



Civil, Environmental, &
Architectural Engineering
UNIVERSITY OF COLORADO **BOULDER**

Employer and Student Internship Handbook



University of Colorado Boulder
Department of Civil, Environmental and Architectural Engineering

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Preface

An alternate title for this guidebook could be “Everything the Student Intern and Employer Needs to Know for a Successful Internship Experience.” The student uses it while preparing for the internship experience and during the actual performance of the internship.

One or more individuals with the hiring company or agency may have need for this guidebook. Some companies already have established internship programs and policies. They may have little need for this. However, other companies will find this very useful in setting up and realizing the purposes of their internship program. In particular, the worksite supervisor to whom the intern reports on a daily basis can use this guidebook to understand their evaluation and reporting responsibilities.

For employers who would like to learn more about the CU-Boulder Civil, Environmental and Architectural Engineering Department Student Enrichment and Internship Program may visit ceae.colorado.edu/enrichment/internships.

Terms and Definitions

Academic advisor – the CU-Boulder faculty or staff person who provides recommendations of courses for a student during his/her college career. This person may or may not be the student’s Internship Evaluator

Co-op – an internship which spans more than one school session or semester: (a) a summer session and the following fall semester, (b) a spring semester and the following summer session, or (c) a fall semester and the following spring semester

D2L – stands for Desire2Learn which is the course management system used by CU-Boulder. Instructors can place electronic versions of handouts on D2L so all students in a class have access to them via the internet. Students can also submit documents to their instructors by placing the files in D2L dropboxes.

Director of Student Enrichment and Internships – the director of the internship program for the Civil, Architectural, and Environmental Engineering Department at CU-Boulder

Employer – the company, government agency or institution that hires the student intern

Internship – the on-the-job work experience taken by the student

Worksite supervisor – the full time professional hired by the employer to whom the intern reports

Introduction

The purpose of this handbook is to clarify the requirements of the internship and the responsibilities of the parties who are involved. The internship is a three-way partnership with the student who is interning, the employer who is providing the internship opportunity, and the University.

The Department of Civil, Environmental and Architectural Engineering at the University of Colorado Boulder prepares students for careers in a variety of design and managerial roles. The University recommends that each student participate in at least one of the following enrichment opportunities: 1) internships, 2) learning through service opportunities, 3) undergraduate research, and 4) study abroad programs. This handbook provides student and employers with a template to facilitate a productive and educational work experience.

The internship is a beneficial part of the student's program of study at the University which formally integrates the student's formal academic study with a practical, on-the-job work experience with a cooperating employer. This is an opportunity for the student to formally meld theory and practice in his or her chosen field of study.

Portrait of a Successful Internship

A successful internship is measured by the student's success at performing the job responsibilities of the internship position and developing professional competencies gained through a real-world working experience while positively contributing to the employer's business objectives. This success enables the student to build meaningful work experience, strengthen resumes, and many times attract the employer's interest in hiring them after graduation.

Performance is both the student's ability to achieve results and his/her behaviors exhibited on the job. The **Employer's Midterm Evaluation** and **Employer's Final Evaluation** take both of these factors into account. Both students and employers should review the behavior-base criteria of these evaluations to understand the expectations for success.

Job responsibilities are what the students need to get done. The employer and the student need to work together to make sure these responsibilities are clearly defined. These are defined on the **Goals and Learning Outcomes** form at the beginning of the internship.

Critical competencies are how students succeed at their responsibilities. Examples of critical competencies include working with people, organizational effectiveness (the ability to get things done within an organization), applied learning (the ability to apply learning to the job), and fostering open communication. Although many of these can be learned within a classroom environment,



there is no question that the student will receive the most benefit by developing these competencies in the real-world environment during the internship.

Prerequisite Requirements

Students may begin their internship after the following requirements have been met:

1. Be in good academic standing
2. Be classified as a sophomore (30 credits) or higher

The Internship from the Employer's Perspective

An internship is an extremely flexible program of benefit to the employing company as well as the intern. There is no written agreement between the University and the employing company. The internship is an on-the-job assignment which integrates the concepts from the formal coursework with the practical experience. An internship may be repeated each summer. Repeated assignments with the same employer should become progressively more advanced.

An internship may be arranged to be: full time or part time; during the summer, the semester, or both; rotated assignments or in a single area; and in varying degrees of productivity and training. The employer sets the employment parameters. Students apply directly to the employer and the employer selects the student according to the employer's needs. The Director of Student Enrichment and Internships may also screen applicants to match the needs and abilities of both the employer and the students in making mutually beneficial arrangements.

It is important to point out the benefits for the employer involved in internship programs:

1. The students involved are highly motivated, eager to learn, intelligent, dependable, and aspiring—they are "high yield" employees whose contagious enthusiasm can motivate present employees.
2. Using interns can make for more economical use of professional employees by providing release time from routine, incidental, and less demanding assignments.
3. The employer can experiment with new positions without making expensive, long-range commitments.
4. Internship programs provide an excellent source of skilled, temporary personnel.
5. Interns can provide full time, part time, intermittent, or continuous coverage of positions throughout the year.
6. Internship programs provide an effective and economical recruiting device for obtaining proven talent.
7. Small- and medium-size companies can make internships the basis for management development programs. Graduates who have interned with a company show the need for less job orientation and training, have reduced turnover rates, are more loyal, and progress faster and further than graduates who have not interned.
8. It is a way of keeping up with new methods, theories, and concepts related to the employer's business area.

9. It provides the opportunity to promote the company on campus through returning interns – goodwill ambassadors and "image builders."
10. Closer and better relationships and communication between the academic and economic sectors of our society can be developed.

The Internship Program Operation

Locating Internships

The student is responsible for finding and applying for internship positions. His/her academic advisor, professors, and the Internship Coordinator are also available for assistance. The student has a variety of sources to draw upon:

1. Contacts made with employers on the enrichment on-line job board located at ceae.colorado.edu/enrichment/internships,
2. Contacts made with employer representatives during the department's career fairs, and
3. Contacts made through membership in the various undergraduate clubs and professional organizations.

Seeking, applying for, and obtaining employment are professional skills which students need to learn. The student should not go about this blindly. The student should visit with his/her academic advisor in the year prior to when the internship will be taken. The department also offers workshops on interviewing, writing resumes, and how to get the most out of an internship experience.

It will not be acceptable for a student to have a relative as a supervisor or superior for obvious reasons. Nor is it recommended that a student seek an internship experience in a family-owned or -operated company.

The University are under no obligation to provide employment for the student. In fact, most students would not be happy if an internship were assigned to them.

Types of Internships

The size of the company is not important except that it should be large enough to have technical and managerial functions represented by corresponding supervisors and executives. The job should permit a variety of contacts through actual job rotation or observation without reducing the student's value to the employer. Most importantly, the job must be related to the student's career aspirations and University preparation. However, the student should be accepted only if s/he is able to perform on-the-job adequately as any other new employee would be expected to perform.

The best internship would be for the student to quickly learn the fundamentals of the job, take on additional/advanced responsibilities, and culminate in a management experience. After students complete the internship experience and graduate from the University, their goal is an entry-level design or management position in a company.

The student should ask the following questions to determine if a given job is suitable for an internship. If the answer is "no" to any of these then it probably is not appropriate. Check with your advisor before acting on a "no" answer.

1. Does the job description contain technical and/or management skill requirements? For example, will the student use their experiences from their university preparation to perform the job satisfactorily?
2. Can the job be considered extremely desirable or even necessary for entrance into or for successful progression in the career for which the student is preparing? In other words, will the student be given the opportunity to exercise supervision, experience job rotation, or work on special projects which will enable them to observe a variety of facets of the company and the industry?
3. Would the student accept a full-time job offer for a position similar to that of their immediate supervisor?

Suggested Rotational Framework

Ideally, both the student and employer find a good match using the new services provided through the Civil, Environmental, and Architectural Engineering Student Enrichment and Internship Program. The initial match leads to multiple internships and eventually full-time employment for the student upon graduation. Since two summer internships of approximately three months of employment is the likely case given a good match in values, the employer should rotate the student through two different departments within the organization. For example, the student's sophomore internship experience with a general contractor could be within the estimating or scheduling department where the student is given accountability for the estimate(s) or schedule(s) of projects. When the student returns for another internship after the junior year, the student is rotated into a different department of the company and, for example, participates in field supervision and on-site subcontractor coordination of a construction project.

A summer internship experience is at best three months in duration. To give the student adequate depth of learning and an opportunity for the student to provide the organization with a productive return on the investment, only one rotation and one primary accountability is recommended over the duration of the work experience.

Employers are discouraged from providing the intern with administrative tasks such as filing, excessive note taking, electronic data entry, and other similar work accountabilities that limit the students learning objectives.

The Intern's Responsibilities

On the Job

While on the job, the intern will be regarded as a regular employee of the company by which s/he is employed. All company regulations, all conditions of health and safety, and all legal requirements will apply to the intern.

Each intern is expected to act in a professional manner which reflects his/her status as an employee and intern and in the best interest of fellow employees and interns. Unethical or undesirable conduct exhibited while on the internship assignment may result in dismissal from the company.

All interns shall receive monetary remuneration comparable to other employees of similar experience and seniority. Since the intern is not a "regular" or permanent employee, the student is not eligible for health insurance and other benefits of "regular" employment; therefore, the student

needs to make sure his or her health insurance coverage, disability insurance, etc. requirements are met. For example, many students still qualify under their parent's family health insurance plan as long as they are a full-time student.

Goals and Learning Outcomes

It is the intern's responsibility to meet with their worksite supervisor and complete the **Goals and Learning Outcomes Form** before beginning the internship but no later than the completion of the first week of work. Upon completion this form should be uploaded to D2L. If the job responsibilities change substantially, modify the form accordingly and resubmit it to D2L.

The **Goals and Learning Outcomes** form is for the benefit of all involved. It provides the groundwork for a well thought out experience. The goals included on this form will help both the intern and employer understand the nature of the internship and how it relates to the industry. It should also be used by the intern in order to get a rewarding experience and understand what is expected of them.

Employer's Midterm and Final Evaluations

Two evaluations of the intern will be made by the intern's worksite supervisor. The **Midterm Evaluation** should be completed approximately half-way through the internship. The **Final Evaluation** should be completed near the end of the internship – definitely before the last day of the intern's employment.

It is the intern's responsibility to provide an electronic copy of these forms to their worksite supervisor. The completed evaluations are to be submitted by the intern to the respective D2L dropbox.

When the employer agrees to take on an intern, part of the agreement includes requiring the worksite supervisor to perform the midterm and final evaluations in a timely manner. Regardless of how hectic schedules can become, the intern needs to make sure these evaluations are done at the proper times.

Student Evaluation of Internship

Each intern is to complete the **Student Evaluation of Internship** summarizing, evaluating, and discussing the internship experience. The **Student Evaluation of Internship** is submitted to the University via D2L no later than two weeks after the last day of employment. The student should also provide his or her supervisor with a hard copy of the evaluation during the last week of employment. Items addressed on the **Student Evaluation of Internship** include:

1. salary
2. supervision
3. project accountability and outcomes
4. opportunity to learn technical and/or managerial skills
5. suggestions for improvement
6. overall rating of the corporate internship

Note: Make sure that you do not include proprietary or company confidential information in your evaluation.

The Employer's Responsibilities

The employer does not enter into any formal agreement with the University. There is no binding contract and the intern is not obligated in any way to accept employment with the company upon graduation. Neither is the company obligated to offer employment to the intern upon completion of the internship or at graduation.

In all cases, the intern is to be considered an employee and should be held responsible for performing the assigned duties in a satisfactory manner. All company regulations, all conditions of health and safety and all legal requirements apply, and any company policy violations should be handled in the usual manner. All monetary remunerations should be comparable to other employees of similar experience and seniority doing similar work. Interns are required to receive monetary remuneration for their work.

While interning s/he is classified as a student of CU-Boulder and is subject to all applicable regulations. Thus, there is a student-teacher relationship with the University as well as an employee-employer relationship with the company. The relationships co-exist and do not interfere with each other. It is an amicable arrangement which is of benefit to all parties.

The greater the variety of work experience afforded the intern, the greater will be the opportunity for learning. Scheduled job rotations and involvement in special projects are a desired means of acquiring wide experiences during limited employment.

Goals and Learning Outcomes Form

The purpose of this form is to define the job responsibilities and set clear expectations for the student in the internship. These will form the basis of the **Employer's Midterm and Final Evaluations** and thus offer the intern feedback based on performance against the goals.

The worksite supervisor and the intern must meet to complete the **Goals and Learning Outcomes** form before beginning the internship but no later than the completion of the first week of work. It is the intern's responsibility to provide the form and write a preliminary draft before meeting with the employer.

Employer's Midterm and Final Evaluations

An evaluation of the intern must be made if the program is to be meaningful; therefore, the worksite supervisor is asked to submit two evaluations. The **Midterm Evaluation** should be completed approximately half-way through the internship. The **Final Evaluation** should be completed near the end of the internship but definitely before the last day of the intern's employment.

The evaluation forms are self-explanatory and are included at the end of this handbook. The supervisor is encouraged to meet with the intern and discuss the intern's work performance after completion of each evaluation. The intern needs to know how well they are doing.

The University's Responsibilities

It is the responsibility of the Director of Student Enrichment and Internships to assist the intern in fulfilling the objectives of the program. The intern can direct questions and deal with any issues by contacting the Director.

The University is under no obligation to provide employment for the student. In fact, most students would not be happy if an internship were assigned to them. Part of the internship learning experience is finding and securing the job.

Instructions for Completing the Forms

All forms associated with the internship are provided on the Civil, Environmental, and Architectural Engineering Enrichment website. All the paperwork for the internship will be done electronically and submitted via D2L therefore, all forms need to be word processed. All forms must be submitted as PDFs. (MS Word 2010 and later has the ability to create PDF editions of the completed forms.)

Goals and Learning Outcomes Form

Meet with the worksite supervisor and complete the **Goals and Learning Outcomes** form before beginning the Industrial Studies Internship but no later than the completion of the first week of work. If these job responsibilities change during the internship, please make every effort to keep this document up-to-date.

Employer's Midterm and Final Evaluation Forms

The student should supply these forms to the worksite supervisor and provide sufficient time for his or her thoughtful and complete evaluation of the student. The **Midterm Evaluation** should be completed approximately half-way through the required hours of the internship; the **Final Evaluation** should be completed near the end of the internship and before the last day of the intern's employment. Each of these evaluations must be received and loaded onto D2L in a timely manner.

Student Evaluation of Internship

The student should complete the **Student Evaluation of Internship** and load the document onto D2L. The Director of Student Enrichment continually monitors the quality of internships at CU-Boulder to ensure the students who repeatedly intern with the same company are gaining the necessary depth and breadth of engineering and managerial skills. The student may share his/her **Student Evaluation of Internship** with the employer. The Director of Student Enrichment may choose to share part or all of the evaluation with the employer in order to assist the company and supervisor and enhance the experience for future interns.

File Naming Conventions

All paperwork for the internship will be done electronically and submitted via D2L. Students must name their files according to the following naming conventions. Each year there are over 100 interns and each intern must submit numerous files. It is imperative that proper file names are used!

LastName_FirstName_Code_Version.PDF

Where:

- LastName is the student's last name.
- FirstName is the student's first name. For example, if your first name is "Elizabeth" but you go by "Beth," then be consistent by using "Beth" all the time.
- Code is used to designate the content of the file. Here are the codes you should be using:
 - "Goals" for the Goals and Learning Outcomes Form

- “MidEval” for the Midterm Evaluation Form
- “FinalEval” for the Final Evaluation Form
- “StudentEval” for the Student Evaluation of Internship
- Version is the version number of the respective document; e.g., v8, v12, etc. After you submit a document to the D2L dropbox and you discover an omission or mistake, you cannot unsubmit the document. The only thing you can do is make the fix, increment the version number by one, and resubmit it. Your internship evaluator will always use the highest version number and reject the others. The version number is always the last item in the file name.

Examples Using the Proper Format:

- Lincoln_Abraham_Goals_v5.PDF
- Lincoln_Abraham_MidEval_v2.PDF
- Lincoln_Abraham_FinalEval_v4.PDF
- Lincoln_Abraham_StudentEval_v8.PDF



Internship Goals & Learning Outcomes

Intern's Name: _____

Internship Job Title: _____

Purpose of this Form: To define the job responsibilities and set clear expectations for the internship. This form should be completed the first week of the internship. These in turn will be the basis of the **Employer's Midterm** and **Final Evaluations** which are part of the final grade.

Directions to the Intern: Meet with your worksite supervisor and complete this job evaluation before starting but not later than the completion of the first week of the internship. If these job responsibilities change substantially, update this document and upload it to D2L. In your weekly reports you will reflect on the items listed below.

Directions to Employer: Please spend some time clearly defining the responsibilities and goals for the internship. Formally listing these will insure that the intern, the employer, and the university are in agreement.

Job Responsibilities

List the roles, activities, and duties that the intern will be performing.

- 1.
- 2.
- 3.
4. (Add more numbers as needed.)

Successful Results

List the desired results, expected deliverables, and goals accomplished that would denote successful completion of internship.

- 1.
- 2.
- 3.
4. (Add more numbers as needed.)

Professional Development

List any job-specific skills or knowledge that the intern will need to successfully perform the above. Also list any training that is planned to gain these skills or knowledge.

- 1.
- 2.
- 3.
4. (Add more numbers as needed.)

Supervisor's Name: _____

Supervisor's Signature: _____ Date: _____

Intern's Signature: _____ Date: _____

When completed the worksite supervisor needs to have a copy for completing the midterm and final evaluations



Employer's Midterm Evaluation

Intern's Name: _____

Criteria	Excellent (A)	Above Average (B)	Average (C)	Below Average (D)	Poor (F)
Attendance & Punctuality	<input type="checkbox"/> Perfect attendance, often arrives to work early, but always is on time; communicates schedule changes to supervisor when appropriate; balances work and schools schedule effectively; highly dependable	<input type="checkbox"/> Exhibits some A and C behaviors	<input type="checkbox"/> Missed some work days, most excusable; occasionally shows up late on few occasions; communication on schedule to supervisor needs improvement; school schedule creates noticeable conflicts with work schedule	<input type="checkbox"/> Exhibits some C and F behaviors	<input type="checkbox"/> Misses an extensive amount of work for inexcusable reasons; often arrives to work late; schedule is not communicated to supervisor
Job Preparation & Utility Of Work	<input type="checkbox"/> Works to gain clear understanding of role task/expectations from supervision before work starts; often exceeds expectations performing job responsibilities; shows initiative to promote/implement new ideas; produces high quality of work; meets agreed upon deadlines, often finishing ahead of schedule; efficiently uses time and resources to get things done	<input type="checkbox"/> Exhibits some A and C behaviors	<input type="checkbox"/> Meets expectations on job tasks; sometime misses deadlines, but often for excusable causes; produces average quality of work	<input type="checkbox"/> Exhibits some C and F behaviors	<input type="checkbox"/> Does not meet expectations; cannot be trust to perform job tasks without constant supervision; often misses deadlines; produces a low quality of work; wastes time and resources
Ability to Learn on the Job & Work Attitude	<input type="checkbox"/> Works with high degree of confidence; learns tasks quickly; approaches work challenges with a positive, can-do attitude; takes initiative to seek needed training without guidance; often contributes new ideas	<input type="checkbox"/> Exhibits some A and C behaviors	<input type="checkbox"/> Learns task with extra coaching/monitoring; response to training slowly; maintains a positive attitude through most challenges; hesitant to take risks and try new tasks	<input type="checkbox"/> Exhibits some C and F behaviors	<input type="checkbox"/> Does not respond to training; shows little interest to learn; rebels against certain job tasks, constantly questions authority with little tact
Ability to Work Independently	<input type="checkbox"/> Self-sufficient; works independently while using supervision effectively for check-ins and guidance; needs little or no monitoring to keep performance on schedule; exhibits initiative to improve without coaching; performs necessary job task with little direction	<input type="checkbox"/> Exhibits some A and C behaviors	<input type="checkbox"/> Often needs extra guidance to perform tasks effectively; some monitoring to keep performance on schedule; performs tasks only when directed; does only what is necessary to get the job done right	<input type="checkbox"/> Exhibits some C and F behaviors	<input type="checkbox"/> Cannot be trusted to work alone; needs constant supervision to keep on schedule; shows no initiative to perform
Safety Consciousness	<input type="checkbox"/> Promotes the use of safe practices to others; always uses appropriate PPE to perform job tasks; always follows safety standards/guidelines; asks questions when unclear about safety policies/procedures before performing job tasks; exhibits a proactive attitude towards safety	<input type="checkbox"/> Exhibits some A and C behaviors	<input type="checkbox"/> Uses PPE for most job tasks; follows safety guidelines and procedures when asked or reminded; exhibits a compliance attitude towards safety	<input type="checkbox"/> Exhibits some C and F behaviors	<input type="checkbox"/> Needs constant reminders to use proper PPE; often does not follow safety guidelines/procedures exhibits an attitude that safety is a burden



Employer's Midterm Evaluation

Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Speaks, writes, and comprehends technical ideas clearly and professionally; chooses the appropriate communication vehicle given the situation (for example, face-to-face, e-mail, voice mail); communicates effectively within a team environment; encourages, accepts and considers feedback from others; shares information and viewpoints openly and directly; involves the right people to obtain needed information	Exhibits some A and C behaviors	Written and/or verbal skills inhibits performance; hesitates to contribute ideas within teams; often only communicates when questioned; uses written communication to avoid face-to-face communication; provides limited feedback to others	Exhibits some C and F behaviors	Blatantly avoids communication; puts forth little effort to communicate with others; rejects feedback for others; misuses written communication tools (email); avoid face-to-face communication
Personal Relationship and Human Relation Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Often facilitates effective interaction and contribution of team members; welcomes and acknowledges others ideas and input.; tailors behavior/ communication approaches to fit different team members; contributes productively to group outcomes; works with others to reach agreement; leaves a positive impression with others	Exhibits some A and C behaviors	Contributes to team interaction in a limited fashion; works with others to the level the job requires; sometimes avoids situations that may produce conflict and/or sometimes ineffective with others that have different personalities or viewpoints; leaves a reserved impression with others	Exhibits some C and F behaviors	Avoids working with others when possible; contributes little to team interaction and outcomes; not willing to consider differing points of view; leaves a negative impression with others
Personal Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Exhibits a very professional image. Follows company guidelines on dress code.	Exhibits some A and C behaviors	Follows company guidelines on dress code occasionally; sometimes needs reminders to comply.	Exhibits some C and F behaviors	Exhibits an unprofessional image; ignores dress code.
Overall Rating	Excellent (A)	Above Average (B)	Average (C)	Below Average (D)	Poor (F)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. What are the intern's strong points?

2. What can the intern do to improve his/her performance towards meeting the goals of the internship?

3. Additional comments:



Employer's Midterm Evaluation

Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 opens many student records for the student's inspection. The law also permits the student to sign a waiver relinquishing the rights to inspect a supervisor's evaluation. The intern's signature below constitutes a waiver; no signature means the student will have the right to read this evaluation.

Intern's Waiver Signature _____ Date: _____

The content of this report should be discussed with the intern.

Date of Evaluation: _____

Supervisor's Name (Please print or type): _____

Supervisor's Signature: _____ Date: _____

Intern's Signature: _____ Date: _____

This form must be signed by your supervisor.



Employer's Final Evaluation

Intern's Name: _____

Criteria	Excellent (A)	Above Average (B)	Average (C)	Below Average (D)	Poor (F)
Attendance & Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Perfect attendance, often arrives to work early, but always is on time; communicates schedule changes to supervisor when appropriate; balances work and schools schedule effectively; highly dependable	Exhibits some A and C behaviors	Missed some work days, most excusable; occasionally shows up late on few occasions; communication on schedule to supervision needs improvement; school schedule creates noticeable conflicts with work schedule	Exhibits some C and F behaviors	Misses an extensive amount of work for inexcusable reasons; often arrives to work late; schedule is not communicated to supervisor
Job Preparation & Utility Of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Works to gain clear understanding of role task/expectations from supervision before work starts; often exceeds expectations performing job responsibilities; shows initiative to promote/implement new ideas; produces high quality of work; meets agreed upon deadlines, often finishing ahead of schedule; efficiently uses time and resources to get things done	Exhibits some A and C behaviors	Meets expectations on job tasks; sometime misses deadlines, but often for excusable causes; produces average quality of work	Exhibits some C and F behaviors	Does not meet expectations; cannot be trust to perform job tasks without constant supervision; often misses deadlines; produces a low quality of work; wastes time and resources
Ability to Learn on the Job & Work Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Works with high degree of confidence; learns tasks quickly; approaches work challenges with a positive, can-do attitude; takes initiative to seek needed training without guidance; often contributes new ideas	Exhibits some A and C behaviors	Learns task with extra coaching/monitoring; response to training slowly; maintains a positive attitude through most challenges; hesitant to take risks and try new tasks	Exhibits some C and F behaviors	Does not respond to training; shows little interest to learn; rebels against certain job tasks, constantly questions authority with little tact
Ability to Work Independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Self-sufficient; works independently while using supervision effectively for check-ins and guidance; needs little or no monitoring to keep performance on schedule; exhibits initiative to improve without coaching; performs necessary job task with little direction	Exhibits some A and C behaviors	Often needs extra guidance to perform tasks effectively; some monitoring to keep performance on schedule; performs tasks only when directed; does only what is necessary to get the job done right	Exhibits some C and F behaviors	Cannot be trusted to work alone; needs constant supervision to keep on schedule; shows no initiative to perform
Safety Consciousness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Promotes the use of safe practices to others; always uses appropriate PPE to perform job tasks; always follows safety standards/guidelines; asks questions when unclear about safety policies/procedures before performing job tasks; exhibits a proactive attitude towards safety	Exhibits some A and C behaviors	Uses PPE for most job tasks; follows safety guidelines and procedures when asked or reminded; exhibits a compliance attitude towards safety	Exhibits some C and F behaviors	Needs constant reminders to use proper PPE; often does not follow safety guidelines/procedures exhibits an attitude that safety is a burden



Employer's Final Evaluation

Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Speaks, writes, and comprehends technical ideas clearly and professionally; chooses the appropriate communication vehicle given the situation (for example, face-to-face, e-mail, voice mail); communicates effectively within a team environment; encourages, accepts and considers feedback from others; shares information and viewpoints openly and directly; involves the right people to obtain needed information	Exhibits some A and C behaviors	Written and/or verbal skills inhibits performance; hesitates to contribute ideas within teams; often only communicates when questioned; uses written communication to avoid face-to-face communication; provides limited feedback to others	Exhibits some C and F behaviors	Blatantly avoids communication; puts forth little effort to communicate with others; rejects feedback for others; misuses written communication tools (email); avoid face-to-face communication
Personal Relationship & Human Relation Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Often facilitates effective interaction and contribution of team members; welcomes and acknowledges others ideas and input.; tailors behavior/ communication approaches to fit different team members; contributes productively to group outcomes; works with others to reach agreement; leaves a positive impression with others	Exhibits some A and C behaviors	Contributes to team interaction in a limited fashion; works with others to the level the job requires; sometimes avoids situations that may produce conflict and/or sometimes ineffective with others that have different personalities or viewpoints; leaves a reserved impression with others	Exhibits some C and F behaviors	Avoids working with others when possible; contributes little to team interaction and outcomes; not willing to consider differing points of view; leaves a negative impression with others
Personal Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Exhibits a very professional image. Follows company guidelines on dress code.	Exhibits some A and C behaviors	Follows company guidelines on dress code occasionally; sometimes needs reminders to comply.	Exhibits some C and F behaviors	Exhibits an unprofessional image; ignores dress code.
Overall Rating	Excellent (A)	Above Average (B)	Average (C)	Below Average (D)	Poor (F)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. What are the intern's strong points? _____

2. What can the intern do to improve his/her performance towards meeting the goals of the internship?

3. Additional comments: _____



Employer's Final Evaluation

Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 opens many student records for the student's inspection. The law also permits the student to sign a waiver relinquishing the rights to inspect a supervisor's evaluation. The intern's signature below constitutes a waiver; no signature means the student will have the right to read this evaluation.

Intern's Waiver Signature _____ Date: _____

The content of this report should be discussed with the intern.

Date of Evaluation: _____

Supervisor's Name (Please print or type): _____

Supervisor's Signature: _____ Date: _____

Intern's Signature: _____ Date: _____

This form must be signed by your supervisor.



Student Evaluation of Internship

Intern's Name _____

Company's Name _____

Name of Supervisor _____

Criteria	Excellent (A)	Above Average (B)	Average (C)	Below Average (D)	Poor (F)
Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Salary \$20/hr or more.	\$17 to \$20/hr	\$13 to \$17/hr	\$13 to \$10/hr	Employer pays less than \$10/hr
Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Supervisor/ professional assists with learning and provides resources daily	Supervisor exhibits some A and C characteristics	Supervisor/ professional assists with learning and provides resources weekly	Supervisor exhibits some C and F characteristics	Supervisor/ professional rarely assists with learning and provides too few resources
Project Accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Intern is given primary accountability for project and deliverable is checked by a professional	Accountability exhibits some A and C characteristics	Intern is given some accountability (50 to 75%) for project and deliverable is partially or not reviewed	Accountability exhibits some C and F characteristics	Intern is given too little (less than 50%) accountability of project; professional ends up performing job tasks
Project Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Project outcome is deemed a successful delivery in terms of schedule, cost, quality, safety, customer satisfaction, functionality, and other project objectives	Outcome exhibits some A and C characteristics	Project outcome meets some of the project deliverables	Outcome exhibits some C and F characteristics	Project outcomes do not meet project deliverables or intern's project does not complete
Opportunity to Learn Engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Learning of engineering, technical, and managerial skills is exceptional with all learning objectives and goals met	Learning exhibits some A and C characteristics	Learning of engineering, technical, and managerial skills is average with half of the learning objectives and goals met	Learning exhibits some C and F characteristics	Little learning of engineering, technical, and managerial skills with few of the learning objectives and goals met

Overall Rating of Internship	Excellent (A)	Above Average (B)	Average (C)	Below Average (D)	Poor (F)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Evaluation of Internship

1. What are the internships strong points? _____

2. What can the company or supervisor do to improve their performance towards meeting the goals of the internship?

3. Additional comments: _____

The intern may discuss the content of this report with the company supervisor.

Date of Evaluation: _____

Supervisor's Name (please print): _____

Supervisor's Signature: _____ Date: _____

Intern's Signature: _____ Date: _____

CU-Boulder Director of Enrichment Signature: _____ Date: _____