

GC JOURNEYS



Framework for Success | Internships

GEORGIA COLLEGE HIGH-IMPACT PRACTICES

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GC JOURNEYS — INTERNSHIPS



Component — 4 - Highest Impact | 3 - Higher Impact | 2 - High Impact | 1 - Missing or Low Impact

Definition of HIP — Internships: Internships are typically one-time work or service experiences related to the student's major or career goal. The internship plan generally involves students working in professional settings under the supervision and monitoring of practicing professionals. Internships can be paid or unpaid and the student may or may not receive academic credit for performing the internship.

Co-Op: Cooperative education programs, or co-ops, provide students with multiple periods of work in which the work is related to the student's major or career goal. The typical program plan is for students to alternate terms of full-time classroom study with terms of full-time, discipline- related employment. Since program participation involves multiple work terms, the typical participant will work three or four work terms, thus gaining a year or more of career- related work experience before graduation. Virtually all co-op positions are paid and the vast majority involve some form of academic credit.

Adherence to Characteristics — Were the high impact practice characteristics implemented as they were intended?

Characteristic 1

The experience must be an extension of the classroom: a learning experience that provides knowledge gained in the classroom.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The Internship opportunity integrates responsibilities and tasks that are directly related to the student's academic discipline. Concepts, theories, and practices learned in the classroom are applied and further knowledge is gained through the work	The Internship opportunity integrates responsibilities and tasks that are directly related to the student's academic discipline. Concepts, theories, and practices learned in the classroom are applied.	The Internship opportunity incorporates a minimal amount responsibilities and tasks that are directly related to the student's academic discipline.	The Internship opportunity does not include responsibilities and tasks that are directly related to the student's academic discipline.

Characteristic 2

The skills or knowledge learned must be transferable to other employment settings.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Student demonstrates mastery or proficiency in performing a minimum of 5 transferrable skills related to Georgia College's Career evaluation standards: <ul style="list-style-type: none"> • Oral/Written Communication • Teamwork/Collaboration • Technology Literacy • Leadership • Professional and Work Ethic • Career Management, Global and Intercultural Fluency 	Student demonstrates mastery or proficiency in performing a minimum of 4 transferrable skills related to Georgia College's Career evaluation standards: <ul style="list-style-type: none"> • Oral/Written Communication • Teamwork/Collaboration • Technology Literacy • Leadership • Professional and Work Ethic • Career Management, Global and Intercultural Fluency 	Student demonstrates mastery or proficiency in performing a minimum of 3 transferrable skills related to Georgia College's Career evaluation standards: <ul style="list-style-type: none"> • Oral/Written Communication • Teamwork/Collaboration • Technology Literacy • Leadership • Professional and Work Ethic • Career Management, Global and Intercultural Fluency 	Student demonstrates mastery or proficiency in performing fewer than 3 transferrable skills related to Georgia College's Career evaluation standards: <ul style="list-style-type: none"> • Oral/Written Communication • Teamwork/Collaboration • Technology Literacy • Leadership • Professional and Work Ethic • Career Management, Global and Intercultural Fluency

Characteristic 3

The experience has a defined beginning and end.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The experience has a defined start and end date for the Internship.	The experience has a tentative agreement of Internship start and end dates.	The experience does not yet have an agreed upon Internship start and end date.	The experience does not have a defined beginning and end.

Characteristic 4

There are clearly defined learning objectives/goals related to the professional goals of the coursework. And internship experience expectations as outlined within the course.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
<p>The employer/supervisor has identified 5 or more learning objectives/goals related to the professional goals and internship experience expectations as outlined within the course.</p> <p>Goals were specific, measurable, achievable, realistic and timely (SMART) experience.</p>	<p>The employer/supervisor has identified 3-5 learning objectives/goals related to the professional goals and internship experience expectations as outlined within the course.</p> <p>Goals met 4 of 5 SMART criteria (Specific, Measurable, Achievable, Relevant, Timely)</p>	<p>The employer/supervisor has identified less than 3 learning objectives/goals related to the professional goals and internship experience expectations as outlined within the course.</p> <p>Goals met 3 of 5 SMART criteria (Specific, Measurable, Achievable, Relevant, Timely)</p>	<p>The employer/supervisor does not include learning objectives/goals related to the professional goals and internship experience expectations as outlined within the course.</p> <p>Goals met less than 3 of 5 SMART criteria (Specific, Measurable, Achievable, Relevant, Timely)</p>

Characteristic 5

There is supervision by a professional with expertise and educational and/or professional experience.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
<p>The supervisor has a degree in the academic discipline, and five or more years of professional experience in industry.</p>	<p>The supervisor has a degree in the academic discipline, and three - five years of professional experience in industry.</p>	<p>The supervisor has a degree in the academic discipline, and 1-2 years of professional experience in industry.</p>	<p>The supervisor has a related - degree in the academic discipline, and/or less than 1 year of professional experience in industry.</p>

Characteristic 6

There is routine feedback by the employer.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
<p>The immediate supervisor provides ongoing formal and informal feedback at specific intervals and as needed on the student's</p> <ul style="list-style-type: none"> • Oral/Written Communication • Teamwork/Collaboration • Technology Literacy • Leadership • Professional and Work Ethic • Career Management, Global and Intercultural Fluency 	<p>The immediate supervisor provides formal feedback at the mid-point and end of experience relating to the student's</p> <ul style="list-style-type: none"> • Oral/Written Communication • Teamwork/Collaboration • Technology Literacy • Leadership • Professional and Work Ethic • Career Management, Global and Intercultural Fluency 	<p>The immediate supervisor provides informal feedback on the student's</p> <ul style="list-style-type: none"> • Oral/Written Communication • Teamwork/Collaboration • Technology Literacy • Leadership • Professional and Work Ethic • Career Management, Global and Intercultural Fluency 	<p>The immediate supervisor provides little to no feedback on the student's</p> <ul style="list-style-type: none"> • Oral/Written Communication • Teamwork/Collaboration • Technology Literacy • Leadership • Professional and Work Ethic • Career Management, Global and Intercultural Fluency

Characteristic 7

There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The supervisor has a degree The employer provides a specific working location, all equipment and resources needed to exceed the learning objectives/goals.	The employer provides a working location, all equipment and resources needed to meet the learning objectives/goals.	The employer provides a location, minimal equipment and/or resources needed to meet the learning objectives/goals.	The employer does not provide any specific working location, equipment or resources needed to meet the learning objectives/goals.

Quality of the Program

Was the program of high caliber?

Suggestions for High Quality:

We are using the quality learning scale that is included in the Cb-EL Rubric. We believe it is applicable here.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The student "strongly agrees" that the program helped him/her: <ul style="list-style-type: none"> • Apply concepts learned in class to real problems. • Enhance learning beyond the reading of course material • See the complexity of real-life problems and their solutions. • Gain greater understanding of social/ethical issues in the field. • Gain a sense of civic responsibility. 	The student "agrees" that the program helped him/her: <ul style="list-style-type: none"> • Apply concepts learned in class to real problems. • Enhance learning beyond the reading of course material • See the complexity of real-life problems and their solutions. • Gain greater understanding of social/ethical issues in the field. • Gain a sense of civic responsibility. 	The student is "neutral" that the program helped him/her: <ul style="list-style-type: none"> • Apply concepts learned in class to real problems. • Enhance learning beyond the reading of course material • See the complexity of real-life problems and their solutions. • Gain greater understanding of social/ethical issues in the field. • Gain a sense of civic responsibility. 	The student "strongly disagrees" that the program helped him/her: <ul style="list-style-type: none"> • Apply concepts learned in class to real problems. • Enhance learning beyond the reading of course material • See the complexity of real-life problems and their solutions. • Gain greater understanding of social/ethical issues in the field. • Gain a sense of civic responsibility.

Exposure

How likely was **every** participant exposed to each component of the program?

4 - Highest Impact

Students provide **5** examples of which they were given exposure to:

ONE

A learning experience as an extension of the classroom.

TWO

Gaining transferrable skills/knowledge

THREE

A specified start and end date and time.

FOUR

Opportunities to achieve the objectives/goals of the experience.

FIVE

A professional supervisor with expertise and/or educational experience in the related field.

SIX

Routine feedback from supervisor.

SEVEN

Resources, equipment, and facilities to support the learning objectives/goals.

3 - Higher Impact

Students provide **4** examples of which they were given exposure to:

ONE

A learning experience as an extension of the classroom.

TWO

Gaining transferrable skills/knowledge

THREE

A specified start and end date and time.

FOUR

Opportunities to achieve the objectives/goals of the experience.

FIVE

A professional supervisor with expertise and/or educational experience in the related field.

SIX

Routine feedback from supervisor.

SEVEN

Resources, equipment, and facilities to support the learning objectives/goals.

2 - High Impact

Students provide **2-3** examples of which they were given exposure to:

ONE

A learning experience as an extension of the classroom.

TWO

Gaining transferrable skills/knowledge

THREE

A specified start and end date and time.

FOUR

Opportunities to achieve the objectives/goals of the experience.

FIVE

A professional supervisor with expertise and/or educational experience in the related field.

SIX

Routine feedback from supervisor.

SEVEN

Resources, equipment, and facilities to support the learning objectives/goals.

1 - Missing or Low Impact

Students provide **little to no** examples of which they were given exposure to:

ONE

A learning experience as an extension of the classroom.

TWO

Gaining transferrable skills/knowledge

THREE

A specified start and end date and time.

FOUR

Opportunities to achieve the objectives/goals of the experience.

FIVE

A professional supervisor with expertise and/or educational experience in the related field.

SIX

Routine feedback from supervisor.

SEVEN

Resources, equipment, and facilities to support the learning objectives/goals.



Responsiveness

How engaged were the participants of the program?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Students demonstrated proficiency in integrating discipline specific content learned in class and knowledge learned during internship to produce superior artifacts during their internships. Students took the lead in seeking opportunities for professional growth.	Students were able to build and expand on discipline specific content learned in class during their internship experience that resulted in robust artifacts. Students also made some efforts in seeking avenues for professional growth.	Students applied discipline specific knowledge learned in class inconsistently and showed limited professional growth during internship. Artifacts were below expectation.	Students did not demonstrate the ability to apply discipline-specific knowledge learned in class and showed no signs or professional growth during internship.

Complexity

To what level of complexity were students exposed?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Students were routinely exposed to challenging and complex work related to their professional goals.	Students were routinely exposed to complex work related to their professional goals.	Students were exposed to some complex work related to their professional goals, but not on a routine basis.	Students were primarily asked to do simple tasks with minimal complexity .

DEFINITIONS

Quality

Refers to the structure and logistics of the program. Does the program lay out in easy-to-understand terms the timelines, location of documents, steps to get involved, who to contact, etc. A well-structured and clearly defined experience is one that allows people to know exactly what they need to do and how.

Inclusivity

Focuses on the equity piece of the programming and whether each participant is able to participate. Reviewers would look for whether certain groups of participants are assigned less meaningful task (think women being assigned to take notes while men are being asked to make executive decisions) or are groups being given special access not normally available to other participants? Structures that prevent discrimination on whatever basis are ones that will ensure that all participants gain the most from the experience.

Responsiveness

Looks at the level of engagement of a program. Programs can ask participants to engage with the experiences by observing or through passive activities or by actively performing the steps necessary to understand and appreciate what they are learning. An example of low responsiveness in a study abroad program, for example, would be placing participants in a tour, where they are passive participants. High responsiveness would, instead, ask students to engage with their host family, participate in cultural activities, converse with locals, collaborate with international participants, etc. The level of responsiveness has to do with how engaged the participants are in learning about the experiences of the HIP.

Complexity

Examines the degree participants are asked to demonstrate their skills. Simple tasks, requiring low-level skills, would rate low on the complexity scale. More complex tasks that require the creation of materials or approaches, synthesis of information, or deep analysis would rate high on the complexity scale. Consider the tasks that may be required of participants in an internship. Filing papers or getting coffee or reading company literature would rate lower on the complexity scale whereas analyzing quarterly results, creating reports, developing strategic plans would rate higher on the scale.