

Internship Manual for Employers



Lewis University Career Services
One University Parkway, Unit 293
Romeoville, IL 60446-2200
815-836-5282
Fax: 815-588-7614

careerservices@lewisu.edu

www.lewisu.edu/careerservices

<http://www.lewisu.edu/resources/careerservices/employers.htm>



Division of Enrollment Management

Table of Contents

Lewis University Welcome!.....	Page 3
Acknowledgements.....	Page 4
Purpose and Objectives	Page 4
Benefits of Internship Programs.....	Page 4
Workplace Requirements.....	Page 5
Characteristics of Lewis University Internships.....	Page 5
Types of Internships.....	Page 6
Five Steps to Developing a Quality Internship Program.....	Page 7
Legal Issues.....	Page 10
International Students.....	Page 10
Frequently Asked Questions.....	Page 11
Sample Documents.....	Page 13
Work Plan.....	Page 12
Job Description #1.....	Page 14
Job Description #2.....	Page 15
Sample Interview Structure.....	Page 16
Lewis University Employer Learning & Training Agreement.....	Page 17
Confidential Information and Invention Agreement Sample.....	Page 18
Sample Orientation Outline.....	Page 19
Lewis Student Performance Evaluation.....	Page 20
Resources.....	Page 21
Contact.....	Page 21

Dear Employer,

Welcome to Lewis University's Career Services Department. We are pleased that you have chosen to partner with Lewis University's academic programs by employing interns at your worksite. Lewis is a great place to recruit talented interns. Located in the Midwest, Lewis University is a comprehensive, Catholic university, where the traditions of liberal learning, values and preparation for professional work come together with a synergy that gives the university its educational identity and focus. Founded in 1932, Lewis is a dynamic, coeducational university offering more than 80 undergraduate majors and programs of study, 35 graduate programs, and two doctoral programs. Lewis is one of many schools sponsored by the De La Salle Christian Brothers, an international Roman Catholic teaching order.

The Lewis main campus in Romeoville, Illinois, is a picturesque 410-acre setting which houses more than 1,300 students in 12 [residence halls](#), all within walking distance of well-equipped classrooms, the [library](#), the [JFK Recreation and Fitness Center](#), the Student Union, and the Sancta Alberta Chapel. Lewis regional campuses are located in [Oak Brook](#) and [Tinley Park](#).

Lewis has nearly 7,000 undergraduate and graduate students. Many are from the Chicago region, with international students representing more than 30 countries. Lewis welcomes students of all cultures and religious faiths with a 32 percent minority population.

Accessing top talent through an internship program is smart business. In addition to providing a rich learning environment for the student, employers benefit in many ways. Internships are a cost-effective way to recruit and evaluate potential employees, and interns bring a fresh perspective to solving problems.

This manual is designed to assist your organization in developing or enhancing your internship or cooperative education program. We greatly appreciate your support in providing career-related work experience to our students through an internship program, and we hope you find the manual to be useful. Please contact us if you have any feedback or if we can assist you with campus recruitment.

Warm regards,

Mary M. Myers

Mary M. Myers
Executive Director, Career Services

ACKNOWLEDGEMENTS

Information contained in this manual was taken primarily from the Partners of the Michigan Internship Initiative “Employer Internship Toolkit” and Messiah College’s “Starting and Maintaining an Internship Program,” compiled and edited by Michael True. The link to the available resources can be found in the Resources section of this manual. Additionally, we thank Prima Civitas and West Michigan Strategic Alliance for permission to use their material samples. The revisions made to the originals include information and requirements that are specific to Lewis University’s internship program.

PURPOSE AND OBJECTIVES

The purpose of internships and/or cooperative education (co-op) is to provide a planned transition from the university curriculum to a personal and professional setting in a student’s major and/or area of interest. During the internship or co-op experience, the student will test the practical application of the theories of academic learning in a professional setting under the guidance and supervision of the designated worksite supervisor and/or mentor. Students earning academic credit will also be supervised by a university faculty advisor. As a part of the internship or co-op experience, the employer will evaluate the student on his/her work attributes and contributions in the assigned work or community setting. The student will have the opportunity to assess his/her skills, accomplishments, and professional growth in the workplace.

BENEFITS OF INTERNSHIP PROGRAMS

- Provide a year-round source of highly motivated pre-professionals.
- Allow students to bring new perspectives to old problems.
- Provide opportunities for quality candidates to experience temporary or seasonal positions/projects.
- Give professional staff members the freedom to pursue more creative projects.
- Introduce flexible and creative enhancements to your workforce without a long-term commitment.
- Add a proven cost-effective way to recruit and evaluate potential employees.
- Bring current technology and ideas from the classroom to the workplace and, therefore, increase an organization’s intellectual capital.
- Provide a source for the recruitment of diverse employees into your workforce.
- Offer a personnel management experience for mid-level staff.
- Create a no-cost method to market your organization on campus— happy interns tell their friends and faculty!

WORKPLACE REQUIREMENTS

Employers should:

- Provide adequate supervision and assign duties that are career-related, progressive, and challenging.
- Encourage and support the learning aspect of the student's assignment. Employers should designate an employee (mentor) to:
 - a. Orient the student to the site and its culture.
 - b. Assist in the development of learning objectives.
 - c. Confer regularly with the student.
 - d. Monitor the student's progress.
- Provide equipment, supplies, and space necessary for the student to perform his/her duties and ensure a safe working environment.
- Maintain general liability, professional liability, and workers' compensation as required by law.
- Avoid displacing regular workers with students secured through internship or co-op hires.
- Notify Career Services of any changes in the student's work status, schedule, or performance.
- Follow all required laws and protocols and maintain the highest ethical standards including, but not limited to, DOL, FERPA, Equal Employment Opportunity Act, etc.

CHARACTERISTICS OF A LEWIS UNIVERSITY INTERNSHIP

- May be completed during the spring, summer, or fall semesters.
- Requires a minimum of 120 hours (additional requirements vary by academic program).
- Requires that students have completed 30 hours of college credit and have a 2.0 minimum GPA.
- Is either paid (preferred) or unpaid.
- May or may not include academic credit (not all academic areas offer credit for internships).
- Involves employers completing a Learning & Training Agreement (contact Career Services for a copy) at the beginning and an evaluation (see Sample Documents) of the student's performance at the completion of the internship.

TYPES OF INTERNSHIPS

Internships are typically one-time work or service experiences for students who have already completed considerable academic preparation related to a professional field. The internship plan generally applies to advanced undergraduate students or graduate students, working in professional settings under the supervision of practicing professionals. Objectives and practices will vary from program to program. Some involve simply observing what the field is "really like," while others are designed to be a "capping" experience permitting students to apply principles and theories to real-life projects. Internships are beneficial from a learning perspective but may or may not involve income. College credit is determined by the academic program area, and it is the student's responsibility to make arrangements with an academic advisor regarding credit.

The use of internships has long been a learning methodology in higher education. Typically, the coordination of internships resides within academic departments, and, in some disciplines, a practical experience component may be a required element of the curriculum. While internship models will vary from campus to campus and among departments on the same campus, the focus on learning is a common objective. The typical program will involve faculty-student interaction in the establishment of internship requirements, faculty assessment of achievement, and worksite visits by the student's internship coordinator. Internship circumstances vary widely.

Cooperative Education is an education-based program that provides students with multiple periods of work assignments related to their academic and career interests. Virtually all of these student jobs are salaried, and the experiences involve productive work for the employer rather than observation or school-designed activities. This educational delivery system is called "co-op," because both the school coordinator and the employer supervisor "cooperate" in providing the opportunity for student learning.

During the past several years, there has been a major decline in the use of co-ops. Many students prefer to complete college as quickly as possible, and co-ops tend to add another one or two semesters to the time it takes to complete a degree.

Summer Employment might qualify as an internship if the position is related to the student's academic or career goals and provides a meaningful learning experience with adequate supervision.

Volunteer is defined as a person who voluntarily offers him- or herself for a service or undertaking performed willingly and without pay. Volunteering is appropriate for "unpaid internship" situations if it is applicable to a student's career or academic goals.

*For the purpose of this manual, only the term “internship” will be used, with the understanding that other types of experiences are included.

FIVE STEPS TO DEVELOPING A QUALITY INTERNSHIP PROGRAM

Step 1: Set Goals and Policies for the Internship Program

What is the main goal for your company’s internship program?

Look at current business activities and consider what ongoing work you would like to expand or what projects you would like to initiate or complete. Consider projects that are beneficial to your organization and that provide challenging learning experiences for students. Examine your company’s recruiting needs (i.e., replacements for retiring employees or additions to departments that are expecting growth). Identify competencies or skills required to complete these projects or fill recruiting needs. Then, determine the number of interns you will be recruiting.

Who will supervise and mentor the intern(s)?

Supervisors should be selected based on their ability for and enjoyment of teaching/training and on the resources they have to do it. The supervisor will help the intern keep the project(s) on time and on budget. The mentor may be a department head, project leader, long-time employee, or acting supervisor who is knowledgeable about the project upon which the intern will work and who can provide some orientation and wisdom to the student.

Will you pay the intern?

Determine ahead of time if you will be able to compensate your intern, and make it clear up front. Compensation could be in the form of an hourly wage, a stipend, or tuition reimbursement. Be sure to incorporate a strong training component into your program. Ensuring the presence of a training component will justify unpaid internships. In addition to, or in lieu of, stipends or wages, you may also be able to include your intern in your company training programs.

Step 2: Write a Plan for the Internship

Your internship work plan should identify goals, timelines, workspace, and a general description of the project. It is important that everyone understand the purpose and expectations involved. After the work plan has been developed, create a job description based on competencies needed for the position. Identify college majors that align with those

competencies or contact Lewis University Career Services at 815-836-5282 for assistance. Sample work plans and job descriptions are included in the **SAMPLE DOCUMENTS** section.

Consider involving the intern in experiences beyond the actual work of the internship, such as training programs, social events, and opportunities to network with executives. Best practices for social events include encouraging interns to network among themselves to share their experiences. Invite your intern to company-sponsored events. Some companies host an end-of-the-program event, such as a golf outing, a lunch/reception, or a presentation to upper management of the intern's capstone project.

How will you measure the success of the internship? Develop metrics based on your goals and expectations of the program.

Step 3: Recruit a Qualified Intern

- Begin the search three to six months before you expect the student to start working.
- Post your position on the Flyers Get Hired (FGH powered by Handshake) system: <http://www.lewisu.edu/resources/careerservices/employers.htm>
- For greater exposure, post positions with the College Career Consortium of Illinois at <http://www.cccillinois.org>, a consortium of 18 small private Illinois colleges.
- Participate in the fall or spring Lewis University career events.
- E-mail potential candidates through the FGH system.
- Contact professional student organizations through the academic program areas.
- Set up interview schedules to meet with candidates on campus or at your worksite.
- Call 815-836-5282 or e-mail CareerServices@lewisu.edu for additional opportunities to reach out to students.
- Extend an offer to the interns of your choice.
- Notify Career Services (or have the student notify us) and complete the Lewis Learning and Training Agreement.
- For additional resources, join a professional organization such as the Midwest Association for Colleges and Employers www.mwace.org.

Internships are posted on the Flyers Get Hired system for 60 days. Let us know if you would prefer a shorter or longer posting period. You can increase your chances of finding the best person for the job by working with Career Services. Choose interns just as carefully as you choose permanent employees. Over 50% of student interns are converted to full-time hires when they graduate. Include all expectations of the intern in an offer letter: this should include compensation, start and end dates, location, training, and basic functions. After candidates have accepted the offer, notify other applicants that the position(s) has been filled.

Step 4: Supervise the Intern

Getting started on the right foot is critical to the success of your intern and to recruiting interns in the future. Using the work plan you have developed for the internship, set up an orientation for your new intern.

Give your intern the resources he or she needs to do the job. A place to work, telephone with voicemail, computer and e-mail account help the intern feel a part of the company. Point out the supply, break, and rest rooms. Introduce the intern to all staff members. Review the training program and timelines for completion.

Monitor the intern's progress and communicate regularly with him/her. Make sure you are aware of what's happening with the daily assignments. Keep in mind that this could be the intern's first work experience, so ensure that assigned work is given with detailed explanation and that the intern repeats it back to you. A few extra minutes of verbal review will pay off later when the intern produces good, solid, independent work. Help your intern set goals for completion of tasks, including daily, weekly, and monthly goals. This will provide structure and help establish a solid work ethic for the intern.

Review the intern's progress periodically and give feedback. Evaluations are important for the success of the intern's experience. Evaluation processes differ for companies and for job types. Yours might be a formal written review given halfway through and/or at the end of the program. It may be delivered over an occasional lunch with the intern. Lewis will provide you with an evaluation form (see SAMPLE DOCUMENTS) at the beginning of the internship.

Occasionally, an academic area may require onsite visits or conference calls during the internship for evaluation purposes. It is the responsibility of the student to make any arrangements and/or meet any requirements for academic credit.

Step 5: Final Evaluation and Communication with Lewis

It is essential to evaluate both the intern and the program. You will need to validate the return on the investment for your company and evaluate the intern's performance in regard to your expectations. Complete Lewis' evaluation form sent at the beginning of the internship. Discuss the performance ratings with the intern and return the evaluation by fax or e-mail to Lewis Career Services. This is a good opportunity to ask the student to evaluate the experience with your company. Documentation that validates the intern's learning experience is very important to Lewis. Please also note any academic shortfalls on the evaluation. We will forward the information to the academic program area.

Utilize quantitative metrics to determine if your internship program is successful. Common metrics may include the number of interns recruited, hired, and converted to full-time employees. Compare the number of successful candidates from your premier recruiting schools (like Lewis) with non-premier institutions. Review majors, extra-curricular activities, and GPAs to determine the importance of these attributes in your candidates. Determine the types of recruitment activities, such as job postings and career fairs, which generated the best results.

LEGAL ISSUES

It is advisable to consult with your organization's Human Resources department and/or to seek legal counsel for information and specific Department of Labor requirements.

Student interns need to be advised of all corporate expectations and appropriate workplace behavior, including the organization's harassment policy and complaint procedures.

Paid vs. Unpaid Internships: See the United States Fair Labor Standards Act:
<https://www.dol.gov/whd/regs/compliance/whdfs71.pdf> (Rev. Jan. 2018)

Workers' and Unemployment Compensation: "Workers' compensation boards have found that interns contribute enough to a company to make them employees. It is wise to cover interns under your workers' compensation policy even though you are not required to do so. Student interns are not generally eligible for unemployment compensation at the end of the internship" (True, M.).

INTERNATIONAL STUDENTS

U.S. Citizen and Immigration Services: Student and Exchange Visitors:

<https://www.uscis.gov/working-united-states/students-and-exchange-visitors>

Please contact Lewis University Career Services for additional information.

FREQUENTLY ASKED QUESTIONS

Q: What is the average rate of pay for interns?

A: Internships can be paid or unpaid. According to *the College Recruiting Trends Report for 2012*, published by the Collegiate Employment Research Institute, 66% of all internships are paid, 18% unpaid, and 16% a mix. The average pay rate is \$10– \$16 per hour. Please contact Lewis Career Services for additional information regarding specific majors or join the National Association of Colleges and Employers (NACE) for the most current salary information. If you are unable to budget an hourly wage, consider offering a monthly or semester-based stipend to the student.

Q: Is my organization responsible for providing insurance or benefits to the intern?

A: No, normally only full-time employees are eligible for benefits provided by the employer. Interns are short-term employees and are, therefore, ineligible. Students are required to carry health insurance.

Q: Do interns work 40-hour work weeks? Do they typically work five days per week?

A: Internships are flexible; students often plan their internship schedules around their class schedules on campus. A part-time internship can involve anywhere between 10 and 30 hours per week. Once you identify an internship candidate, you will need to discuss his/her availability and agree on a schedule that will work for both parties.

Q: When do internships typically begin? How long do they last?

A: Internships usually follow the starting and ending dates of the academic semester. They can take place during summer breaks (typically May–August), during the fall (September–December) or the spring (January–April). An internship is generally between three to six months in length and can begin in summer, fall, or spring.

Q: When should I start looking for a summer intern?

A: To allow for a one-month window for candidates to submit applications, internship descriptions typically are posted at least two to six months prior to the proposed start date. Recruit at the Lewis University Fall or Spring Internship Fairs!

Q: How does a student obtain academic credit for internship experience?

A: Credit requirements for internships vary by academic department. It is the student's responsibility to make the arrangements with the respective department.

Q: What if my intern does not work out? Are there policies for terminating interns the same way as there are for full- or part-time positions?

A: If the intern doesn't work out, please notify Career Services as soon as possible. The intern will need to notify the academic department if the internship is for credit. It is advised that you consult with your Human Resources department and/or seek counsel for legal information and specific Department of Labor regulations.

Q: I like my intern and would like to extend the internship. How do I go about this?

A: You can determine this at your discretion. You may continue an internship and/or extend an offer for future full-time employment once the internship has been completed.

Q: Can full-time employment be offered after the internship program has been completed?

A: According to the *College Recruiting Trends Report for 2015*, published by the Collegiate Employment Research Institute, 52% of internships are converted to full-time employment.

Q: Who can use an intern?

A: Nearly any organization or entrepreneur can use an intern. Interns are ideal for start-up companies or small businesses that could use assistance with marketing, research, accounting responsibilities, and various other tasks. Companies looking to expand, those with a temporary project, or those in need of filling openings, such as when employee retirements are expected, should also consider interns. Businesses without adequate space or resources might consider allowing an intern to work remotely.

SAMPLE DOCUMENTS

Sample Work Plan



Marketing Internship

Length: June 1 – August 31, 2019

Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
8 am – 4 pm	Off	8 am – 4 pm	Off	8 am – 4 pm	24 hours/week

Email: prima@primacivitas.org Password: #@\$&%

Projects:

- Create a style guide
- Design a marketing plan including demographic research
- Develop and implement social media
- Develop and maintain website
- Assist with development of presentations and PowerPoints for staff
- Attend marketing committee meetings
- Assist with development and planning of events
- Assist with general office operations

Mid-Internship Progress meeting – July 11, 2019

Amanda Avila, Amiee Evans, and Holly Hetzner

End-Internship meeting – August 31, 2019

Amanda Avila, Amiee Evans, and Holly Hetzner

Sample Job Description #1

Prima Civitas Foundation
325 E. Grand River Ave., Suite #275
East Lansing, MI 48823



Amanda Avila
Phone: 517-999-3382
Fax: 517-999-3196
Email: a.avilax@primacivitas.org

Marketing and Business Intern

Job Description

Objective: To help promote the Prima Civitas Foundation while learning skills related to marketing, advertising, promotion, and business administration.

Hours: 20-35 hours per week. Typically 3 days per week. Schedule negotiable.

Compensation: \$22.00/hr

Supervisor: Amanda Avila, Regional Coordinator

Reports to: Amiee Evans

Eligibility and necessary skills:

- Students interested in marketing and business administration; coursework in fields of business, administration, and marketing
- Cumulative GPA of 3.3 or above
- Letter detailing what the student hopes to gain from the internship
- Resourcefulness in finding information and answers; highly motivated
- Ability to prioritize/execute to achieve desired project goals with prudence and sense of urgency
- Articulate communication and interpersonal skills

Responsibilities:

- Report to work on time
- Work with staff to develop a marketing plan for multiple initiatives
- Work with staff to develop a style guide for the organization
- Study the demographic details of the target consumers to help in attraction
- Assist with the development of social networking and website maintenance

Sample Internship Interview Structure - Stages of the Interview

1. Prepare questions about:
 - Specific coursework related to the position
 - Knowledge or familiarity of equipment, techniques, computers, etc.
 - Previous experiences related to the position
 - Career interests, goals
2. Analyze résumés
 - Check for signs of organization, clarity, and accuracy
 - Trace chronology and look for time gaps
 - Note involvement and roles in campus and community organizations
 - Check grade average overall and in major
 - Look for accomplishments, patterns of progression, and growth
3. Open the interview (1-2 minutes)
 - Build friendly rapport through small talk
 - Provide an overview of the interview
 - Indicate that the student will have an opportunity to ask questions later
 - Explain that you will be taking notes and invite the student to do so
4. Ask questions and gather information (15 minutes)
 - Use behavioral type questions as well as open ended questions
5. Allow for questions and comments (5 minutes)
 - Answer honestly and illustrate with your own experiences if possible
 - Assess the quality of the student's questions
 - Avoid giving answers that indicate a commitment to a position
 - Be prepared to answer questions about the position, expected training, company structure, company products
6. Provide information (1-2 minutes)
 - Briefly recap information about the position
 - Discuss candidate's availability for the internship to ensure your needs are met
 - Discuss any academic requirements for course credit
7. Wrap-up (1 -2 minutes)
 - Close on a positive note
 - Briefly describe the next steps
 - Give an estimate of when the student will hear from you
 - Avoid making statements that may be interpreted as a promise of employment
8. Evaluate the candidate against the requirements for the position
 - Review your notes before your next interview
 - Be objective, and base your decision on the evidence
9. Follow up with candidates promptly
 - Send rejection letters to students who do not match your requirements
 - Offer the position to the candidate that you have chosen

Sample LU Learning and Training Agreement

Lewis University – CAREER SERVICES

Contact Career Services for a copy: careerservices@lewisu.edu

Sample Confidential Information and Invention Agreement for Interns

I am an intern of Prima Civitas Foundation (PCF). In consideration of my internship with PCF, I agree to the following:

1. I will not at any time, either during or after my internship with PCF, use or disclose to others any trade secrets or other confidential information about PCF's business or any of its proprietary rights, except as required in the ordinary course of performing my internship duties for PCF.
2. On termination of my internship, I will deliver to PCF all documents or papers (including electronic storage) relative to PCF's business or such trade secrets or confidential information that are in my possession or under my contract, without making copies or summaries of any such material.
3. Any inventions, proprietary information, or discoveries, whether patentable or copyrightable or not, resulting from work I do as an intern (alone or with others) of PCF shall be promptly disclosed to PCF and shall be its exclusive property. I assign to PCF any rights I may have or acquire in such property and agree to sign and deliver at any time any instruments confirming the exclusive ownership by PCF.
4. All inventions, proprietary information, or discoveries that belonged to me before my internship with PCF, and which I wish to exempt from this agreement, are listed on the attached schedule "A."
5. I recognize that if I breach this agreement, irreparable harm will come to PCF, and that I remedy at law is invalid; therefore, I agree that PCF shall be entitled to injunctive relief against any such actual or threatened breach, in addition to any remedy provided by law.
6. I agree that this agreement (a) shall not be construed as an agreement by PCF to engage me as an intern for any specified period of time; (b) cannot be modified except in a writing signed by PCF; (c) shall insure to the benefit of PCF and its successors and assigns; and (e) shall be governed by Michigan law.
7. Dated: _____ Intern: _____

Accepted and Agreed:
Prima Civitas Foundation

By: _____

IT: Vice President and Chief Operating Officer

Sample Internship Orientation Outline

- Review organization vision and department missions
- Give the intern a feel for the organizational structure, provide an organizational chart or staff list with phone numbers and emails
- Explain the need-to-know items
 - Parking
 - Work station
 - Specific work dates and times
 - Office hours, breaks and lunches
 - Intranet
 - Use of office equipment, copy machine, phone
 - Attendance and punctuality
- Review organizational and employee policies
- Review the internship
 - Identify and discuss main projects
 - Review the job description
 - Clarify results expected
 - Develop action plan
- Set regular evaluation meetings
- Inform the intern of departmental or staff meetings he/she is expected to attend, and provide time during those meetings for the intern to report progress on his/her project
- Identify a back-up supervisor or support person who can answer the intern's questions if his/her regular supervisor is unavailable
- Ensure that the intern understands his/her responsibilities
- Provide a tour of the facility and introduce to staff

Sample Student Intern Performance Evaluation

Career Services Student Intern Performance Evaluation

Lewis University Learning Resource Center, Unit 293	Phone: 815-836-5282 Fax: 815-836-4614
--	--

To the Employer: Please return this student's evaluation in a timely manner. It will be used for verification of the assignment and advisement. Please review the evaluation with the student.
A supervisor's signature is required. Please return to Career Services. Thank you.

Date: 8/3/2019 Employer Name: Acme Supplies Student Job Title: Accountancy Intern Supervisor's Name: John Smith	Student's Name: Jane Doe (z000000) Major: Accountancy Semester: Summer 2019 Salary: \$15.00/Hr.
--	---

Rating

Relations with Others

- Exceptionally well accepted
- Works well with others
- Gets along adequately
- Some difficulty working with others
- Works very poorly with others

Attitude—Application to Work

- Outstanding in enthusiasm
- Very interested and industrious
- Average in diligence and interest
- Somewhat indifferent
- Definitely not interested

Judgment

- Exceptionally mature
- Above average making decisions
- Usually makes right decision
- Often uses bad judgment
- Consistently uses bad judgment

Ability to Learn

- Learns very quickly
- Learns readily
- Average in learning
- Rather slow in learning
- Very slow to learn

Dependability

- Completely dependable
- Above average in dependability
- Usually dependable
- Sometimes neglectful or careless
- Unreliable

Quality of Work

- Excellent
- Very good
- Average
- Below average
- Very poor

Attendance Regular Irregular

Punctuality Regular Irregular

Overall

Compared to other students

- Well above standard
- Above standard
- Meets standard
- Marginally standard
- Below standard

Compared to other employees

- Well above standard
- Above standard
- Meets standard
- Marginally standard
- Below standard

What present traits may help or hinder the student's advancement?
Comments on performance or specific incidents to illustrate above appraisal.

Employer Signature

Date

Student Signature

Date

Employer: Would you be willing to hire another Lewis University student intern? YES NO

RESOURCES

True, M. (no date). *Starting and Maintaining a Quality Internship Program*,
http://www.messiah.edu/download/downloads/id/1596/StartingAnInternshipProgram_7thEdition.pdf

Hire Rock Star Interns <http://www.forbes.com/sites/sage/2014/06/18/how-to-hire-rockstar-interns-for-your-small-business/>

Indiana INTERN.net <https://indianaintern.net/employers>

CONTACT

Lewis University Career Services
One University Parkway, Unit 270
Romeoville, IL 60446-2200
815-836-5282
Fax: 815-836-4614

careerservices@lewisu.edu

www.lewisu.edu/careerservices

<http://www.lewisu.edu/resources/careerservices/employers.htm>

