Questions pertaining to the manual and/or internship experience should be directed to

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Postsecondary Education Administration Overview

The Master of Arts in Postsecondary Education Administration (PSE) prepares emerging leaders to become transformational practitioners of higher education and student affairs within the context of the P-20 environment. The PSE program targets those who desire a career in this exciting field as well as individuals with an established career in higher education looking for advancement. The core curriculum fosters growth in research, human relations, multicultural inclusion, and leadership theory. The specializations in Higher Education and Student Affairs are differentiated by six credit hours of predetermined courses. Two supervised internships offer students opportunities to explore functional areas in higher education from an administrative perspective. Faculty advisors will work closely with students to identify site placement to best serve their personal and professional goals. The exit requirement for the program is evaluated through a capstone research project. Students will begin work on the capstone project their first semester of the program. Project benchmarks have been established throughout the curriculum to help guide students throughout the process.

Mission Statement
The mission of the program is to develop influential leaders that understand the comprehensive nature of postsecondary education and can apply alternative solutions to contemporary issues within the field.

Program Values
Graduates of the program will be:

• prepared to explore innovative, alternative solutions to contemporary issues within the P-20 context;
• focused on service to the profession and to advancing the holistic needs of college students;
• committed to life-long learning and professional growth;
• able to exhibit a diverse worldview and maintain an ethical center; and
• visionary-thinkers in postsecondary-specific competencies.

Program Delivery
The program supports candidates with a desire to move into leadership positions within a two-year or four-year postsecondary institution. The program allows for full-time or part-time study. Course content is delivered through traditional, hybridized and online methods.

Higher Education Specialization
The Higher Education specialization is designed for emerging administrative leaders in the areas of academic affairs, adult education, advancement and development, athletics, auxiliary services, business affairs, continuing education and information technology at postsecondary institutions including community colleges and four-year public and four-year private colleges and universities. There are nine credit hours of predetermined specialization courses and six credit hours of supervised internship in a higher education setting.

Student Affairs Specialization
The specialization in Student Affairs is designed for emerging leaders in student support services at postsecondary institutions including community colleges and four-year public and four-year private colleges and universities. Student support services are defined by the Council for the Advancement of Standards (CAS) in Higher Education (2012, p. 355) as admissions, academic advising, academic support services, campus activities, career services, counseling, disability services, financial aid, Greek life, housing and residential life, international student affairs, judicial services, LGBT services, multicultural
student affairs, orientation and new student programs, recreation and intramural sports, religious programs, and veterans affairs. There are nine credit hours of predetermined specialization courses and six credit hours of supervised internship in a student affairs setting.

**Internship Overview**

The two internship courses (PSE 720 and PSE 730) are a signature component of the Master of Arts in Postsecondary Education Administration. The framework for the internship component is guided by the CAS Masters-Level Student Affairs Preparation Programs (2012). The purpose of the internship is to prepare students to work in a variety of functional areas by educating them on the culture of the profession and the values that guide it (p. 349). Students enrolled in the internship courses will gain exposure to the breadth and depth of the profession, develop administrative skillsets and interact with students, faculty and staff in various capacities. The internship is comprised of field experience and a seminar. Student interns, supervising faculty and site supervisors each have responsibilities assigned to them during the internship.

**Pre-requisites**

Pre-requisites for the first internship (PSE 720) include:

- Completion of 27 credit hours in the program, and
- Student Affairs Specialization: completion of CSP 615 and 616 with a grade of C or better.
- Higher Education Specialization: completion of PSE 770 and ADM 750 with a grade of C or better.
- Second semester student interns must complete PSE 720 with a grade of C or better before enrolling in PSE 730.

**Learning Goals**

The program curriculum supports six student learning outcomes: innovation, postsecondary-specific competencies, diversity, leadership, engagement-service, and research. Interns will work collaboratively with faculty and site supervisors to develop a minimum of six learning goals for the semester internship experience. Each student learning outcome must be reflected in one or more learning goals. Students are encouraged to self-reflect and seek professional counsel on the six learning goals prior to the internship in order to maximize the experience.

**Field Experience Component**

A minimum of 300 hours supervised practice, consisting of two internship experiences are required of all students, regardless of their elected program specialization (CAS, 2012, p. 356). The fieldwork hours and tasks associated with the placement accounts for 70% of the course grade. Students will work closely with their faculty advisor to identify the internship site and supervisor; placement will be determined the semester preceding the internship. Supervision will be provided by both the faculty supervisor and the site supervisor.

The selection of an internship site is important. When making the decision, students are encouraged to consider career goals, potential for administrative growth, site supervisor, travel distance, time commitments, occupational demands (if employed), family obligations (if applicable), and other relevant issues. Faculty within the program possess a diverse and expansive network of higher education professionals; students are encouraged to utilize this network. Students are advised to select different internship site locations for the two internship courses in order to maximize the experience.
Qualified higher education professionals possessing the appropriate education and experience are encouraged to serve as site supervisors. Qualifications for site supervisors include a master’s degree in a higher education related discipline, three or more years of successful professional experience and at least one year experience at his/her current institution (CAS, 2012, p. 356). Approval of site supervisors are made by program faculty in advance of the student serving as an intern (see Appendices A and B). Faculty will continue to monitor the approval of site supervisors and site placement on a semester basis; continued approval is based on direct interactions and student evaluations (see Appendix F) of the experience. Site supervisors are expected to meet at least biweekly with the intern, train the intern adequately for the administrative duties assigned, and evaluate the student intern’s performance twice during the semester. Site supervisors are also encouraged to engage the intern in program planning, implementation of initiatives, activities embodying department/office culture (e.g. trainings, professional development opportunities, staff meetings, etc...), and other administrative processes and functions. The intern should be seen as a functional and fiscal asset by the site supervisor, capable of assisting with the day-to-day operations of the functional unit.

Seminar Component
A seminar component accompanies the internship experience. Assigned tasks for the seminar component account for 30% of the course grade. Students are required to meet in-person one Saturday a month from 9:00 a.m. to 1:00 p.m. at the Murray Campus during the semester for which they are enrolled in an internship course. Faculty supervisors will highlight a functional unit of higher education, lead discussions over assigned readings of a popular leadership/organizational development text, host a special guest to speak with the class (in-person or via distance), and facilitate group discussion over the previous month’s internship experience. Students that anticipate a potential absence from the mandatory sessions are encouraged to enroll in the internship course at a later date.

Evaluations
Student interns will be evaluated on their performance throughout the internship experience. Site supervisors will evaluate student interns two times, performing one formative and one summative evaluation during the semester (see Appendices D and E). Both evaluations are comprised of 10 professional performance categories and the learning goals established at the beginning of the internship experience. The 10 performance categories are

1.) Organization and time management,
2.) Professionalism,
3.) Job performance,
4.) Diversity and inclusiveness,
5.) Communication and interpersonal skills,
6.) Customer service,
7.) Adaptability,
8.) Perception and judgment,
9.) Effective and efficient use of resources, and
10.) Leadership.

The faculty supervisor will closely monitor both evaluations before mid-term and final grades are assigned. The faculty supervisor will evaluate the student’s performance with the on-campus component. The evaluation of the on-campus component will be based on attendance, class preparation, class participation, assignments and progress toward completing the Capstone Project.
Peer Mentors
Second semester student interns enrolled in PSE 730 will be assigned a first semester student intern to mentor. The second semester student intern will answer questions and offer guidance to the first semester student intern.

Faculty Supervisor Responsibilities
The Faculty Supervisor is responsible for:
- Coordinating student placement with the host organization.
- Reviewing and signing the Memorandum of Agreement (MOA) (see Appendix A).
- Approving host organizations and site supervisors through the review of the Internship Information Sheet and Action Plan (see Appendix B).
- Contacting the site supervisors and students, individually, throughout the semester to share expectations of the internship experience as well as monitor student performance.
- Reviewing and verifying student interns’ weekly journal and time sheets (in Canvas).
- Reviewing site supervisors’ formative and summative evaluations of the interns (see Appendices D and E).
- Facilitating on-campus component of the internship. Facilitation includes selecting a text each semester, assigning readings and reflection assignments, scheduling guest speakers, selecting a higher education functional unit to highlight for each class meeting, preparing discussion questions and grading assignments in a timely manner.
- Evaluating students’ performance in the on-campus component of the internship.
- Assisting students’ progress toward completing the Capstone Project.
- Reviewing student interns’ evaluations of placement sites and site supervisors (see Appendix F).
- Assigning grades at the end of the term based on the student’s performance in both internship components.

Student Responsibilities
The Student is responsible for:
- Identifying the host organization and site supervisor the semester preceding the internship. The student should consult his/her faculty advisor regarding placement. Communication with the site supervisor should be established before the internship begins.
- Completing and submitting the Memorandum of Agreement (MOA) (see Appendix A).
- Completing and submitting the Internship Information Sheet and Action Plan (see Appendix B) prior to beginning the internship. Two documents accompany the Internship Information Sheet and Action Plan: site supervisor’s curriculum vitae, and a detailed action plan for achieving the internship learning goals.
- Completing any outstanding pre-internship Capstone Project benchmarks prior to the first internship class meeting. See Capstone Project Guide and Timeline for more details.
- Developing learning goals for the internship experience.
- Exemplifying professionalism in both components of the internship. Professionalism is defined as being punctual, prepared, respectful and responsive to the requests made by the faculty supervisor, site supervisor and other constituents of Murray State University and the host organization.
- Maintaining confidentiality of student, institution or agency information.
- Submitting a weekly journal and time sheet (in Canvas) to the faculty supervisor.
- Attending each monthly class meeting, actively participating in class discussions, completing all course assignments and assigned readings as specified by the faculty member.
• Completing all work-related tasks in a professional and timely manner as assigned by the site supervisor.
• Adhering to the policies and operational procedures of the host organization.
• Completing Capstone Project benchmarks by the end of the term. Benchmarks are different for students enrolled in Internship I (PSE 720) and Internship II (PSE 730). A grade of Incomplete will be given to students that fail to complete the benchmarks.
• Serving as a mentor (students enrolled in PSE 730) to a peer intern student - Second Semester Student Interns ONLY.
• Completing an evaluation of the internship site and site supervisor (see Appendix F).

Site Supervisor Responsibilities
The Site Supervisor is responsible for:
• Signing the Memorandum of Agreement (see Appendix A). Site supervisors are encouraged to seek any necessary approval from their host organization before signing the Memorandum.
• Submitting a professional curriculum vitae (CV) as part of the required documentation for site supervisor approval. The professional CV is also required documentation for the Internship Information Sheet and Action Plan (see Appendix B) each intern submits at the beginning of the semester.
• Collaborating with the student intern to develop learning goals for the internship experience. A detailed plan on how the site supervisor will aid the student intern in achieving these learning goals should be included with the Internship Information Sheet and Action Plan (see Appendix B) each intern submits at the beginning of the semester.
• Establishing expectations for the field experience component of the internship. Expectations are defined as work schedule, administrative duties, parameters for professionalism within the host organization, regularly scheduled staff meetings, and individual meetings/coaching sessions with the intern.
• Communicating regularly and openly with the intern regarding his/her work performance and professionalism. The site supervisor should prompt these conversations, but remain open if the intern initiates communication. The site supervisor and intern will meet biweekly.
• Communicating periodically and openly with the faculty supervisor regarding the intern’s performance. The faculty supervisor will prompt these conversations unless the site supervisor needs to discuss a matter of urgency.
• Protecting interns from situations that carry high risk for political infighting, legal liability, or situations that have potential of becoming volatile or emotionally draining.
• Providing adequate work space, resources, access and training so the intern can fulfill the expectations set by the site supervisor.
• Orienting the intern on the purpose, goals, culture, and operating procedures of the host organization. The site supervisor will also orient the intern on the services rendered and responsibilities of the professional staff within the department/office.
• Providing the intern with continuous opportunities for professional growth through activities, readings (e.g. resource materials, articles, books, memos, directives) and services associated with the host setting.
• Verifying hours served by the interns. Interns are required to submit a weekly journal and time sheet to the faculty supervisor (in Canvas).
• Evaluating the intern’s work performance by means of a formative and summative evaluation (see Appendices D and E). Site supervisors will submit both evaluations to the faculty supervisor upon completion.
Reference
Appendix A: Memorandum of Agreement

An agreement between Murray State University and ____________________, the host organization, has been formed for the _____ 20__ semester. The agreement of this relationship confirms the host organization and University share a mutual interest in the professional development of ______________ ______________, who is a candidate for the Master of Arts in Postsecondary Education Administration.

The intern is familiar with his/her responsibilities of the internship experience. He/she is a representative of both the University and host organization, for the defined term, and agrees to act in a professional and socially responsible manner. Failure to comply with the responsibilities defined in this manual could result in the termination of this agreement, therefore removing the intern from the host organization.

The site supervisor, ______________ ______________, is familiar with his/her responsibilities as defined in the training manual. The site supervisor understands this relationship is mutually beneficial for all parties involved. He/she is asked to demonstrate professionalism in all interactions with the intern, throughout the defined semester, and tailor an experience to meet the intern’s learning goals. Failure to comply with the responsibilities defined in this manual could result in the termination of this agreement, therefore removing the intern from the host organization.

Student Intern’s Signature: __________________________
Date: ____________________________________________

Site Supervisor’s Signature: __________________________
Date: ____________________________________________

Faculty Supervisor’s Signature: __________________________
Date: ____________________________________________
Appendix B: Internship Information Sheet and Action Plan

Student Information
Name: ____________________________________________ Student M#: _______________
Address (street, city, state, zip): _______________________________________________________
Phone: _______________ (personal) _______________ (work) Email Address: ___________________

Host Organization and Site Supervisor Information
Host Organization: ______________________________ Department/Office: _______________________
Address (street, city, state, zip): _______________________________________________________
Site Supervisor Name(s): ______________________________ Title: _____________________________
Phone: ______________________________ (work) Email Address: ____________________________
Have you obtained a master’s degree or higher? ____
How many years of higher education experience does the site supervisor possess? ____
How many years of experience with host organization? ______
Attach site supervisor’s current curriculum vitae with form.

Action Plan
Provide the beginning and ending dates, days of the week and hours per day you plan to work at the host organization. Total number of hours worked for the semester must equal 150 clock hours unless otherwise discussed.

List the services offered in the office or department where you plan to intern.

List and describe the duties the site supervisor intends for you to perform during the internship experience. Provide the proportion of time each duty will receive in a typical week.

List the learning goals you plan to achieve during this experience for the categories listed below. At least one learning goal is required for each Student Learning Outcome.

Learning Goal Categories/Student Learning Outcomes for the PSE Program
- Innovation (i.e. incorporate concepts, theories and practices learned in the PSE program)
- PSE Competencies (i.e. acquisition of knowledge and marketable skills applicable to the profession)
- Diversity (i.e. application of techniques and strategies used to serve a clientele different from intern)
- Leadership (i.e. build leadership capacity through research, practice and/or professional development)
- Engagement-service (i.e. understanding for how you advance or serve mission of institution through the internship)
- Research (i.e. how will this experience inform future practice)

The site supervisor needs to provide a detailed plan on how he/she plans to supervise the intern and help the intern achieve these learning goals. Note: Upload an electronic version of the Internship Information Sheet and Action Plan in Canvas using a Word document. Use Appendix B as a template.
Appendix C: Site Supervisor’s Formative Performance Evaluation of Intern

Site Supervisor’s Name: __________________________  Intern’s Name: __________________
Host Organization: ______________________________  Department/Office: ________________
Semester: ___________________

Instructions: Evaluate the intern’s performance in the following categories by placing an X beside the performance indicators best describing his/her work thus far. A section for comments accompanies each category. Site supervisors are encouraged to be forthright when evaluating the intern’s performance and view this exercise as one of professional growth and development for the intern. Site supervisors are encouraged to advise interns on how to improve his/her experience by using the categories below as a guide. The formative evaluation should be completed midway through the internship experience (e.g. early-October or mid-March). The formative evaluation benefits the intern in three ways: 1.) understand how higher education personnel are evaluated in a professional setting, 2.) provide an opportunity to improve and/or maximize work performance in certain areas, 3.) and allow for self-reflection on behalf of the intern. The site supervisor should email the evaluation to the faculty advisor after privately discussing it with the intern.

Performance Indicators and Interpretations:
- Exceeds expectation (please explain why if marked)
- Meets expectations
- Needs improvement (please explain why if marked)
- Unsatisfactory
- Not applicable

Performance Evaluation Categories and Definitions:
1. Organization and Time Management – Establishes proper priorities, meets deadlines, is reliable, meets attendance and punctuality expectations, effectively organizes and plans ahead, makes efficient use of time and resources, and is committed to institutional and departmental goals.
   ___ Exceeds expectations
   ___ Meets expectations
   ___ Needs improvement
   ___ Unsatisfactory
   ___ Not applicable
   Comments: ______________________________________________________________________
   ______________________________________________________________________________
   __________________________________________________________________________________

2. Professionalism – Exhibits positive behavior, handles confidential matters appropriately, displays good reasoning and problem solving skills, uses critical and creative thinking, follows instructions consistently, and demonstrates initiative.
   ___ Exceeds expectations
___ Meets expectations
___ Needs improvement
___ Unsatisfactory
___ Not applicable
Comments: _____________________________________________________
________________________________________________________________
________________________________________________________________

3. Job Performance – Consistently produces high quality, accurate and thorough work, handles multiple tasks as needed, supports and accepts responsibility for institutional priorities and decisions, requires minimal supervision, and follows organizational policies and procedures.
___ Exceeds expectations
___ Meets expectations
___ Needs improvement
___ Unsatisfactory
___ Not applicable
Comments: _____________________________________________________
________________________________________________________________
________________________________________________________________

4. Diversity and Inclusiveness – Promotes a work and/or educational environment free from conduct which violates the rights of others and helps to achieve EEO objectives.
___ Exceeds expectations
___ Meets expectations
___ Needs improvement
___ Unsatisfactory
___ Not applicable
Comments: _____________________________________________________
________________________________________________________________
________________________________________________________________

5. Communication and Interpersonal Skills – Communicates effectively both verbally and in writing, listens, is approachable and develops positive relationships among members of the campus community, serves as a positive role model to those whom he/she serves, treats people with respect, accepts feedback positively and constructively, shares information in a timely manner with constituents, and encourages and supports co-workers.
___ Exceeds expectations
___ Meets expectations
___ Needs improvement
___ Unsatisfactory
___ Not applicable
Comments: _____________________________________________________
________________________________________________________________
________________________________________________________________
6. Customer Service – Provides quality, timely, efficient and friendly service to constituents, fosters cooperative relationships inside and outside the department/office, enhances the student learning experience and promotes a positive image of the host organization.

___ Exceeds expectations  
___ Meets expectations  
___ Needs improvement  
___ Unsatisfactory  
___ Not applicable  
Comments: __________________________________________
________________________________________________________________________
________________________________________________________________________

7. Adaptability – Flexible, able to adapt to a changing, dynamic environment as needed, adjusts well to new and progressive ideas and thinking, and seeks opportunities to utilize technology to become more effective and efficient.

___ Exceeds expectations  
___ Meets expectations  
___ Needs improvement  
___ Unsatisfactory  
___ Not applicable  
Comments: __________________________________________
________________________________________________________________________
________________________________________________________________________

8. Perception and Judgment – Displays ability to secure and evaluate facts in making decisions and taking actions, weighs information objectively and unemotionally and reaches logical, timely and effective decisions.

___ Exceeds expectations  
___ Meets expectations  
___ Needs improvement  
___ Unsatisfactory  
___ Not applicable  
Comments: __________________________________________
________________________________________________________________________
________________________________________________________________________

9. Effective and Efficient Use of Resources – Effectively and efficiently utilizes organizational resources (i.e. human, financial technological, and facilities), plans and effectively uses time to achieve desires outcomes, suggests and/or initiates changes to increase efficiency and effectiveness.
___ Exceeds expectations
___ Meets expectations
___ Needs improvement
___ Unsatisfactory
___ Not applicable
Comments: ________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

10. Leadership – Promotes team environment and empowers staff, directs, coaches, mentors and
delegates appropriately to insure the timely completion of work, embraces being a role model,
inspires others to excel, and encourages and supports professional development of staff.
___ Exceeds expectations
___ Meets expectations
___ Needs improvement
___ Unsatisfactory
___ Not applicable
Comments: ________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Progress Toward Learning Goals
Innovation Goal: [State goal here]
___ Goal Completed
___ On-track to Meet Goal
___ Needs improvement
___ Goal Will Not Be Met This Term
Comments: ________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

PSE Competencies Goal: [State goal here]
___ Goal Completed
___ On-track to Meet Goal
___ Needs improvement
___ Goal Will Not Be Met This Term
Comments: ________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Diversity Goal: [State goal here]
___ Goal Completed
___ On-track to Meet Goal
___ Needs improvement
___ Goal Will Not Be Met This Term
Comments: ___________________________________________________
_________________________________________________________________
_________________________________________________________________

Leadership Goal: [State goal here]
___ Goal Completed
___ On-track to Meet Goal
___ Needs Improvement
___ Goal Will Not Be Met This Term
Comments: ___________________________________________________
_________________________________________________________________
_________________________________________________________________

Engagement-Service Goal: [State goal here]
___ Goal Completed
___ On-track to Meet Goal
___ Needs Improvement
___ Goal Will Not Be Met This Term
Comments: ___________________________________________________
_________________________________________________________________
_________________________________________________________________

Research Goal: [State goal here]
___ Goal Completed
___ On-track to Meet Goal
___ Needs Improvement
___ Goal Will Not Be Met This Term
Comments: ___________________________________________________
_________________________________________________________________
_________________________________________________________________

Site Supervisor’s Signature _______________________________________

Date __________________________________________________________

Student Intern’s Signature _______________________________________

Date __________________________________________________________
Appendix D: Site Supervisor’s Summative Performance Evaluation of Intern

Site Supervisor’s Name: __________________________  Intern’s Name: ____________________  
Host Organization: ______________________________  Department/Office: ________________  
Semester: ________________________________

Instructions: Evaluate the intern’s performance in the following categories by placing an X beside the performance indicators best describing his/her work this term. A section for comments accompanies each category. Site supervisors are encouraged to be forthright when evaluating the intern’s performance and view this exercise as one of professional growth and development for the intern. Site supervisors are encouraged to advise interns on how to improve his/her experience by using the categories below as a guide. The summative evaluation should be completed at the end of the internship experience (i.e. early-December or early-May). The summative evaluation benefits the intern in three ways: 1.) understand how higher education personnel are evaluated in a professional setting, 2.) provide an opportunity to improve and/or capitalize in certain areas based on work performance, and 3.) allow for self-reflection on behalf of the intern. The site supervisor should email the evaluation to the faculty advisor after privately discussing it with the intern.

Performance Indicators and Interpretations:
- Exceeds expectation (please explain why if marked)
- Meets expectations
- Needs improvement (please explain why if marked)
- Unsatisfactory
- Not applicable

Performance Evaluation Categories and Definitions:
1. Organization and Time Management – Establishes proper priorities, meets deadlines, is reliable, meets attendance and punctuality expectations, effectively organizes and plans ahead, makes efficient use of time and resources, and is committed to institutional and departmental goals.
   ___ Exceeds expectations
   ___ Meets expectations
   ___ Needs improvement
   ___ Unsatisfactory
   ___ Not applicable
   Comments: ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Professionalism – Exhibits positive behavior, handles confidential matters appropriately, displays good reasoning and problem solving skills, uses critical and creative thinking, follows instructions consistently, and demonstrates initiative.
   ___ Exceeds expectations
___ Meets expectations  
___ Needs improvement  
___ Unsatisfactory  
___ Not applicable  
Comments: ________________________________

3. Job Performance – Consistently produces high quality, accurate and thorough work, handles multiple tasks as needed, supports and accepts responsibility for institutional priorities and decisions, requires minimal supervision, and follows organizational policies and procedures.

___ Exceeds expectations  
___ Meets expectations  
___ Needs improvement  
___ Unsatisfactory  
___ Not applicable  
Comments: ________________________________

4. Diversity and Inclusiveness – Promotes a work and/or educational environment free from conduct which violates the rights of others and helps to achieve EEO objectives.

___ Exceeds expectations  
___ Meets expectations  
___ Needs improvement  
___ Unsatisfactory  
___ Not applicable  
Comments: ________________________________

5. Communication and Interpersonal Skills – Communicates effectively both verbally and in writing, listens, is approachable and develops positive relationships among members of the campus community, serves as a positive role model to those whom he/she serves, treats people with respect, accepts feedback positively and constructively, shares information in a timely manner with constituents, and encourages and supports co-workers.

___ Exceeds expectations  
___ Meets expectations  
___ Needs improvement  
___ Unsatisfactory  
___ Not applicable  
Comments: ________________________________
6. Customer Service – Provides quality, timely, efficient and friendly service to constituents, fosters cooperative relationships inside and outside the department/office, enhances the student learning experience and promotes a positive image of the host organization.
___ Exceeds expectations
___ Meets expectations
___ Needs improvement
___ Unsatisfactory
___ Not applicable
Comments: __________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

7. Adaptability – Flexible, able to adapt to a changing, dynamic environment as needed, adjusts well to new and progressive ideas and thinking, seeks opportunities to utilize technology to become more effective and efficient.
___ Exceeds expectations
___ Meets expectations
___ Needs improvement
___ Unsatisfactory
___ Not applicable
Comments: __________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

8. Perception and Judgment – Displays ability to secure and evaluate facts in making decisions and taking actions, weighs information objectively and unemotionally and reaches logical, timely and effective decisions.
___ Exceeds expectations
___ Meets expectations
___ Needs improvement
___ Unsatisfactory
___ Not applicable
Comments: __________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

9. Effective and Efficient Use of Resources – Effectively and efficiently utilizes organizational resources (i.e. human, financial technological, and facilities), plans and effectively uses time to achieve desires outcomes, suggests and/or initiates changes to increase efficiency and effectiveness.
___ Exceeds expectations
___ Meets expectations
___ Needs improvement
___ Unsatisfactory
___ Not applicable
Comments: ______________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

10. Leadership – Promotes team environment and empowers staff, directs, coaches, mentors and delegates appropriately to insure the timely completion of work, embraces being a role model, inspires others to excel, and encourages and supports professional development of staff.
___ Exceeds expectations
___ Meets expectations
___ Needs improvement
___ Unsatisfactory
___ Not applicable
Comments: ______________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Progress Toward Learning Goals

Innovation Goal: [State goal here]
___ Goal Completed
___ Goal Will Not Be Met This Term
Comments: ______________________________________________________________________
________________________________________________________________________________

PSE Competencies Goal: [State goal here]
___ Goal Completed
___ Goal Will Not Be Met This Term
Comments: ______________________________________________________________________
________________________________________________________________________________

Diversity Goal: [State goal here]
___ Goal Completed
___ Goal Will Not Be Met This Term
Comments: ______________________________________________________________________
________________________________________________________________________________
Leadership Goal: [State goal here]

___ Goal Completed
___ Goal Will Not Be Met This Term
Comments: ____________________________________________________________________
______________________________________________________________________________

Engagement-Service Goal: [State goal here]

___ Goal Completed
___ On-track to Meet Goal
___ Needs Improvement
___ Goal Will Not Be Met This Term
Comments: ____________________________________________________________________
______________________________________________________________________________

Research Goal: [State goal here]

___ Goal Completed
___ On-track to Meet Goal
___ Needs Improvement
___ Goal Will Not Be Met This Term
Comments: ____________________________________________________________________
______________________________________________________________________________

Site Supervisor’s Signature _________________________________
Date _________________________________________________

Student Intern’s Signature______________________________
Date _________________________________________________
Appendix E: Intern’s Evaluation of Placement Site and Site Supervisor

Name of Intern: ______________________    Course: PSE 720 ___ PSE 730 ___
Name of Host Organization: __________________    Name of Site Supervisor: __________________

Instructions: Please respond to each statement with a Y for yes or an N for no. A comments section is provided below. Please comment on positive or cautionary observations regarding the host organization or site supervisor. All responses will be kept confidential by the faculty supervisor. The evaluation assists the faculty supervisor with internship placement and site supervisor recommendations for future interns.

___ A formal orientation of the host organization, department/office services and staff was provided.
___ An adequate introduction to the organization’s policies and procedures was provided.
___ The site supervisor articulated the duties you would perform during this experience.
___ The site supervisor met with you regularly to discuss your performance and progress toward achieving established learning goals for the internship.
___ Adequate physical space and resources were provided to complete the duties assigned.
___ Staff in the department/office welcomed your presence and offered to assist your professional growth.
___ Opportunities to lead or co-lead one or more projects were made available.
___ Training and professional development was made available.
___ My ideas were shared and considered in order to meet the objectives of the department/office.
___ Opportunities to interact with clientele the department/office served were made available.
___ The experience enabled me to acquire new, marketable skills and competencies relevant to this profession.
___ I would recommend this site to future interns of the PSE program.
___ I would recommend the site supervisor to future interns of the PSE program.

Comments: __________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

_____________________________________________________________________________________

Student Intern’s Signature _______________________________
Date __________________________________________