

EMPLOYER GUIDE

TO STARTING AN

EXPERIENTIAL

LEARNING PROGRAM



TABLE OF CONTENTS

What is an Experiential Learning Program?	3-6
Internship	3-4
Cooperative Education	4
Academic Credit	5
Compensation	5
Duration of Co-op Assignment.....	5-6
Work Site Visits	6
Work Reports	6
Termination of Student	6
Bowie State University Process	7-9
Development of Co-op Opportunities.....	7
Connecting with Our Cooperative and Internship Programs.....	8
Student Responsibilities	8-9
School Responsibilities	9
Employer Responsibilities	9
Steps to Implementing a Program.....	9-15
Factors to Consider	9
Assess Organizational Need	10
Consider Legal Issues	10-11
Determine Program Type	11
Program Management	11-12
Development of Work Assignments	12
Recruitment and Marketing Strategy.....	13
Program Orientation Sessions	13-14
Supervisor Orientation	13-14
Student Orientation	14
Program Assessment	15
References	16
Appendix	17-21
Job Description Form (Sample)	18
Work Assignment (Sample)	19
Supervisor Evaluation (Sample)	20
Student Evaluation (Sample)	21

The estimated percentage of new graduates entering into the job market increases yearly. Students are aware of the competition that they face and are seeking a means to help them become more marketable upon graduation. One means by which they are aiding themselves to have that competitive edge is by participating in experiential learning programs.

EXPERIENTIAL LEARNING PROGRAM

What is experiential learning? The National Association of Colleges and Employers (NACE) briefly elaborate on what experiential learning entails in their position statement on internships. “Experiential learning encompasses a wide variety of enriching opportunities for students, including service-learning, volunteering, student organization leadership and campus involvement, faculty-led research and projects, experiential study-abroad, student employment/work-study, cooperative education, and internships.” (http://www.naceweb.org/connections/advocacy/internship_position_paper/#sthash.nIGJ3dp2.dpuf).

Many colleges and universities offer some type of an experiential learning program that provides its students with the opportunity to engage in some or all of the aforementioned experiences. There are two types of experiential learning programs the Career Development Center (CDC) operates – Internship Program and the Cooperative Education Program. Employers usually ask the question what is the basic difference between the two programs?

INTERNSHIP

NACE defines an internship as the following:

“An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.” (http://www.naceweb.org/connections/advocacy/internship_position_paper/#sthash.nIGJ3dp2.dpuf).

Internship Programs usually provide semester or summer (10-12 weeks) long employment opportunities for students. Students usually work 16-20 hours per week during an academic semester and work full-time during summer months unless otherwise indicated by the employer. Students are required to complete a certain amount of intern hours and may be required to write a report on their internship experience. There may be general requirements for students in order for them to participate in this program. Some requirements may indicate specific classification of students (sophomore, junior, senior) or a minimum grade point average (GPA). These opportunities usually do not guarantee full-time employment for students upon graduation.

Our internship program affords students the opportunity to get firsthand experience in their prospective careers of choice. Internships are a great decision making tool to aid students in refining and/or making definitive decisions about their career goals. Through the CDC, sophomore, junior and senior level students with a minimum 2.5 or better GPA are able to earn 2 academic credits for their internship experience provided the internship duties meets the approval of the Program Coordinator and the

student's faculty advisor and/or department chair. Students are also able to do internships for non-credit if they aren't seeking credits for the experience.

The duration of the internship is based upon the needs of the employer. Students can register to receive credits for their internship during the spring and fall semesters. Students must have been extended an offer to intern with an employer in the summer prior to the internship course being offered before the end of the spring semester. Students must submit an internship registration form and Internship Agreement form to the Program Coordinator. The students' faculty advisor and/or department chair will develop learning objectives and evaluative methods based on the internship position description. The Internship Registration and Internship Agreement forms must be submitted to the Program Coordinator prior to being granted permission to register for the internship course. Employers are encouraged to contact the Program Coordinator regarding their interest in participating in our internship program. More detailed steps on how to connect with the CDC and our internship program is discussed on the next page.

COOPERATIVE EDUCATION

One of the most dynamic concepts in post-secondary education today is Cooperative Education. Though there are many variations of this program, Cooperative Education is basically an arrangement of combining study and work leading to the Baccalaureate Degree. The Cooperative Education student intersperses on-campus academic preparation with off-campus actual job experience. To implement Cooperative Education, a partnership is formed between the employer, University and the student. This partnership provides many benefits for all parties involved.

Cooperative Education Programs traditionally provide year long employment experiences for students. Students alternate between working a full year at their co-op site and attending their colleges/universities the following year. Some Cooperative Education Programs may offer parallel work experiences whereby the student works part-time while attending school. Usually full-time employment may be extended to a student upon graduation provided he/she has met all of the program requirements set forth by the employer and the educational institution and if the employer has allocated monies to hire the student. Some general requirements the student must satisfy might include maintaining a minimum GPA, be in good academic standing at his/her institution, and maintain good work performance evaluations.

Additionally for both programs, site visits would be arranged by a school representative with the student's supervisor to discuss the students' work performance. Furthermore, supervisors and students would be encouraged to complete written evaluations. Supervisors would evaluate the work performance of the student and the student would evaluate his/her intern or co-op site.

When partnering with educational institutions to provide internship and/or cooperative education opportunities for students, you should familiarize yourself with the institution's programs. Each institution will have different program guidelines for its students and employers interested in participating in its programs. Educational institutions may prohibit freshman students from participating in its programs because they have not completed coursework in their major.

ACADEMIC CREDIT

Some schools may allow students to earn academic credit for their internship and/or cooperative education experiences. Credits vary from school to school. Students would be required to meet certain criteria to earn academic credits. Such criteria will include working on substantive work assignments, have and maintain a minimum GPA as stipulated by the institution, and complete a certain amount of work hours prior to the completion of the school term. As part of earning academic credit, students may be encouraged to keep journals and would be required to write reports on their internship and cooperative education experiences.

Employers should be aware that there is an out-of-pocket expense for students to earn academic credit for their work experiences. Also, some Cooperative Education Programs may assess a program fee for students in order for them to participate in its program in addition to them earning credit. All fees are set by the educational institutions and will vary accordingly.

Now that we have explained what an experiential learning program is and have identified examples of this type of program we need to address the key factors employers should consider prior to starting your experiential learning program.

COMPENSATION

Compensation for your co-op or internship position is solely at the discretion of the organization. Employers usually provide an hourly rate. However, we encourage employers to review the wage guidelines stipulated by the Department of Labor. The most important thing to remember is to fairly compensate students for their work.

DURATION OF CO-OP ASSIGNMENT

PARALLEL AND ALTERNATING COOPERATIVE EDUCATION PROGRAMS

There are two types of Cooperative Education programs at Bowie State University that students can participate in.

- **Parallel Co-Op** is like a part-time job. The student goes to school full-time and works each semester.
- **Alternating Co-Op** is when the student alternates semesters between full-time work and full-time study.

During your discussions, you should determine which type of cooperative education assignment you want to offer a student – parallel or alternating. During the academic semester, a student hired in a parallel co-op assignment (part-time) can work a maximum of 20 hours per week. Students hired in an alternating co-op assignment (full-time) can work 40 hours per week. The site supervisor and the student should meet to determine his/her work schedule. The duration of the student's co-op assignment is based upon the dates indicated on the position description. Should you desire the student to continue their parallel co-op

assignment, keep in mind that the work schedules for the student will vary semester from semester because of the student's classes.

WORK SITE VISITS

A site visit to meet with the supervisor will be arranged by a representative from the CDC. The visits are scheduled with the student's site supervisor. Information is obtained about the student's work performance, skill competencies needed to be successful in the world of work and to resolve any issues and/or concerns that might arise.

WORK REPORTS

Students are required to write a report (3 or more pages in length) on their co-op or internship experience. In this report, they will address questions pertaining to on the job projects they worked on, classroom knowledge they acquired to aid them in completion of projects, skills they acquired and/or strengthened, how their co-op or internship experience solidified their career goals, and their overall experience as a participant in the Cooperative Education or the Internship Program. Students submit their reports to the Program Coordinator and their faculty advisor and/or department chair.

TERMINATION OF STUDENT

Sometimes relationships just don't work out and the key component of any good relationship is communication. Therefore, it's important that you develop appropriate measures in your program to ensure that organizational/departmental procedures, project assignments, project deadlines and the repercussions for unsatisfactory work performance are communicated to students. Address this information in your intern orientation. Provide students with an intern guidebook which covers such topics as office procedure, attire, attendance, performance evaluation, job termination policy, etc. It's always good to provide students with a hard copy of this guidebook so that they can refer back to it.

Assessing the work performance of students during their internship will help them see the areas wherein they are performing well or need improvement in. Therefore, it's good to have an evaluative process that encompasses a mid and final intern work performance assessment. This evaluative process should be discussed with those assigned to supervise interns. Encourage supervisors to schedule meetings with interns. These meetings should be productive wherein honest discussions of the student's work performance, clarity of project assignments and deadlines, and job termination policy are addressed.

Your job termination policy should include a tangible procedure wherein the number of unsatisfactory written notifications the student must receive in order to terminate his/her internship. This will provide the student an opportunity to improve in the area/s rated unsatisfactory by the supervisor. Create performance evaluation forms to be used in supervisor/intern meetings. These forms should include areas for supervisors to rate student performance based on the intern job responsibilities, attendance, and skills. Include a signature and date line for both the supervisor and intern. Utilization of such forms during these meetings will serve as documentation you will need should you have to terminate a student.

BOWIE STATE UNIVERSITY PROCESS

DEVELOPMENT OF COOPERATIVE EDUCATION OPPORTUNITIES

In the Career Development Center, we not only assist students with their job searches, but we encourage them to be proactive in searching for employment opportunities. We have online databases to aid them in their search. Through the efforts of students, employers have participated in our Cooperative Education Program. Students already employed may be able to earn cooperative education credits provided that their duties involve working on substantive projects relevant to his/her academic major. Students provide a copy of their position description to the Program Coordinator to review their duties to ensure they meet the tenets of the program. Students are encouraged to speak with their academic department to ensure that they can earn co-op credits for their work experience; and, then they must speak with their supervisor to ensure their willingness to participate in our program before completing the application process for the program.

Cooperative Education opportunities are also developed by the CDC and at times faculty. Faculty may assist a student by arranging a co-op assignment with an organization through their professional connections. Additionally, co-op assignments have been developed through the CDC's connections with employers via our employer relations program and our involvement within various employment sectors.

A successful cooperative education partnership is reliant upon all parties involved – the university, the student, and the employer. The most critical component to ensure that this partnership is a successful one is communication. We encourage open communication amongst all parties involved.

Here are a few ways that you can connect with the CDC and our students.

Visit our website at <http://www.bowiestate.edu/campus-life/the-career-development-center/> to familiarize yourself with our services and programs.

- Contact the Program Coordinator of our experiential learning programs to discuss your program and student opportunities.
- Post your co-op and intern announcements on **Bulldogs4Hire**, our free job posting system. Bulldogs4Hire powered by Symplicity is our on-line job, internship and student resume database. It's a great way for students to learn about your opportunities and for you to have access to resumes. In order to access **Bulldogs4Hire** you will need to register. Once you have been approved for access you will be able to post positions. To register, go to:
<https://bowiestate-csm.symplicity.com/employers/>
- Participate in our annual Career Fairs and On Campus Recruitment Program. Your participation in these programs will help with marketing your organization and your opportunities to the campus community. Contact our Employer Services Manager to further discuss ways in which you can create a brand for your organization on our campus.

Contact the Career Development Center

Phone: 301-860-3825

Email: careerdevelopment@bowiestate.edu

CONNECTING WITH OUR COOPERATIVE EDUCATION & INTERNSHIP PROGRAMS

It's a seamless process for employers desiring to participate in our Cooperative Education and Internship Program. We recommend the following steps to ensure that our Program Coordinator for the Cooperative Education and Internship Programs can effectively assist you with your recruitment needs.

- Identify which department(s) wherein the student/s would work and who will supervise the student/s.
- Identify substantive projects for the student/s to work on while employed with your organization. Make sure that the projects are relevant to the student/s' major.
- Develop a position description and send it to the Program Coordinator. Review the sample Work Assignment form found in the Appendix to help you develop your description.
- Contact the Program Coordinator to discuss your co-op position and recruitment strategies.
- Post your co-op and/or internship announcement on **Bulldogs Hire**, the CDC's new free job posting system (see page 16 for more information)
- Plan an orientation session for your co-op student/s and interns.

After receipt of your announcement, students will be notified via **Bulldogs4Hire** about your co-op or internship position. Students will make application for your position as indicated on your announcement via this system. The Program Coordinator and you will be able to review all application materials on the system. Once you have identified the students you would like to interview, notify the Program Coordinator to indicate location of the interviews. Campus interviews are held in the CDC's office. The Program Coordinator will assist you with scheduling your campus interviews.

Once an offer has been made to the student, the student will meet with his/her faculty advisor and/or department chair to complete the Learning Contract or the Internship Agreement form. The faculty member will write learning objectives based on the duties described in your position announcement. The student will provide you with the Learning Contract or the Internship Agreement so that you can review the learning objectives. If the learning objectives are amenable with all parties the supervisor or the point of contact within the organization should sign the applicable document. All co-op and internship application materials must be received from the student prior to the commencement of their co-op or internship assignment.

STUDENT RESPONSIBILITIES

In order for students to be eligible to receive academic credits for their co-op experience, they must register to receive cooperative education or internship credits. The Program Coordinator will assist the student with the registration process once all pertinent documents have been submitted to the CDC office. In addition to maintaining their eligibility status and be registered in the applicable co-op or internship credit course, students **must**:

- Submit all pertinent program application documents (Learning Contract, Internship Agreement, Cooperative Education Credit Request form, etc.) prior to registration for the course and the commencement of their co-op or internship assignment
- Participate in mandatory orientation sessions conducted by the Program Coordinator and employer
- Report to work on time and comply with all rules and regulations set forth by the employer

- Comply with all project deadlines as indicated by supervisor
- Notify Program Coordinator of changes in personal contact information, assigned department and/or site supervisor, problems or concerns with the work site
- Write and submit report on their co-op or internship experience
- Submit evaluations (Supervisor and work site) to the Program Coordinator

SCHOOL RESPONSIBILITIES

- Assist employer with their recruitment needs
- Review position announcement to ensure duties are in line with the tenets of the Cooperative Education and the Internship Program
- Ensure learning objectives and evaluative methods are developed for students and indicated on the Learning Contract and/or the Internship Agreement form
- Conduct pre-scheduled site visits to meet with the student's supervisor
- Maintain contact with the student and employer throughout the duration of his/her co-op or internship assignment

EMPLOYER RESPONSIBILITIES

- Review the learning objectives to ensure that they are amenable to you and to ensure that the applicable agreement forms (Learning Contract or Internship Agreement) have been signed
- Ensure that a supervisor has been identified and is aware of your participation in the Cooperative Education and/or Internship Program
- Conduct an orientation session for students so that they are aware of your rules and regulations
- Evaluate the student/s periodically to discuss work performance and additional skills needed for the student/s to be successful in that role and/or prospective field
- Permit a representative from the CDC to schedule a site visit with the student's supervisor
- Submit a final evaluation on the student/s
- Contact the Program Coordinator to discuss any problems or concerns with the student's performance or possibility of termination

STEPS TO IMPLEMENTING A PROGRAM

FACTORS TO CONSIDER

There are three (3) key factors to consider prior to starting your experiential learning program. Those factors are:



- Assess organizational need for starting an experiential learning program
- Research legality issues in relation to starting an experiential learning program
- Develop program structure

ASSESS ORGANIZATIONAL NEED

Assessing the needs of the organization in relation to having an intern or co-op student is important. Schedule meetings with managers to discuss the plan to establish an experiential learning program and ascertain the needs for their areas. Some important questions that should be addressed are:

- Why do we want to start an experiential learning program?
- How will this program benefit the organization overall?
- How will this program benefit the student?

The answers derived from this discussion will help stakeholders (the organization and the students) to understand how the program will benefit them. Your responses to these questions will help with formulating ideas on how to market your program to management in order to get organizational buy-in of the program and help with marketing your program to students. If you determine that the underlying answer is to provide valuable work experience and/or to aid in the recruitment of top talent for your organization then you have identified the premise for your program. This step is a critical role in establishing an experiential program for your organization.

CONSIDER LEGAL ISSUES

When embarking upon establishing an experiential learning program it's important to research and review legal issues that affect you and the student. The Department of Labor (DOL) (www.dol.gov) is a great resource where you can find the below information. Another great resource is the National Association of Colleges and Employers (NACE) (www.naceweb.org). Many educational institution's Career Service Departments are members of NACE and follow its tenets for developing and managing its internship and cooperative education programs. Some issues to consider are:

- Equal opportunity and non-discrimination in the hiring process
- Harassment
- Wages
- Unemployment Compensation
- Worker's Compensation

One key issue that has become prominent of late is unpaid internships. The Fair Labor Standards Act Fact Sheet #71 titled "Internship Program Under the Fair Labor Standards Act" outlines six criteria for unpaid interns working within for-profit private sector organizations. The Department of Labor holds that no employment relationship exists if the six criteria are met. Those criteria are as follows:

- The internship, even though it includes actual operation of the employer's facilities, is similar to training that would be given in a vocational school.
- The internship experience is for the benefit of the student.
- The intern does not displace regular employees, but works under the close observation of a regular employee.
- The employer provides the training and derives no immediate advantage from the activities of the intern. Occasionally, the operations may actually be impeded.
- The intern is not necessarily entitled to a job at the conclusion of the internship.

- The employer and the intern understand that the intern is not entitled to wages for the time in the internship.

In NACE’s “Position Statement on U.S. Internships: A Definition and Criteria to Assess Opportunities and Determine the Implications for Compensation” it cited that in a survey they conducted employers and career service departments indicated they agreed with five out of the six criteria. They disagreed with the statement that the “employer derives no immediate advantage from the activities of the intern.” Therefore, NACE has recommended to DOL to consider changing that criterion. It recommended that DOL “account for the incredible diversity of students, higher education institutions, and employing organizations involved in such programs.”

NACE outlined the following criterion for educational institutions to use when evaluating internship opportunities received from employers.

- 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.
- The skills or knowledge learned must be transferable to other employment settings.
- The experience has a defined beginning and end, and a job description with desired qualifications.
- There are clearly defined learning objectives/goals related to the professional goals of the student’s academic coursework.
- There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
- There is routine feedback by the experienced supervisor.
- There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

NACE holds to the position that legitimate internships should meet this entire criterion. This information is good to keep in mind when developing work assignments for students and working with educational institutions.

DETERMINE PROGRAM TYPE

It is important to determine the type of program you want your organization to operate. Some employers have developed summer, semester, or yearlong programs. The type of program you decide to establish will be based on your budget. You should factor in the following when establishing a budget for your program: compensation (for the student and program manager), marketing materials for the program, recruitment, and overhead expenses (i.e., phone, technology, travel, etc.).

PROGRAM MANAGEMENT

It’s critical to identify someone within your organization to either manage your program or serve as the point of contact for your program. This individual should possess a thorough knowledge of your program in order to effectively market the program to internal and external partners. Collaboration with colleagues

within the organization is necessary in order to have a thriving program. The program manager should ensure that each department (if applicable) within the organization has a point of contact with whom to work with on the program. In addition, the manager of the program should also:

- Develop a work assignment template for in-house use to aid departments and/or the organization with crafting a vacancy announcement for your program
- Create brochure and application materials for the program
- Develop a recruitment strategy for the program
- Ensure that a supervisor has been identified for the students
- Develop a process for reviewing applicant information and scheduling of interviews
- Schedule interviews for qualified applicants
- Identify evaluation methods to assess the program

The aforementioned responsibilities are just some highlights of the responsibilities of the program manager. Other responsibilities may evolve from these as you build your program.

DEVELOPMENT OF WORK ASSIGNMENTS

Once each department has assessed the need for an intern then work assignments can be created. The assignments should assist the department with meeting its mission and goals. Creation of a job description and work assignment template will assist with capturing information about the assignment and with identification of learning outcomes. A sample Job Description and Work Assignment template can be found in the Appendix. The job description template will help you to develop a intern vacancy announcement. This form includes pertinent information you should consider on the ideal student candidate for your internship opportunity. Pertinent information which are captured on the form are: the department where the student would work, description of work to be performed, duration of the internship (i.e., semester, summer, year), work hours, academic discipline of the student, and compensation. The information on this form will aid internship coordinators at educational institutions with your recruitment efforts.

The work assignment template serves as a guide when developing learning objectives for interns working on projects within your organization. Students should be assigned substantive work projects. You should consider what you want the student to learn while working on assigned projects. The learning objective section on the template will help you with drafting learning outcomes. It is not necessary to include learning objectives on your vacancy announcement. However, learning objectives are critical for students interested in earning academic credit for their internship.

An evaluation process of the student should be discussed with supervisors. This process will ensure that the work quality is in line with the needs of the department and its supervisor. Additionally, students will be assured that they are performing their assignments in accordance with the specifications of his/her supervisor. Develop an evaluation form for the supervisor to use. This form will be instrumental for any discussions that the supervisor will have with the student to assess his/her progress. A sample evaluation form can be found in the Appendix.

RECRUITMENT AND MARKETING STRATEGY

The next important step in developing your program is to create a recruitment plan. Develop a timeline to aid you with your recruitment process. Consider the following information when developing your timeline:

- Design and printing of marketing materials for program
- Submission date of work assignments from managers
- Development of website for publicizing program
- Identification of application deadline
- Identification of schools to market your program
- Schedule campus visits
- Review of application materials
- Schedule applicant interviews
- Notify applicants of their status

Identify schools where you would like to recruit students from once your timeline has been developed. Contact career service departments to discuss recruitment opportunities at their institutions. These representatives will be able to help you with developing a strategy to market your program to students and faculty on campus. Speak with a representative from the career center to discuss participation in their On Campus Recruitment Program, career fairs and other programs they sponsor.

Provide immediate response to emails and application documents received from students. An employer is viewed favorably when keeping an applicant abreast of his/her status. This will also keep you from being bombarded with emails and/or calls from applicants, too. Students like to be assured that they have secured employment prior to the conclusion of their semester. Therefore, plan to extend offers in enough time for your organization to prepare for the arrival of students and for students to make preparation prior to reporting for their assignment (i.e. solidify housing and travel arrangements, identify mode of transportation to work site, etc.).

Utilize cost effective means to market and to recruit students for your program. In the age of environmental awareness, think about how to cut back on paper. It's good to create materials to aid in marketing your program to internal and external partners. But, also consider how you will store these materials and applicant documents. Brainstorm ways to utilize technological systems, especially social networking sites, for your program. Create a user friendly web page for your program whereby applicants can obtain pertinent information and application materials. Use of such methods will help you to market your program and to connect with prospective applicants.

PROGRAM ORIENTATION SESSIONS

SUPERVISOR ORIENTATION

The success of your program depends upon the time taken to prepare your organization, in particularly the supervisors, and the students. Therefore, it's important to plan orientation sessions for both. The orientation session for the supervisors should be planned well in advance so that the information shared can be discussed in their individual departments. If possible, host a session for the entire organization so

that all employees will be prepared for the students. One important matter to discuss in your orientation session with the supervisors or in sharing with the organization is information on how to best work with this generation of students.

From the Baby Boomer Generation to the Generation X, we are aware that all were reared in different times and family structures which affect how we interact with each other in our personal lives and in work situations. There are lots of resources available to help you with preparing a presentation on this topic. One good resource is the National Association of Colleges and Employers. Some other reliable resources to consider are colleagues who have student workers in their offices or a representative from a career service department at a local college or university.

Include other people within your organization especially a representative from your Human Resources Department and someone from upper management to make presentations. Their participation will show supervisors that the success of the experiential program is important to them. Some important topics to discuss in your orientation session with supervisors are:

- Identification of work space for the student/s
- Tracking work hours of student/s
- Evaluating work performance of the student/s
- Providing professional development opportunities for the student/s
- Identification of a mentor for the student/s

Make sure that your orientation sessions are not too long. You want to ensure that the supervisors don't feel overwhelmed by having a student. Encourage discussion and offer your assistance to them throughout the duration of the student/s' work assignment.

STUDENT ORIENTATION

As much as you are anxious about the commencement of your program the student/s are anxious, too. This may be the second or third visit (depending on the interview process you established) by the student/s to your organization. This session will provide them with a better opportunity to connect with you and to hopefully feel a part of your organization's team. Some key topics to cover in your session with students are:

- Review of human resource documents to be signed
- Dress code
- Employee guidebook
- Reporting work hours and compensation
- Evaluation of work performance
- Professional development opportunities
- Review of work assignments

Students should have a better understanding of your expectations for them. Provide them with key point of contacts should they have questions or concerns. Most importantly, keep in contact with the students throughout the duration of their assignments. Consider planning activities for them so that they can interact with you and other employees within your organization. The more they feel a part of your team the more they will encourage their peers to seek out opportunities within your organization.

PROGRAM ASSESSMENT

The only way to ensure that your program meets the needs of all parties involved is to assess it. Create surveys that address different facets of your program – development of work assignments, advertisement of program, recruitment and application process, etc. Tailor each survey in order to elicit feedback from students, your colleagues and school representatives. Their feedback will be invaluable in assisting with restructuring or adding more components to your program. Consider having focus groups that include your colleagues, representatives from educational institutions and students. This group could be utilized in the initial pilot of your program. Plan to have more in-depth conversation about the processes of the program with this group at the conclusion of your program. Each member should be able to uniquely address their individual roles and their experiences throughout each stage of the recruitment process.

We look forward to working with you to assist you with your recruitment needs! Hopefully, this guide has provided you with pertinent information to assist you with developing your experiential learning program. Additional resources are indicated on the next page that will provide you with more information about experiential learning programs.

REFERENCES

Department of Labor and the Fair Labor Standards Act
<http://www.dol.gov/whd/fact-sheets-index.htm>

National Association of Colleges and Employers
<http://www.naceweb.org>

Internships.com
www.Internships.com

Intern Bridge
www.internbridge.com

Cooperative Education and Internship Association
www.ceiainc.org



APPENDIX

Attached are examples of the forms used at Bowie State University

JOB DESCRIPTION FORM

**Utilize this form to assist with the creation of an intern position*

Employer Name: _____

Employer Profile: *(description/summary of your organization)*

Position Title: _____

Department: _____

Compensation: _____ **Work Hours:** _____

Classification of Student: *(please indicate the desired college level of the student)*

___ Freshman ___ Sophomore ___ Junior ___ Senior ___ Graduate student

Academic Discipline: *(please indicate desired major of the student)*

Description of Duties: *(please indicate if heavy lifting is involved in performing any job related tasks)*

WORK ASSIGNMENT

**Utilize this form to assist with developing a co-op position*

Department: _____

Supervisor: _____

Reporting Days & Work Hours: _____

Duration of Assignment: _____

Compensation: _____

Academic Major(s) Desired: _____

Work Assignment:

Learning Objectives:

1. _____

2. _____

3. _____

4. _____

5. _____

SUPERVISOR EVALUATION

**Supervisors utilize this form when evaluating students in internship or co-op positions. Supervisors are encouraged to discuss their evaluations with students.*

Student Name _____ **Classification** _____

Major _____ **Training Period** (semester) _____

Assignment (Job title) _____

Please objectively evaluate student performance in the areas below.

Quality of Work Excellent Very Good Average Below Average Unsatisfactory

Judgment Excellent Very Good Average Below Average Unsatisfactory

Dependability Excellent Very Good Average Below Average Unsatisfactory

Relationship with Others Excellent Very Good Average Below Average Unsatisfactory

Attendance: Regular Irregular **Punctuality:** Regular Irregular

Performance: Outstanding Very Good Average Marginal Satisfactory

Comments:

This report was discussed with the student: Yes No

(Signature)

Date _____

(Title)

STUDENT EVALUATION

**Students utilize this form when evaluating their internship or co-op positions. This evaluation will aid program coordinators with identifying areas in which the intern or co-op position should be revised.*

Student Name _____ Classification _____

Major _____ Training Period (semester) _____

Assignment (Job title) _____

Employer _____

Department _____

Supervisor _____

Please objectively evaluate your experience below.

Work Assignment/Projects:

Relevancy of assignment to your major or career goals Yes No Sometimes

Projects and deadlines clearly defined Yes No Sometimes

Supervisor available to address questions Yes No Sometimes

Work station and equipment were accessible Yes No Sometimes

Work Performance Outstanding Very Good Average Marginal Satisfactory

Work Environment:

Attitude of management and staff towards student Excellent Good Average Unsatisfactory

Your relationship with personnel and other students Excellent Good Average Unsatisfactory

Overall Rating of Experience Excellent Above Average Below Average Unsatisfactory

Comments:

Signature

Date _____