submit your final report and evaluate your experience

Learning Contract

The learning contract is completed in a 1:1 session with a career counselor.

After the internship begins, the student reviews the form with their supervisor.

The midpoint and final evaluation forms ask interns and supervisors to review learning goals and discuss progress made.

Performance-Based

- Ability to communicate clearly (written and/or spoken)
- Work Ethics/Engagement with work
- Punctuality and ability to meet deadlines
- Follow through to complete initiatives
- Quality of work (minimal errors)
- Problem solving

Interpersonal

- Ability to take direction
- Demonstrate independence and initiative
- Ability to work with others in a team
- Ability to accept constructive feedback
- Contribute positively to morale
- Ability to forge connections with diverse groups of people

Professional Attributes

- Present a professional demeanor
- Be curious and eager to learn
- Demonstrate confidence
- Display creativity in work
- Apply critical thinking skills in efforts
- Leadership

Students are required to include one of these 18 "good employee skills" as a goal in their learning contract.
Learning Contract Example #1: Student at a non-profit (social entrepreneurship focus)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I hope to get exposure to the world of social entrepreneurship and NGOs.</td>
<td>I will sit in on meetings at the organization to learn about their work, and ask questions about what they believe are the most important aspects of their mission.</td>
</tr>
<tr>
<td>2. I hope to learn more about the legal issues of immigration and the illegality of many of the practices.</td>
<td>I will interview legal professionals about immigration law and its impact on the organization.</td>
</tr>
<tr>
<td>3. I hope to improve my ability to communicate and advocate for myself in a work setting.</td>
<td>I will ask my supervisor to review my work and provide feedback on how to improve it.</td>
</tr>
</tbody>
</table>

Learning Contract Example #2: Student in an archive at a large university.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I will improve my ability to accept and act on feedback about the quality of my work.</td>
<td>I will seek feedback from my supervisor regularly and use it to improve my work.</td>
</tr>
<tr>
<td>2. I will gain a deeper understanding of the field of archival work.</td>
<td>I will participate in relevant seminars, readings, and workshops.</td>
</tr>
<tr>
<td>3. I will learn key professional skills and recognize their importance to the field.</td>
<td>I will participate in relevant training and activities.</td>
</tr>
</tbody>
</table>

Part 4

During the Internship

The reflection blog helps students to pay attention to and share their learning.
Week 9: Learning from experience

Weekly Blog Themes

Introductions
Building a Strong Foundation
Developing Helpful Routines
Working with and Learning from Others
Building your Resume
Communication
Progress and Growth
Professionalism
Leadership
Big Thinking
Wrapping Up
Final Post

8/14/2017
“...how invested am I in this internship? For a moment in the chaos of the memos and the software trainings and the conference calls I thought to myself: How did I get here? I've stumbled upon this summer opportunity, not intentionally or purposefully. But now that I'm here, I'm invested in doing a good job, I'm invested in building relationships with my peers and supervisors, I'm invested in learning the ins and outs of this world. Even working as an assistant in the office I can help these people do the important work they're doing, and if I can figure out some of my career goals along the way, that would be a great thing to stumble upon too!”

Excerpt from intern comment; June 13

Now that you've been at your internship for some time, think about how working with your boss is different than working with your professors?

“I truly value my relationships with both my boss and professors. They both share the common denominator of being mentors who are kind enough to go the extra mile to invest in my future. I think the main difference comes from the known consequences of succeeding at a task versus failing at it. My competency directly impacts my grades. However, being in a real world work environment is different. My competency is a reflection on me, but it can impact multiple people and the organization. My work has a real impact that extends well beyond myself.”

Excerpt from intern comment; July 27
Week 8: Professionalism and You

Imagine that this is your new full-time job, not just your internship. Would you be treating your work differently?

Does this thinking inspire you to change anything for the remaining weeks of your internship?

"If this were a full-time job, I think I would reach out to more of my other co-workers and get more input from them on how my project can be of use for them in order to improve my project. I am working on a data visualization project and there can always be improvements and additional functions. Since I only have a limited amount of time for an internship, I won't have enough time to incorporate everything. Otherwise, I would work more closely with the other lab members.

"Also, my project is pretty different from everyone else here so I usually work on it on my own. If I were working here longer, I would probably start a new project since there's only so much I can do for one project, which means I'd take initiative to seek out projects that will be useful to the other staff members and make data more accessible. My internship ends very soon but this kind of long term thinking can be applied to other internships and experiences as well."

Excerpt from intern comment; August 3

"After two weeks of my internship, I have become even more mesmerized by the coast. I have explored more coastal cliffs and beaches. Further, I know the species better than I did when I arrived. Here are some photos from my time in the field collecting seeds."

Original Posts:
Example #1

"After two weeks of my internship, I have become even more mesmerized by the coast. I have explored more coastal cliffs and beaches. Further, I know the species better than I did when I arrived. Here are some photos from my time in the field collecting seeds."
Part 5

Learning in the Internship

Supervisor Feedback and Self Evaluations

We request feedback sessions at midpoint and end.

- Midterm
  - Refer back to Learning Contract and comment on progress
  - Identify priorities/projects going forward

- Final
  - Highlight skills/areas of growth over the internship
  - Identify an exemplary strength of the intern
  - Share advice on growth, learning, and career strategies
Intern thoughts on midpoint feedback

“I sat down with my supervisor last week to discuss my progress in my learning goals. To be honest I was kind of dreading this meeting…when we started discussing the internship and my experience, I was reassured when I realized we were both on the same page.

“Generally, we were both happy with the work that I have been doing. Also, when my supervisor mentioned that she wished I would speak up more in meetings, I agreed, and told her it was something I wanted to improve on as well. …So for the last couple of days, when people have asked for opinions, I’ve spoken up and said my thoughts.”

Related to midpoint evaluation conversation
Excerpt from intern comment on blog, July 25

Supervisor final feedback comments

• “[He] has a very strong work ethic and is not afraid to dive into any project or task, glamorous or not. This is a huge asset, particularly early on in career development.”

• “[She] displayed a strong work ethic and great initiative. Whatever task we gave her, she would complete it on time (or early) and it would invariably be of high quality.”

• “[He] was great at working with the others and making them feel comfortable and effective. His honesty and earnestness were apparent in the office and the communities that he managed. And as a result, he was able to talk to provide valuable product advice for the team.”

• “[She] shows a strong sense of self, which is admirable.”
Part 6
After the internship
Reflecting and bringing the learning back to campus

Reflection Essay Questions
What are the three most important skills you gained/strengthened from this experience?
What are the key lessons you have drawn about yourself from this experience?
How will you use the experience gained to chart your path forward?
What did you learn that surprised you?
For what are you most grateful?
What advice would you give to other students about internships?

Essay Excerpts
"I was taught new ways of thinking about problem solving from a scientific perspective, especially when dealing with ideas that seem too large to contain in one undergraduate-level project. By sitting in on weekly meetings, I gained insight not only into the kind of research that is going on in this field, but also into the minds and thought processes of some of the most driven scientists I've ever met. Communication issues with my supervisor taught me to be straightforward with my ideas and concerns, and not to wait around to be asked if I had any questions or needed help."

"The skill that I'm most proud of is my growing sense of flexibility. I tend to be a rather stubborn person, and I don't like to change things or let on when I am lost. This internship, however, has really challenged me to have to change this. Every time I think that I am finally done with creating my stimuli, my supervisor thinks of something I can change. My original plans and expectations for my experiments have certainly changed a lot over the course of the past five weeks, and I think that's absolutely awesome. Though it's certainly frustrating to feel as if I'm not making progress at times, it's really cool seeing just how much of a process experiment design is."

"Even doing boring tasks (sharpening pencils, printing tickets, folding programs) I am surrounded by friendly and engaging people. Many of my bosses are on teams that put on shows here, so seeing their shows serves as motivation and a reminder that great work is almost always necessary."
Reflection Essay Book

Distributed to:
• Stewardship
• Alumni Relations
• Development
• Admissions
• Campus leadership

Reflection Poster Session (Fall)

Invitees:
• students
• faculty
• parents
• alumni
• donors
• internship hosts
• campus leadership

Reflection Poster Sample

Student highlights a "good employee" skill (flexibility) in their poster.
Advice from Carleton Interns
(Pulled from reflection essays)

Example marketing campaign for the Summer experiences survey:
We aim to capture internship, work, research, volunteer, service, and other summer activity done by students.
Internship sites fed into searchable database for students.

Let us know what you did this summer.
go.carleton.edu/summer_exp

Thank you for your attention.
I welcome your thoughts and questions.