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Willing
innovative
leaders
knowledge driven
experience seeking
students
Background Information

❖ What is Co-Operative Education?
- Structured method of combining classroom-based education with practical work experience
- Designed to enhance the quality and depth of learning for undergraduate level students
- Integrates academic study with related work based learning and allows the employer to receive a highly motivated employee for a specific amount of time
- Co-operative Education is also known as Co-Op, Internship, or experiential learning

❖ History of Co-Operative Education
- First proposed and implemented as a pilot by Herman Schneider at University of Cincinnati in 1906
- Developed from idea that traditional in-class instruction was not sufficient for technical students’ success
- Incorporated hands-on learning for engineering and architecture students
- At Wilkes University specifically, Co-Operative Education came to be in the mid-seventies through a federal grant and with faculty/staff support has come to be the program we have today
- Currently, Wilkes has a Coordinator for Co-operative Education/Internships and with the support of staff and faculty they collectively manage internships for approximately 250 students each year
- Since 2005 the program has experienced a 36% growth in participating students; this is indicative of students seeing importance in completing internships during their undergraduate education
A Student’s Perspective

Why Students Do Internships

- Gain Hands-on experience
  - Opportunity to gain an increased awareness of career related skills; professionalism
  - Smoothes school to work transition
  - Course credit
  - Networking opportunities
  - Application of education
- Satisfy Degree Requirements
  - Some concentrations/programs require cooperative education for graduation

What Students Expect from an Internship

- A working supervisor/Mentoring through internship
  - Advice and feedback about progress in the internship; your interest and feedback will allow them to make a better informed decision about their future
- Job Description/Duties
  - Clearly defined so there are not gray areas or doubts
- Personal Work Area
  - This allows them to feel a part of a team not just in a different spot every day
- Flexibility while creating schedule
  - Around classes and academic needs
- Attending meetings/presentation
  - Allows students to get a feel for real work and realize there is more to the company than typical office work
- Observation of Supervisor’s duties
  - Allows them to see what they can potentially be doing if pursuing this career
Wilkes University Cooperative Education

Student Reflection

“Wilkes University's internship program gave me the opportunity to complete two internships, both with a finance and investment focus, which are both related to my major. Each internship allowed me to learn and experience finance and investment decisions in two different lights; one in investment commercial real estate and the other in the securities and investment banking industry. Together I was able to apply my book knowledge to real life experiences. They gave me the opportunity to learn and develop skills outside of the classroom that no text book could have offered. I learned how to develop and market an investment property and increase capitalization rates and I also learned how to analyze the stock market and learned trading rules and regulations. My internship experiences at Wilkes were a required stepping stone to send me off into the business world upon graduation, giving me a competitive advantage amongst other students in the job market.”

~Marcus Maygar ~Fall 2006 Intern with Mericle Real-estate
~ Spring 2007 Intern with Scottrade

“This past semester, I did an internship at a non-profit organization in the field of psychology. It was a satisfying experience from beginning to end. As a student interested in establishing myself in the counseling field for a future career, it was a valuable internship. I have spent the last four years in psychology class after psychology class. Granted, I have learned a considerable amount of information from my professors, but classes alone could not teach me the real world experiences I have gained from my internship. I have gained many valuable experiences that go beyond the classroom. My internship allowed me to be involved in other aspects of my field. It convinced me that I haven’t been going down the wrong path for 4 years of college and that I have made the right plans for my future.”

~Allison Stets~Fall 2008 Intern~The Institute of Human Services
Wilkes University Students Seek Internships in the Following Fields:

- Biology
- Business
  - Accounting
  - Advertising
  - Economics
  - Entrepreneurship
  - Finance
  - International Business
  - Management
  - Marketing
- Chemistry
- Communication Studies
  - Advertising
  - Broadcasting
  - Public Relations
  - Journalism
- Computer Science
- Criminology
- Earth & Environmental Science
- Education
- Engineering
  - Electrical
  - Environmental
  - Mechanical
- English
- History
- Integrative Media
- Mathematics
- Political Science
- Psychology
- Sociology
When asked with the following question for their internship exit interview students gave the follow responses:

*What specific professional benefit has come from your internship? How has this internship affected your career plan?*

1. It allowed me to work in an area of great interest to me. It has encouraged me to learn more skills such as graphic design.
2. I think the Internship Program is a great way to get a hands-on experience in the workplace. It has inspired me to take on an additional concentration in finance.
3. Great experience with online marketing. Offered a full-time job. It has given me a path to go from here.
4. I have learned how to deal with personal conflicts and make wiser decisions. I have also learned the fear of not being accepted. It made me realize how tough the sports marketing industry is.
5. Connections, real-life work experience. It has given me clarity and focus for a future career path.
6. It gave me clear insight on what I didn’t want to do.
7. Leadership skills and also people skills. I have now a better understanding of my field & different aspects of it as well.
9. I learned what I didn’t want in a career and I got a better understanding of a career path. I may have changed my career plans.
10. Helped me improved my communications skills. I feel that I can complete jobs I didn’t think I can do. I have more confidence.
**Employer Benefits for Accepting Interns**

- **Quality Temporary Employees**
  - Motivated, goal oriented students who have an interest within a specific area of study
  - Employers have temporary coverage for help with short or long term projects
  - Students working in fields related to their future careers are eager to learn and perform well
  - **BENEFIT: REDUCED COST**

- **Reduces Costs**
  - Reduces cost of recruiting and training new employees
  - Cooperative education has been shown to be a cost-effective method for recruiting, training and orienting new personnel
  - Typically, co-op students receive 40% lower salaries and fewer fringe benefits than permanent employees
  - **BENEFIT: EFFECTIVE LABOR MANAGEMENT**

- **Effective Labor Management**
  - Employers have opportunity to screen students for full-time employment
  - Allows permanent employees to be better utilized by having diversified staffing made possible through employment of an intern
  - Although not required or expected, you will have the ability to hire students upon their graduation
  - Provides your company with a regular flow of trained permanent employees
  - Reduces employee turnover. Co-op graduates accept full-time employment offers based on an informed choice
  - Co-op removes a lot of the guesswork from the hiring process, an internship acts as a 3 month interview for potential future employees
  - **BENEFIT: INTANGIBLES**

- **Intangibles**
  - You have the opportunity to participate in and influence the education process of students by acting as a mentor
  - Develops a partnership between your business and Wilkes University that can be enhanced by helping make co-operative education a more integral part of the education experience
  - Potential for positive public relations within community
Internship Program Development

“A Step-by-Step Guide to a Successful Cooperative Education/Internship Program”

1) Conduct an internal audit
   - Can you provide meaningful work assignments?
     i) Is there a new initiative that, by adding an intern, would help accomplish your goals?
   - Are you prepared to invest time in supervising & mentoring an intern?
     i) Is there a staff person who would excel in this?
   - Can you provide financial support?(e.g. salary, gas money, or supplies)
     i) This is not required for a Coop, but a point for consideration
   - Do you have office space and equipment such as computers?

2) Select the intern supervisor(s).
   - Is this person committed to and capable of developing people?
     i) Can this person act as a mentor?
   - Does this person have time to supervise interns?
     i) Holding regular meetings to debrief
     ii) Provide feedback to enhance learning experience

3) Compose a Job Description
   - Be specific to the terms and conditions of employment (SEE APPENDIX- PAGE 1)
     i) Should include date of employment, principal duties, working conditions, special requirements, number of hours per week, rate of compensation (if applicable), as well as contact person
   - Be honest and detailed
   - Avoiding being too general (e.g. assist coordinator with duties)
   - Be sure the description ties back to your needs and covers the goal you hope to achieve
   - Collaborate with others to gain insight as to what should be defined in the job description
   - Give a rough copy to the Cooperative Education office for feedback

4) Work with University to help you obtain a professional intern.
   - Call and submit job description and contact information to the Cooperative Education office
   - It is recommended that organizations submit all requests for co-op students in a timely manner as indicated by the table on the next page
   - The Cooperative Education Coordinator will promote your position and send resumes of interested candidates for consideration
<table>
<thead>
<tr>
<th><strong>Seeking an Intern for:</strong></th>
<th><strong>Post the Internship/Review Resumes in:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>May – August (Summer Semester)</em></td>
<td><em>Late February/ Early March</em></td>
</tr>
<tr>
<td><em>August – December (Fall Semester)</em></td>
<td></td>
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<tr>
<td><em>January – May (Spring Semester)</em></td>
<td><em>Late October/Early November</em></td>
</tr>
</tbody>
</table>

5) **Review applications and interview prospective interns**
- Do not accept interns without interviews
- Select interns and notify Cooperative Education Coordinator
- Discuss start and end dates with students
- Provide interns with information regarding expectations, company culture and dress code

6) **Notify Intern Selected for Position**
- Determine start date and schedule for the semester
- Arrange a mutually agreeable schedule
- Complete Data Form provided by Wilkes (SEE APPENDIX-PAGE 2)
- Complete Learning Objective Sheet provided by Wilkes (SEE APPENDIX- PAGE 3)
- Notify company employees that intern(s) will be starting and provide information about their position
- Set up workspace for interns

7) **Supervise Intern.**
- Introduce intern(s) to staff they will be working with, orient students and get them started on duties
- Provide necessary training specific to your company
- Meet with interns on a regular basis to obtain project updates and provide feedback to them
- Allow them to address concerns or issues with you or the supervisor
- Remain in contact with the University to share information about the student
- Sign Bi-Weekly Times sheets to be handed in by students to Cooperative Education Office (SEE APPENDIX- PAGE 4)

8) **Seek and provide feedback**
- Ask interns to complete an evaluation/discuss their experience with your company
- Have supervisor complete the intern evaluation form(s), which will be provided by Wilkes (SEE APPENDIX – PAGE 5 & 6) **NOTE: MIDTERM EVALUTAION for Communication Majors Only**
- Identify improvements to your program

**NOTE: MIDTERM EVALUTAION for Communication Majors Only**
The Interview Process Tips

- Reminder, They are students
  - Their experiences are minimal but their knowledge is vast.
  - This will be a learning experience for them
- Know the type of person(s) you are looking for
- Give the students a hiring timeline
  - Be sure to tell them when they will be notified about the position
- Discuss their schedule and a start date
- Let the Cooperative Education office know of any notables during the interview
  - Ex: Student may need coaching, says “um” frequently, improper etiquette, student was exceptionally prepared, poorly dressed
- If necessary, on campus interviews can be conducted through coordination with the cooperative education office
Student Requirements for Completing Internship

✓ Complete Learning Objectives Form & Data Form with employer and return to the Coordinator of Internships AND their Faculty Coordinator within first two weeks of internship

✓ Submit one reaction paper concerning Workplace Diversity Workshop provided by Cooperative Education Office

✓ Submit reflection papers, weekly, on their experiences at their internship to the Coordinator of Internships AND their Faculty Coordinator

✓ Depending on credit, work a set amount of hours at his/her internship site
  o 1 credit = average 5 hours per week; total 50 hours per semester
  o 2 credit = average 10 hours per week; total 100 hours per semester
  o *3 credit = average 15 hours per week; total 150 hours per semester
  o *6 credit = average 20 hours per week; total 200 hours per semester
  *Most common choices to parallel curriculum
  (Note-Engineering and Accounting students work 40 hours to complete a 6 credit internship)

✓ Submit biweekly time sheets signed by internship site supervisor

✓ Complete Final Project as determined by Faculty Coordinator

✓ Complete Exit Interview with Cooperative Education office to assess internship
Cooperative Education Office Contact Information

Sharon Castano
Coordinator Internship & Mentoring,
Student Development
Wilkes University
Henry Student Center, 1st Floor
84 W. South St
Wilkes-Barre, PA 18766
Phone: (570) 408-2950
Fax: (570) 408-7794
Email: Sharon.Castano@wilkes.edu

Gabrielle Lamb
Leadership Coordinator,
Student Development
Wilkes University
Henry Student Center, 1st Floor
84 W. South St
Wilkes-Barre, PA 18766
Phone: (570) 408-4645
Fax: (570) 408-7794
Email: Gabrielle.Lamb@wilkes.edu

Philip Ruthkosky
Associate Dean,
Student Development
Wilkes University
Passan Hall, 2nd Floor
84 W. South St
Wilkes-Barre, PA 18766
Phone: (570) 408-4108
Fax: (570) 408-7794
Email: Philip.Ruthkosky@wilkes.edu
Job Title: Marketing and Promotions Intern

Job Description:
Help develop new innovative marketing tools to help enhance sales for new services

Responsibilities:
- Assist in Developing marketing tools to solicit business from new consumers
- Responsible for designing and implementing a new brochure for regional mailer
- Research marketing techniques for comparable services
- Organize a survey tool to assess needs of market
- Attend weekly staff meetings and brainstorming sessions
- Report to Director of Marketing Communication

***Indicate here whether or not this internship is paid or a volunteer basis here

***List here who the contact is for this internship position along contact information and any special instructions or special qualifications
## COOPERATIVE EDUCATION AND FIELD EXPERIENCES PROGRAM

### DATA FORM

<table>
<thead>
<tr>
<th><strong>Student Name</strong></th>
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<tbody>
<tr>
<td><strong>College ID (WIN Number)</strong></td>
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<td><strong>Phone Number</strong></td>
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<td><strong>Cell Number</strong></td>
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<tr>
<td><strong>Major</strong></td>
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<tr>
<td><strong>Co-op/Intern Site</strong></td>
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<tr>
<td><strong>Co-op/Intern Address</strong></td>
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<tr>
<td><strong>Co-op/Intern Supervisor</strong></td>
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<tr>
<td><strong>Supervisor's Phone number</strong></td>
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<tr>
<td><strong>Number of credits for Internship</strong></td>
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<tr>
<td><strong>Intern/Co-op Course(s) and Number(s)</strong></td>
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<tr>
<td><strong>Faculty Co-Op Supervisor</strong></td>
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<tr>
<td><strong>Number of Hours Worked per week</strong></td>
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<tr>
<td><strong>Your Intern/Co-op Schedule</strong></td>
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<td><strong>Monday</strong></td>
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# Cooperative Education Student Learning Objectives

<table>
<thead>
<tr>
<th>Student’s Name:</th>
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<tbody>
<tr>
<td>Internship Site:</td>
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<tr>
<td>Intern Site Supervisor:</td>
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<tr>
<td>Supervisor Email Address:</td>
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<tr>
<td>Phone Number (ext):</td>
<td>Fax Number:</td>
</tr>
<tr>
<td>Student Intern Title:</td>
<td>Hours Worked Per Week:</td>
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<tr>
<td>Dates of Internship:</td>
<td>to</td>
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</table>

## OBJECTIVES (To be completed with Site Supervisor)

1. **Job Description** - Duties to be performed, work situations to be observed, future projects

2. **Learning Resource** - Supervisory sessions, staff meeting to be attended, readings, training
   a. 
   b. 
   c. 
   d. 

3. **Dress Code**

4. **Confidentiality**

5. **Other**

**APPROVED BY:**

<table>
<thead>
<tr>
<th>Site Supervisor’s Signature:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Student’s Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Co-Op Coordinator’s Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**Submit two copies—One to Cooperative Education Office & One to Faculty Coordinator**
# WILKES UNIVERSITY COOPERATIVE EDUCATION PROGRAM

## TWO WEEK TIME SHEET

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>DATE</th>
<th>TIME-IN</th>
<th>TIME-OUT</th>
<th>HOURS WORKED</th>
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<tbody>
<tr>
<td>MONDAY</td>
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<td>WEEKEND</td>
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</table>

**TOTAL HOURS _____________**

<table>
<thead>
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<th>WEEK 2</th>
<th>DATE</th>
<th>TIME-IN</th>
<th>TIME-OUT</th>
<th>HOURS WORKED</th>
</tr>
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<tbody>
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<td>MONDAY</td>
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</table>

**TOTAL HOURS _____________**

STUDENT’S SIGNATURE ________________________________

SUPERVISORS SIGNATURE ______________________________

DATE RECEIVED BY CO-OP OFFICE ________________________
TO: Intern Supervisor
RE: Midterm Evaluation for _______________________________________(student name, please print)

Return date: _______________________
(Returning this evaluation by this date is very important)

Please comment and evaluate the student’s performance in comparison to an intern or entry level professional hired for this position. In order to aid the student’s professional growth, you are encouraged to discuss this evaluation with the student. The Family Educational Rights and Privacy Act of 1974 allows the student access to this information. This evaluation significantly determines the intern’s grade and offers them feedback as they begin the second half of their internship experience.

1. Strengths & Weaknesses-

2. Quality of Work-

3. Responsibility & dependability-

4. Initiative-

5. Communication skills-

Supervisor comments:

Please assign a numerical rating of the student’s performance from 50-100% ________; and rate ✓ the student’s overall performance during this period on a scale of “A” through “F”.

Outstanding quality, “A” ✓       Acceptable quality, “C”       
Above high quality, “B+”       Above minimum quality, “D+” ✓
High quality, “B” ✓       Minimum quality, “D” ✓
Above acceptable quality “C+” ✓       Below minimum quality, “F”
INTERNSHIP FINAL EVALUATION
PLEASE RETURN TO STUDENT IN A SIGN SEALED ENVELOPE
or FAX TO: (570) 408-7794 Attn: Sharon Castano

Student Name: __________________________, Position Title: __________________________

To the Student’s Supervisor:
Please evaluate the student’s performance in comparison to other professional interns and/or entry-level professionals having similar scholastic backgrounds and practical experiences. This evaluation significantly determines the co-ops grade, (30%), and will offer the student the necessary feedback for professional growth.

PERFORMANCE SCALE: 1 – Strongly Agree 2 - Agree 3 – Undecided 4 – Disagree 5 – Strongly Disagree N/A Not Applicable

COMMUNICATION SKILLS - The student has demonstrated
- Effective verbal communication skills……………………………………
- Effective written communication skills……………………………………
- An ability to interact with others (clients, peers, supervisors, etc.)…
- Ability to interacts effectively with staff……………………………………
- An intellectual curiosity, asks relevant questions)…………………………
- Ability to contribute as a team member……………………………………

PLANNING AND EXECUTION - The student has demonstrated
- Time management skills………………………………………………
- An ability to identify tasks and prioritize……………………………………
- Organizational skills……………………………………………………
- An ability to complete work independently…………………………

PROFESSIONALISM - The student has demonstrated
- Reliability…………………………………………………………
- A professional image and appearance……………………………………
- To be consistently on time, courteous and responsive………………
- Ethics and professionalism………………………………………………
- A respect for your organization’s culture………………………………

LEADERSHIP - The student has demonstrated
- Initiative and motivation………………………………………………
- Drive (inner motivation, need for achievement)…………………………
- Self-confidence & decisiveness…………………………………………
- A willingness to accept advice and improve upon weaknesses…………

Supervisor’s Comments: (Please use reverse side if necessary)

Please assign a numerical rating of the student’s performance from 50-100% ___________; and rate the student’s overall performance during this period on a scale of “A” through “F”.

_________ outstanding quality, “A” _________ acceptable quality, “C”
_________ above high quality, “B+” _________ above minimum quality, “D+”
_________ high quality, “B” _________ minimum quality, “D”
_________ above acceptable quality, “C+” _________ below minimum quality, “F”

Supervisor’s Signature: __________________________ Date: ________________
Internships: Recruiting the Very Best College Interns

Contributed by Dr. John Sullivan
Monday, 08 October 2007

Innovative approaches for finding and retaining interns

Surveys by Wetfeet and IOMA show that internships are the best way to hire quality college graduates. While few corporations actually track the most effective sources in college recruiting, those that I have worked with have consistently found that quality internship programs produce the highest quality candidates, the most productive hires, and the hires with the highest retention rates.

Unfortunately, many college internship programs are poorly designed, have no or few metrics, are underfunded, and are run by individuals with little knowledge of what separates a great program from the average one.

In addition to producing poor results, poor-performing internship programs can have a negative impact on HR's image because CEOs and senior executives are frequently strong supporters of capturing the "best and brightest" from the top campuses.

If you're responsible for developing college recruiting programs, here are 41 of the best practices and tips. These include 13 ways to identify the very best interns; 18 approaches to selling your internship opportunities; and 10 design elements of a compelling internship experience.

13 Ways to Identify the Best Interns

If you can't find the best students for your internship slots, obviously the other elements of your internship program will make little difference. Some of the most effective approaches for identifying top-quality interns include:

- Grad assistants know the best. Because grad assistants are involved both in teaching classes and in research, they have often worked directly with the very best students. They are also likely to know which students are bright, team players with other highly desirable soft skills. In my experience, grad assistants are more than willing to help, they just have to be asked. Because grad assistants are normally hand-picked by faculty, they should also be considered potential interns. These influential grad assistants are likely to help you recruit other interns if they themselves have a great internship experience. Find grad assistants with a single phone call to the department assistant, or by scanning the websites for target faculty.

- Use your current interns. Identify the very best interns you have now and pay them a small stipend when they return to campus to act as your "recruiting ambassadors." QUALCOMM has experienced great success leveraging this approach, as have many other technology companies.

- Ask last year's graduates. If you're fortunate enough to have hired individuals from your "target" campus, ask them for the names of impressive undergrads. Ask them to make some calls or send some emails to the best students they know. In fact, routinely ask all college new hires during orientation "Who else is good?" and "What professors would produce the best students?".

- Student referrals. Referrals are routinely the best way to identify potential experienced employees, but few realize that they are also extremely effective in identifying potential interns. Intuit and Valero have had a good deal of success offering small rewards to students for referring the best students they know and compete with in the classroom. Endeca gave away a flat-screen TV as a referral bonus to college students who referred a successful hire.

- Technical contests. Online contests are excellent mechanisms for both attracting and assessing potential college interns. Contests are superior because they can help you find relatively unknown students and, in addition, they are great ways to assess talent. Offer contests to student groups, individual classes, or the world population via the Internet. Leading companies like Google, Microsoft, and Yahoo! routinely use contests to identify the very best students.

- Student groups. The Dean's office in any school can tell you the names and the presidents of each of the professional student groups active on campus. You can sponsor the group or even just one meeting and build friends for life. Organization presidents are usually more than willing to share a list of their student members. If you're bold, you can even hire the top officers as interns or as campus representatives for your firm.

- Networking sites. College students are extremely active on networking sites (especially Facebook and MySpace) and in chat rooms. Consider asking recruiters and current interns to post a profile on these sites in order to attract potential interns.

- Internet searches. Students who write, win scholarships and awards, and are written up in publications are relatively easy to find using Internet searches. Be careful here, because some of the awards and scholarships might be based on grades and not on the student's ability to work in a business environment.

- Faculty internship advisors. Many large programs have one or more faculty assigned to monitor and grade internships. These faculty are generally aware of which students are actively seeking internships and they will certainly know of any quality students who have completed their first internship.

- Scholarship contests. Scholarship winners are not always the best overall students, but if you offer scholarships you can then use the biographical information from every applicant to help identify great intern prospects.

- Faculty referrals. Not all faculty are willing to make internship referrals, but if you have a relationship with them, it's
always a good idea to ask them to make referrals each year. If you have the resources to attend academic conferences, they are an excellent opportunity to build relationships and to ask for internship referrals.

- Student mentors. Some professional schools have volunteer peer mentor programs. These mentors should be prime targets.

- Campus newspaper ads. These ads are expensive, but if your firm has a great employment brand, they can be an effective tool in attracting interns. 18 Approaches for Selling Your Internship Opportunities

Every major campus has numerous firms with great employment brands that are offering compelling internship opportunities. If you want your internship opportunities to stand out from the crowd, here are some approaches to consider:

- Offer short-term projects. Some students are reluctant to accept an internship because they generally require relocation and an "all summer" time commitment. An alternative approach conceived by Whirlpool involves offering short-term projects ranging in duration that can be completed nearly anytime throughout the year. By offering short but exciting projects that last only a few days to a few weeks, students can gain needed experience and the company is given more of an opportunity to both assess and influence the student than they had before. Allowing projects to be completed remotely means that students won't have to wait till summer break or to travel to get practical experience. You can allow students to "bid" on projects and you can also offer students the option of applying for project internships as a group. Simply post project descriptions online and let students or student groups apply for them. This is a great way to attract problem-solving students if you are not a well-known employer.

- CEO talks. Having your CEO give a speech on campus has proven to be a tremendously effective tool for attracting students. This approach has been used successfully by Microsoft, Whirlpool, Google, Ernst & Young, and Deloitte.

- CEO calls. Having your CEO (or other notable executives) call targeted intern candidates directly and ask them to accept your internship offer has had a nearly 100% success rate in companies that have tried it.

- Post a video. Students are in love with online videos, so if you post a compelling video about what it's like to work at your firm or profiles of your recent interns or college hires, you will pique their interest. This might cause them to forward your video or to talk about you. The most popular site is currently YouTube, which has been used by Google, the U.S. Army, Microsoft, and Deloitte, to name a few.

- Use "green" recruiting. Being environmentally friendly is essential if you want to attract the very best interns. As a result, it's critical that you make potential interns aware of what your organization does to protect the environment.

- Offer technical training on campus. Students are always interested in supplementing their academic education with practical training. Firms like Microsoft, Google, and Cisco have had success in offering on-campus technical training classes in order to attract and assess potential interns and hires.

- Conduct career seminars on campus. These sessions can be effective mechanisms for increasing your exposure and making students aware of the opportunities that your firm offers to interns and new college hires.

- Make "same day" offers. Students in high demand can change their mind rather quickly. If you want to avoid this problem, consider completing the intern selection process within one day and then making your offers before the candidates leave. If you scan what students write about regarding campus recruiting on various blogs, you already know that the timeline and process are their number one complaint.

- Rewrite your internship descriptions. Most organizations fail to realize that their internship descriptions are notoriously dull. If you want to excite top students, make your internship descriptions compelling and include the most desirable "features" that students are looking for.

- Provide students with choices. Many internship opportunities are quite structured, which can scare away some students. Give the interns you select some options in projects, locations, the duration of the internship, or which business unit.

- Write a blog. Blogs and podcasts are currently extremely popular among college students. Having a recent hire, intern, or manager write a periodic blog that addresses college student issues will likely soften your image and personalize any corporation.

- Provide "local" internships. Many students enjoy university towns and as a result, they would love the opportunity to complete an internship without having to relocate. If your organization has a "branch office" that happens to be close to campus, offer school break and summer internships at that site.

- Do "wow!" things. Consider doing something outrageous like sending free pizza to the dorms or student lounge during final exam week to create a buzz (Google does this). Try to come up with something that is innovative enough to be written about in the student newspaper.

- Offer video interviews. Some internship programs require potential interns to visit the corporate site. This time commitment sometimes limits the number of candidates for internship openings. To help minimize this problem, consider offering telephone or video interviews to potential interns.

- Hire interns early in their academic career. The competition for students in their last year is tremendous. You can excite and build relationships with the best students early on by targeting them early in their college career. Firms like Ernst & Young and Deloitte have had success in offering internships to sophomores and juniors.

- Hire them both. College students often develop strong bonds and friendships with their colleagues. Having the courage to offer to hire the best students and their "best friend" as a duo will dramatically improve your chances of getting the best as interns.

- Check your negatives on the Internet. In an Internet world, your image can be tarnished very quickly. As a result, it's important to occasionally scan the Web to see what individuals are saying about you, both positive and negative. Don't forget to search vault.com, which is a prime source of information for students.
- Highlight internships on your corporate career website. No matter how good your reputation or sales pitch, no student will pursue an internship without first visiting your corporate website. As a result, make sure that your website doesn’t directly contradict the message you send on campus. Where possible, provide a separate website that covers information about available internships. 10 Elements of a Compelling Internship Experience

If you have the opportunity to redesign your entire internship experience and program, here are 10 elements of the internship experience that have really excited interns and improved the probability of them wanting to return for a permanent position:

- Provide meaningful work. Students take internships in order to test the capabilities and to build their experience. Unfortunately, some managers are skeptical about the capabilities of interns and as a result, they provide them with work with little meaning or impact. Effective internship programs take steps to minimize the “busy work” and to ensure that students have tangible takeaways.

- A chance to complete a project. Design your internship program so that students begin and finish a complete project or task; they are more likely to be satisfied and to want to return. Give them an opportunity to formally “present” their work at the end of their internship.

- Avoid bad managers. Nothing frustrates an intern more than having to work under a manager who is insensitive to their needs. Survey interns at the end of their experience in order to identify problems and bad managers. These bad managers need to be prohibited from accepting future interns. (Cisco Systems does this.)

- The latest technology. Design your internship experience so that they have a chance to work with the kind of technology that they have previously only read about.

- An opportunity to make a difference. A good number of college students want to make a difference, and if you supplement their regular internship assignment with the opportunity to help out in the community, you will improve your chances of getting them to return as a regular hire.

- A chance to work with senior executives. Meeting senior executives is exciting, but a chance to work alongside a notable individual on a project is more likely to have a lasting impact. Great internship programs ask students directly who they would like to meet and in addition, who they would like to work directly with.

- A great location. Combining an internship with an exciting location is a great selling feature. Recently, international placement opportunities are becoming more desirable.

- A mentor. Providing students with a mentor who is near their age can dramatically improve their experience.

- Diversity. The competition for diverse candidates is even more intense. So if you should expect to attract and retain diverse interns, your program must contain enough flexibility to meet their unique needs.

- How much fun? Of course, college students like to have fun but they also want to develop contacts and build their resumes. If you offer too many fun events, and not enough meaningful work, few of your interns will return as regular employees. Final Thoughts

The battle for interns and new college hires has always been intense but recently it has become a truly global competition. Companies are constantly changing their approach in order to increase their share of interns and new hires. As a result, if your firm wants to dominate the market for interns at the best schools, your internship program must innovate at a rate that was unnecessary as few as five years ago. The status quo is no longer sustainable or competitive.
THE COOPERATIVE EDUCATION MODEL

The co-op model which follows was developed by a national committee of experienced practitioners. The definition and essential characteristics were approved by the boards of the National Commission for Cooperative Education, Cooperative Education Association and the Cooperative Education Division of the American Society for Engineering Education. Also included are a list of anticipated outcomes and five model variations for implementing co-op in colleges.

DEFINITION

Cooperative education is a structured educational strategy integrating classroom studies with learning through productive work experiences in a field related to a student's academic or career goals. It provides progressive experiences in integrating theory and practice. Co-op is a partnership among students, educational institutions and employers, with specified responsibilities for each party. These include:

ESSENTIAL CHARACTERISTICS

Formal recognition by the school as an educational strategy integrating classroom learning and progressive work experiences, with a constructive academic relationship between teaching faculty and co-op faculty or administrators.

Structure for multiple work experiences in formalized sequence with study leading to degree completion of an academic program.

Work experiences which include both an appropriate learning environment and productive work. Work experiences related to career or academic goals. Formal recognition of the co-op experience on student records (e.g. grade, credit hours, part of degree requirement, notation on transcript, etc.) Pre-employment preparation for students, as well as ongoing advising.

Agreement among the school, employer and the student on:

- Job description and new learning opportunities
- Specified minimum work periods (equivalent in length to an academic term (quarter, semester or trimester). In alternating programs, students work approximately 40 hrs/wk, full-time during the term. In parallel programs, students work approximately 20 hrs/wk, part-time during the term.
- Work monitored by the school and supervised by employers
- Official school enrollment during employment
- Recognition as a co-op employee by the employer
- Evaluations by the student, the school, and the employer, with guided reflection by the student
- Remuneration for the work performed

Provision for employer and school evaluation of quality and relevance of the work experience and curriculum. Designed to maximize outcomes for students, employers and the school.

ANTICIPATED OUTCOMES

Cooperative Education is designed to develop or enhance the following outcomes:
Student | Employer | College | Society

STUDENT OUTCOMES

Academic

- Ability to Integrate Classroom Theory with Workplace Practice
- Clarity about Academic Goals
- Academic Motivation
- Technical Knowledge Through Use of State-of-the-Art Equipment
Professional

- Clarity about Career Goals
- Understanding of Workplace Culture
- Workplace Competencies
- New or Advanced Skills
- Career Management
- Professional Network
- After-Graduation Employment Opportunities

Personal

- Maturity
- Determination of Strengths & Weaknesses
- Development/Enhancement of Interpersonal Skills
- Earnings to Assist College Expenses or to Support Personal Financial Responsibilities
- Productive and Responsible Citizenship Skills
- Lifelong Learning Skills

EMPLOYER OUTCOMES

- Well-prepared Short-term Employees
- Flexibility to Address Human Resource Needs
- Cost-effective Long-term Recruitment and Retention
- Access to Candidates with Sought-after Skills and/or Background
- Increased Staff Diversity
- Partnerships with Schools
- Input on Quality and Relevance of School's Curricula
- Cost-effective Productivity

COLLEGE AND UNIVERSITY OUTCOMES

- Recruitment of New Students
- Retention of Current Students
- Wider Range of Learning Opportunities for Students
- Enriched Curriculum
- Enhanced Reputation in the Employment Community
- Improved Rate of Employment of Graduates
- Increased Alumni Participation (hire students, contribute money, etc.)
- Partnerships with Business, Government and Community Organizations
- Increased External Support by Corporations, Foundations & Government Grants

SOCIETAL OUTCOMES

- Established Model for Workforce Preparedness
- Income Tax Revenue
- Reduced Demand for Student Loans
- Productive and Responsible Citizens
- Industry-Education Partnerships

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Model Definition | Essential Characteristics | Model Variations

COOPERATIVE EDUCATION MODEL VARIATIONS

All models of cooperative education should include the essential characteristics. However, variations in the needs of students, educational institutions and employers shape program models. Distinguishable characteristics include: differences in the structured role for employers beyond student supervision and evaluation; the structure for multiple terms and the pattern of participation (alternating or parallel); and the method and degree of formal recognition of co-op by the school.

All models should be designed to enhance student, employer, institution and societal outcomes. Future research should examine the impact of participation in co-op on targeted outcomes. In addition, research examining the correlation between program
characteristics and outcomes will assist in identifying which models may be more effective in enhancing the outcomes for different audiences.

I. DISTINGUISHABLE CHARACTERISTICS:

Administered by School with Structured Employer Involvement

- In Cooperative Education Program Design (all models include a formalized employer role in supervision and evaluation)
- In Curriculum Design for Industry Specific Competencies

Formalized Sequential Work Pattern Structured to Provide for Multiple Terms

- Formalized Work Pattern
  - Alternating Pattern (40 hours per week/full-time);
  - Parallel Pattern (20 hours per week/part-time)
- Specified Amount of Work Experience
  - Multiple Terms (A single term is defined as 1 semester, 1 trimester, or 2 quarters)
  - Minimum Amount of Work Experience

Academic Structure - Formal Recognition of Co-op by the School

- Credit or Non-Credit Bearing
- Notation on Transcript/Certificate of Completion
- Secondary to Post secondary Articulation
- Certification Process
  - for Cooperative Education Program
  - for Student--Industry Specific Credential

II. CO-OP MODELS:
(Current models of implementation at the post secondary level)

Flexible 4-Year Model

- Informal Employer Role in Co-op Program Design
- Parallel/Alternating/Full-Time Summer and Designed for Multiple Terms
- Both Credit and Non-Credit Bearing Programs

Community College Model

- Informal Employer Role in Co-op Program Design/Opportunities for Formalized Role in Curriculum Design for Specific Competencies (more formal role in review of previous experience when advancing within a field)
- Predominantly Parallel and Full-Time Summer with Limited Opportunities for Multiple Terms/May Include Secondary to Post secondary Articulation
- Predominantly Credit Bearing/Opportunities for Industry Specific Credential

Nontraditional Student Model
(Can be adapted in either Flexible 4-year or Community College Models)

- Informal Employer Role in Co-op Program Design (more formal role in review of previous experience when advancing within a field)
- Predominantly Parallel with Limited Opportunities for Multiple Terms (flexible to meet students' needs)
- Predominantly Credit Bearing with Opportunities for Industry-Specific Credential

Accreditation Board for Engineering & Technology (ABET) Baccalaureate Model
(also used in non-engineering fields). (ABET Associate Engineering Technology degree programs have different requirements).

- Formalized Employer Role in Co-op Program Design
- Alternating Pattern/Multiple Terms/Minimum of 1-Year Experience Required
- Both Credit and Non-credit Bearing Programs/Certificate of Student's Completion of Program/Engineering Co-op Accreditation

Articulated Co-op Model
(May include programs such as Tech Prep, 2+2 and School-to-Work when the post secondary component meets co-op’s definition and essential characteristics).

- Formalized Employer Role in Curriculum Design for Specific Competencies
- Predominantly Parallel and Full-Time Summer with Limited Opportunities for Multiple Terms/Secondary to post secondary Articulation (Co-op portion may or may not be articulated).
- Certification Process for Industry - Specific Credential

Note: A single term is defined as one semester, one trimester or two quarters.

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