

## CSC399 Internship Evaluation Form

Student name *and* e-mail:

Semester *registered*:

On-site experience period:

On-site professional person name *and* e-mail:

Internship location (street address and contact phone number for site visit):

### 1. Evaluation From

The learning goals of an internship experience consist of the following two components: (1) content goals and (2) performance goals. Content goals refer to technical components and are student-specific. The general ideas must be laid out when the student prepares a proposal before registration. The student is also responsible for refining the ideas and writing them in this student's evaluation form along with the associated evaluation criteria (also required in the proposal). Performance goals refer to activities required for all internship students.

#### Evaluation procedure

- Before starting the internship, the student completes the Content Goals of the evaluation form (below) based on the goals and the corresponding evaluation criteria described the internship proposal.
- As soon as the student's on-site experience begins, s/he must explain the evaluation procedure and the departmental requirements to the on-site professional. The student must make sure that the professional reads and understands Section 3 of this document. In particular, both the student and the professional must discuss and agree on the confidentiality issues associated with the student's paper and presentation.
- At the midpoint of the internship, the student places check marks for the goals/criteria that have been achieved. S/he also writes a reflective essay (supporting notes) justifying how *each* of those goals/criteria were achieved, also explaining how the remaining goals/criteria will be achieved. There is no specific format for the essay. The on-site professional person reads the evaluation form and the reflective essay and places check marks for the goals/criteria that s/he agrees that the student has achieved. The on-site professional person is also requested to provide feedback on the student's performance, generally during the faculty supervisor's site visit. The student also consults the faculty supervisor and gets feedback.
- At the end of the internship, the student places check marks for the goals/criteria that have been achieved (except for Performance Goals 10-12). S/he also revises the reflective essay justifying how those goals/criteria were achieved. The on-site professional person reads the evaluation form and the supporting notes and places check marks for the goals/criteria that s/he agrees that the student has achieved.
- At the end of the semester, the student places check marks for the remaining goals/criteria (including Performance Goals 10-12) that have been achieved. The on-site professional person is requested to read the final evaluation form and the student's paper/presentation to check the accuracy. The student must also clear any potential confidentiality issues with the employer. The faculty internship supervisor reads the evaluation form and the supporting notes and places check marks for the boxes that s/he agrees that the student has achieved. The faculty supervisor provides written explanation where s/he disagrees with the student and/or the on-site professional person's evaluation.

Note: The standard procedure would be to print the form (after the student complete it) and use the hard copy. However, it is also acceptable to use an electronic form if the faculty supervisor can verify the on-site professional person's evaluation (e.g., attached to the e-mail from the on-site person). In that case, one may copy and paste the checkmark symbol "☑".

|  | Student                  | On-site                  | Faculty                  |
|--|--------------------------|--------------------------|--------------------------|
| <b>Content Goals</b>   |                          |                          |                          |
| 1. (student-specific Goal 1 and the corresponding evaluation criteria) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. ...   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|   | Student                  | On-site                  | Faculty                  |
|---|--------------------------|--------------------------|--------------------------|
| <b>Performance Goals</b>  |                          |                          |                          |
| 1. Apply classroom experience to the internship throughout the period. [application]  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Initiate all aspects of internship activities including but not limited to active consultation with the faculty internship supervisor and the on-site professional person. [initiative] <ul style="list-style-type: none"> <li>The student takes the responsibility to complete all the required activities as specified in the standard procedure, including: preparing for the internship, completing the mid-point events, writing paper, and preparing presentation.</li> </ul>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Identify the responsibilities of the internship and review/gain background knowledge required for the position. [preparation]  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Identify problems that need to be solved during the internship and describe the significance of solving them (or the cost of not being able to solve them). Note that the problems may be “practical” (involving actions) or “research” (finding information). [problem statement]   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Critically analyze the validity of existing states/ideas, assumptions, and other forms of knowledge, with an open mind. [open-mindedness]  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Solve the identified problems. In case no solution is found during the internship, analyze why and discuss what future actions need to be done. [problem solving]  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Manage the given projects effectively, with a realistic sense of what can be done within the available time, including regular record keeping of the internship activity. Communicate well with the people related to the project. [project management]  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Behave professionally (e.g., be respectful, punctual, ethical). [professionalism]  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Extend the knowledge, skills, and experience beyond the classroom experience with enthusiasm. [extension]  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Report the internship experience in writing, at a level comparable to a research paper (e.g., problems and solutions are clearly stated). [writing] <ul style="list-style-type: none"> <li>The student must check with the on-site supervisor regarding the confidentiality of the information contained in the paper.</li> <li>The on-site professional person is requested to check the accuracy of the writing.</li> </ul>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Report the internship experience orally (poster or platform presentation), at a level comparable to a research presentation (i.e., problems and solutions must be clearly stated), using appropriate visual tools (e.g., PowerPoint). [presentation] <ul style="list-style-type: none"> <li>The student must check with the on-site supervisor regarding the confidentiality of the information contained in the presentation.</li> <li>The on-site professional person is requested to check the accuracy of the presentation material.</li> </ul> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Frequently <i>reflect</i> upon every aspect of the involved activities and adjust the course of action to enhance the experience and improve the outcome. [metacognition] <ul style="list-style-type: none"> <li>Observation of the student’s own behavior is the first step to achieve improved outcomes. For example, the student should describe how they felt and responded when the project was going well and also when unexpected events occurred.</li> </ul>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## 2. Internship Course Grade

To receive a passing grade, the student must achieve *all* the goals/criteria. The final letter grade will be assigned based on the following scheme.

- A:** All of the student’s achievements are fully confirmed by the on-site professional person and the faculty internship supervisor.
- B:** Almost all of the student’s achievement are fully confirmed by the on-site professional person and the faculty internship supervisor. However, the on-site professional person and/or the faculty internship supervisor noted that the student satisfied but still needs to improve on one or two goals/criteria.

- C: Both the on-site professional person and the faculty internship supervisor judged that the student minimally satisfied the goals/criteria.

### 3. Information for the On-site Professional Person

Here is a list of items that we ask the on-site professional person to be aware of. The student is responsible for making sure that the professional reads and understands the entire process.

1. Before the student starts her/his on-site experience, s/he will explain the TCNJ CS standard internship procedure. The entire process is guided by the evaluation form, which is explicitly used at the midpoint and the final point by all the involved parties. S/he will also provide the information about how to contact the faculty internship supervisor if the on-site professional person has a question or concern.
2. As part of the internship requirements, the student will write a research-style paper and give an oral presentation (poster or platform). Both of these activities are public in that they will be posted on our web site and the presentation will be given to a general audience. The on-site professional person is requested to check these materials with respect to the confidentiality and accuracy prior to student's submission of any draft to the faculty supervisor. In a special circumstance, the professional (employer) may request an alternative form of paper/presentation, which must be arranged well in advance and accepted by the faculty supervisor and the TCNJ CS department chair.
3. By the midpoint of the student's on-site experience, the student will arrange a site visit by the faculty internship supervisor so that the faculty supervisor has an opportunity to observe the student's experience on-site and discuss the internship with the on-site professional person. Prior to the site visit, the student will self-evaluate her/his performance using the evaluation form. S/he will place check marks for the goals/criteria which have been achieved thus far. S/he will also write a reflective essay, explaining how s/he achieved goals/criteria.
4. At the end of the on-site experience, the student will self-evaluate her/his performance, in a way analogous to the midpoint evaluation.
5. At the end of the semester in which the student is registered for internship, the student will present the internship experience and write a paper, both comparable to our mentored research experience. If an internship occurs during the summer, the student may be required to complete the presentation and paper during the following fall semester. Regardless of the timing, the on-site professional person is requested to check the confidentiality and validity of these materials.

// End