

ITU

MBA Internship Provider Evaluation Analytics (Fall 17 to Summer 18)



1.0 Introduction and Background

A student at ITU is exposed to different avenues of learning; academic, experiential and extra curricular. Academic learning and progress is monitored along several different levels such as Signature Assignments, Peregrine (external) competencies, Capstone Projects and Theses, and many others.

Experiential learning is an integral part of ITU's training model. The Internship Program at ITU is just such a way in which students get to experience applying classroom concepts to real life business problems.

This report is the second report analyzing the efficacy of ITU's MBA Internship program. The terms considered in this report are Fall 2017, Spring 2018, and Summer 2018.

2.0 ITU's Internship Program

The internship program is open to all students at ITU. However, in order to be eligible for an internship, the following criteria are strictly enforced:

- Internship must be in the field of study; i.e. students in the MBA program cannot take on internships designated for other fields even if they have relevant experience as engineers, digital artists, and others. Faculty advisors (responsible for the internship courses) from the Business Department review the relevant internship documents to ensure that students are interning within the fields they study in.
- In order to qualify for internships, a student must have a cumulative Grade Point Average (GPA) of 3.0 or above. Students with GPA lower than these thresholds are denied internships. The Registrars Office (RO), and the International Student Office (ISO) strictly enforce this rule.
- Students and prospective internship providers must sign relevant documents to ensure integrity of the internship experience for the provider and for ITU.

- Through the course of the internship, a faculty advisor who requires the student to submit self-evaluations several times during the term monitors the students' internship progress.
- At the end of the term, all internship providers are required to fill out a form which provides comprehensive feedback about the interns progress along ITU's learning outcomes and also comment on the interns quality of work and other improvements required.
- Students are allowed no more than three (3) full time internships (equivalent to three courses and/or nine credit hours) during the course of their study at ITU. These internships are considered as an option to the students' allowance of elective courses towards their degrees. Students are also allowed to take on part time internships.
- Students are required to complete a Pre-Internship Course comprising two (2) credit hours in their degree program. This course is mandatory and must be taken prior to taking on an internship, or with approval, in conjunction with an existing internship. This course prepares students with the necessary knowledge and tools to be successful in their internships.

As previously mentioned, the internship providers are required to assess their student interns' performance along several learning outcomes. This constitutes an External Assessment Report. However, the students also assess themselves, and faculty advisors assess the students. The internship program, as a whole, constitutes internal and external assessment of student learning. For the purposes of this report, we only consider the external assessment component (see internship provider evaluation survey template in Appendix 1).

3.0 Learning Outcomes Assessment

The student learning and performance in the internship Program is assessed on a scale of 1-10 (1 being "novice", and 10 being "expert") along four (4) major categories called general academic competencies. An example of a blank internship provider assessment template is

included in Appendix 1 to this document. These categories (summarized from the internship course learning outcomes) are:

- Overall Skills, Technical Literacy and Performance
- Critical Thinking and Problem Solving
- Communication and Teamwork
- Responsibility and Community Engagement

Each of these categories has several sub categories to fully understand the breadth of a student's learning during their internship. These factors are further mapped out to ITU's Business Department program learning outcomes (PLOs), and to ITU's Institutional Learning Outcomes (ILOs). These are as follows:

- Overall Skills, Technical Literacy and Performance > ILO 5, PLO 4 (Technical Literacy).
- Critical Thinking and Problem Solving > ILO 1, PLO 1 (Problem Solving), ILO 2, PLO 1 (Critical Thinking)
- Communication and Teamwork > ILO 3, PLO 2 (Communication), ILO 4, PLO 3 (Teamwork)
- Responsibility and Community Engagement > ILO 6, PLO 4 (Research), ILO 7, PLO 5 (Leadership)

The scores from above are converted to a percentage basis for each LO mentioned above. These LO scores are then used to analyze the strengths of the students pursuing the internship program and to improve its efficacy.

4.0 Scope

For the purposes of this report, analytics are presented only for the Business Department and both full time and part time internships are considered.

This data has been analyzed for three (3) trimesters between Fall 2017 and Summer 2018. It must also be noted that the internship program at ITU is administered like any other

elective course with three (3) credit hours attached to the full time internship, and one (1) credit hour attached to the part time internship section.

Lastly, while several tools are used to monitor and assess the internship program at ITU, we focus only on the information contained within the internship provider's final evaluation report (see Appendix 1) of the student and no other tool.

5.0 Key assumptions

Certain assumptions were required to be made in order to present this information in the most accurate and concise manner possible. These assumptions are as follows:

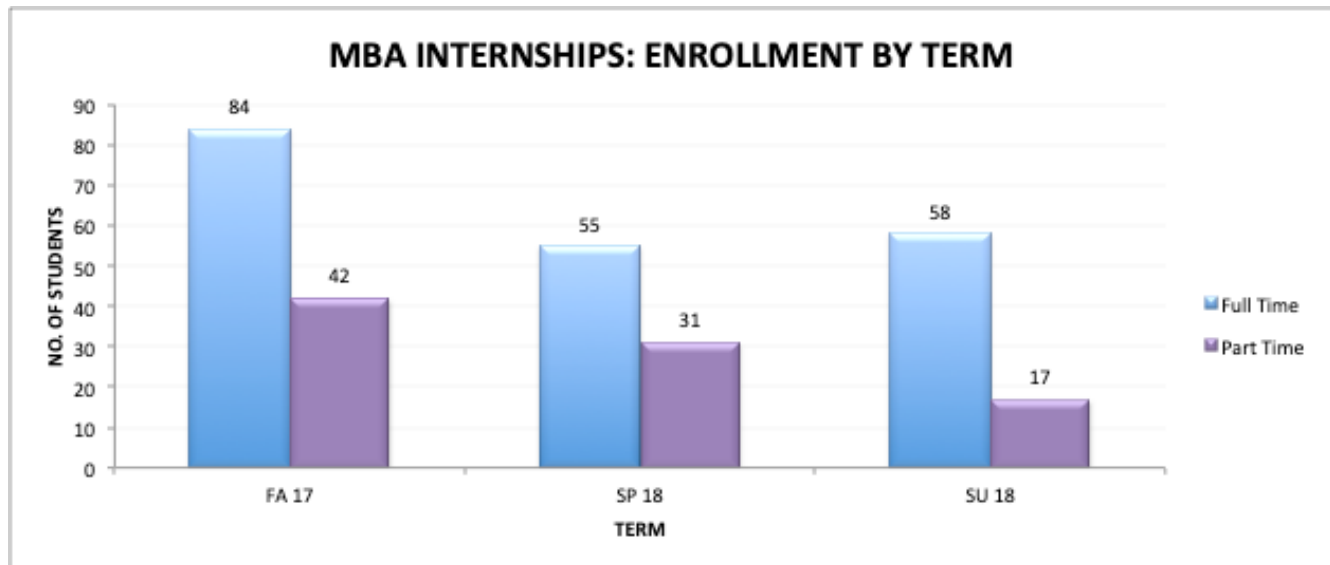
- **Internship Location** – In some instances, it was noted that the internship location was not always consistently noted on the internship provider's evaluation. In such cases, if the student had done their internship with the same internship provider in a previous term, the location was used from the previous term. Where this was still not available, an Internet search was conducted for the internship provider and the location was used from the website. There were very few records, which needed such approximation.
- **Internship Industry and Sector** – For comprehensive presentation, the students' internship designation was used to designate an industry and sector. Rather than arbitrarily assign the industry and sector information, these were derived from the 2017 North American Industry Classification System (NAICS). This is a standard used by US Federal Statistical Agencies "*in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy*" (US Census Bureau, 2017).
- **Internship Level** – In order to ascertain the seniority of the internships MBA students were participating in, Internship designations, cross referenced with internship provider comments, goals and objectives were used to denote whether the student was working at a Senior level (Executive, Senior Project Manager, etc.), Middle Management (Team Lead, Project Manager, etc.) or at an Entry Level (Junior Project Consultant, Sales Representative, Junior Consultant, etc.)

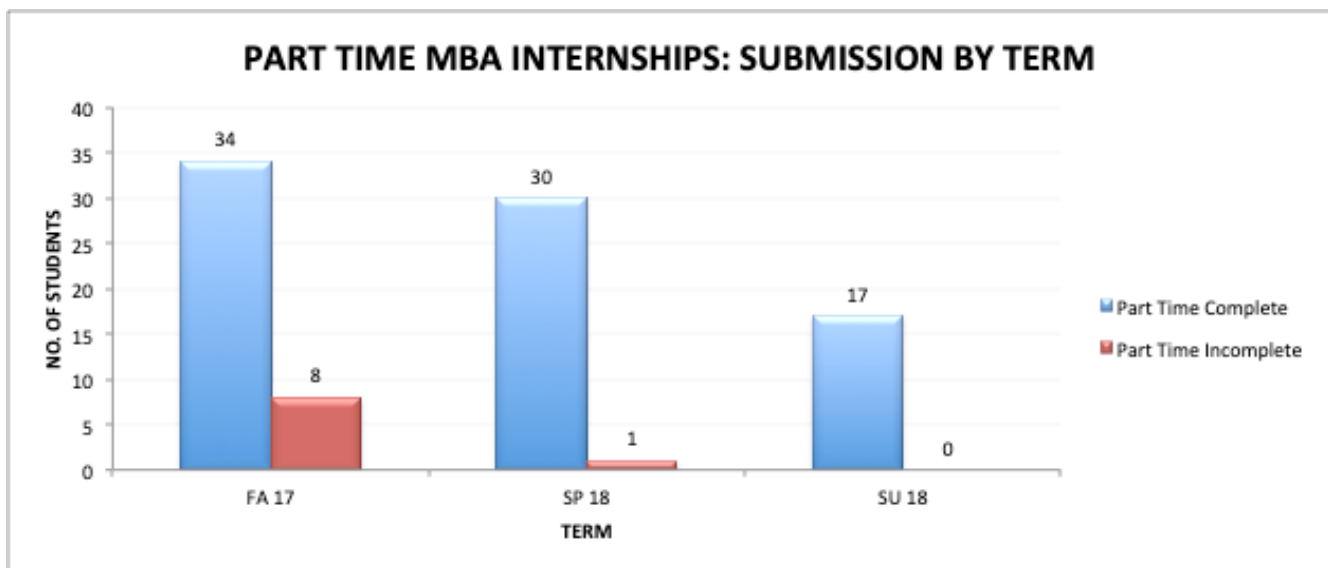
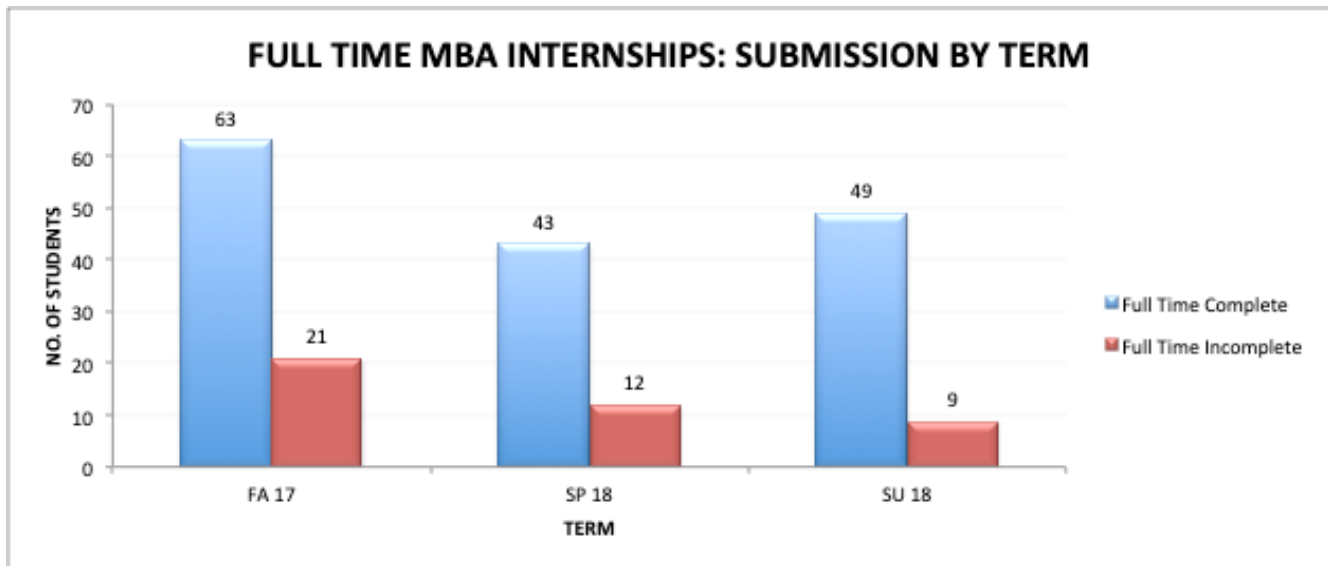
6.0 Student Enrollment in MBA Internship Program

- For the three (3) terms starting Fall 2017, the following table outlines the number of students who have been enrolled in the MBA internship program.

	Fall 2017		Spring 2018		Summer 2018	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Number of Sections	2	1	1	1	1	1
Enrollment	84	42	55	31	58	17
Incomplete Records/Non Submission	21 (25%)	8 (19%)	12 (22%)	1 (3%)	9 (16%)	0

- The graphs below depict this better.





- It must be noted that “Incomplete” records include internship provider assessments that were not submitted, or submitted via email to the professor, or contained no information at all. This may be due to the following factors:
 - Internship provider not available on site (at the time of submission) due to travel
 - Busy schedules
 - Technical issues

7.0 Results at a Glance

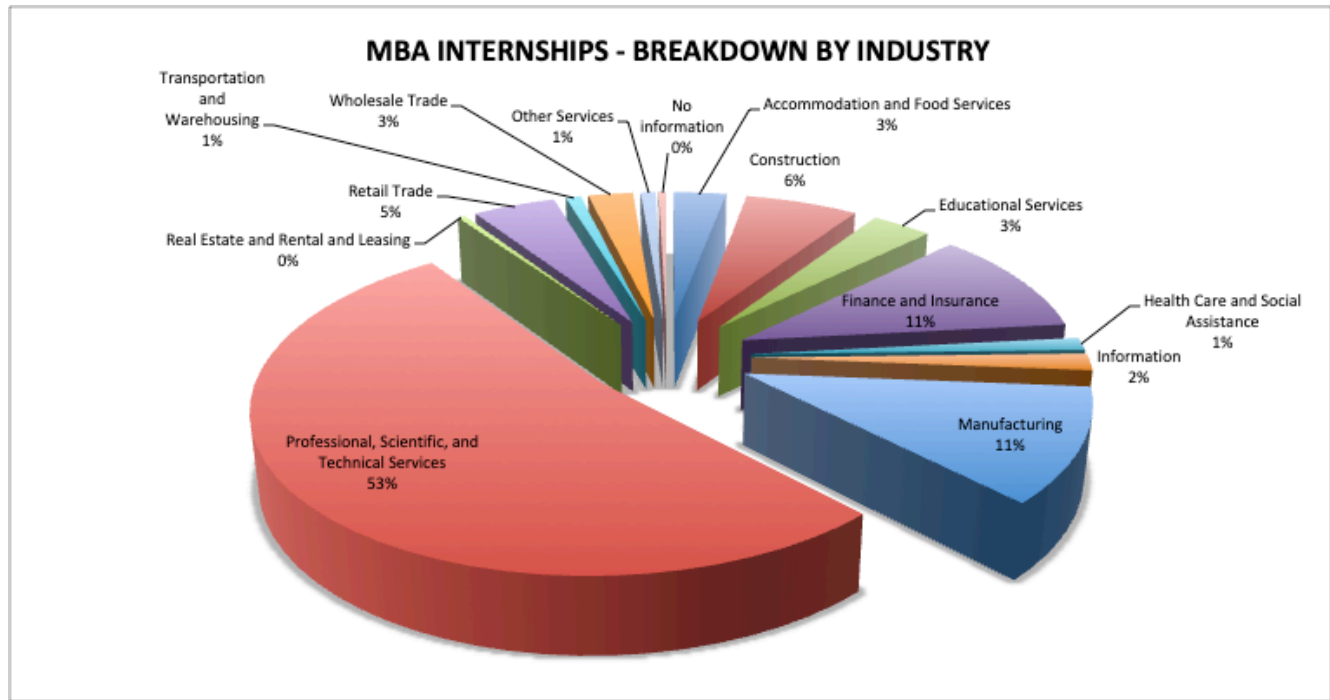
- **Top 5 Providers:** Over the three (3) terms surveyed, the top (non staffing companies) internship providers of ITU MBA students are in Financial Services and Manufacturing (11% each), Construction (6%), Retail Trade (5%), Wholesale Trade (3%), and Information Services (2%). It must be noted that a majority of ITU students (53%) are paired with internship providers through consulting companies providing staffing, recruiting, and placement services.
- **Top 5 Internship Areas:** Over the three (3) terms surveyed, the following business subject areas formed the five (5) most popular internship opportunities. Accounting and Auditing (20%), Business, Operations, and Pricing Analysis (14%) Operations, Supply Chain, and Logistics (13%), Marketing, Advertising, and Digital Marketing (11%), Finance, Insurance, and Credit Services (9%).
- **Internship Provider Satisfaction:** Over the three (3) terms surveyed, 100% of internship providers who responded to the survey and provided commentary were impressed with ITU's internship program. They were impressed with the attitude, willingness to learn, work ethic, knowledge, and progress of ITU students working with them as interns. A large majority of internship providers expressed the desire to have their interns continue with them in future as regular employees.
- **Top 5 Internship Sectors:** Over the three (3) terms surveyed, the top five sectors (according to the 2017 NAICS industry classification codes), that provided internships to ITU Business students are in Professional, Scientific, and Technical Services (52%), Finance and Insurance (11%), Manufacturing (11%), Construction and Architecture (6%), and Retail Trade (5%).
- **Top 5 Internship Locations:** Over the three (3) terms surveyed, ITU MBA student interns were placed in internship programs mainly in California (88%), Texas (6%), and Washington, Utah, and Maryland (1%). Within California, the most popular locations are in and around San Jose, Santa Clara, San Francisco and surrounding cities.
- **Seniority of Internship Positions:** Over the three (3) terms surveyed, ITU MBA student interns worked at various levels; entry level, middle management and senior/executive level respectively. Most ITU MBA interns worked in positions in Middle Management (64%). Only 33% of MBA interns work in Entry-level positions and 3% of interns work in Senior Management or Executive positions.

8.0 Analysis of Internship Results

In the sections that follow, we will analyze the internship program as it pertains to the Business Department. We present several levels of analysis. These will contain commentary as well as charts, tables and graphs to explain our findings.

8.1 MBA Internships by Industry

We previously noted that 53% of MBA students, over the three (3) terms surveyed participated in internships within the Professional, Scientific, and Technical Services Field. According to the 2017 NAICS industry classifications, this industry is used to represent fields such as accountants, bookkeepers, auditors, management consultants, health care advisors and technical/IT consultants.



In analyzing the composition of the Professional, Scientific, and Technical Services (53%), we notice that the top sector representations that comprise this dataset are as follows:

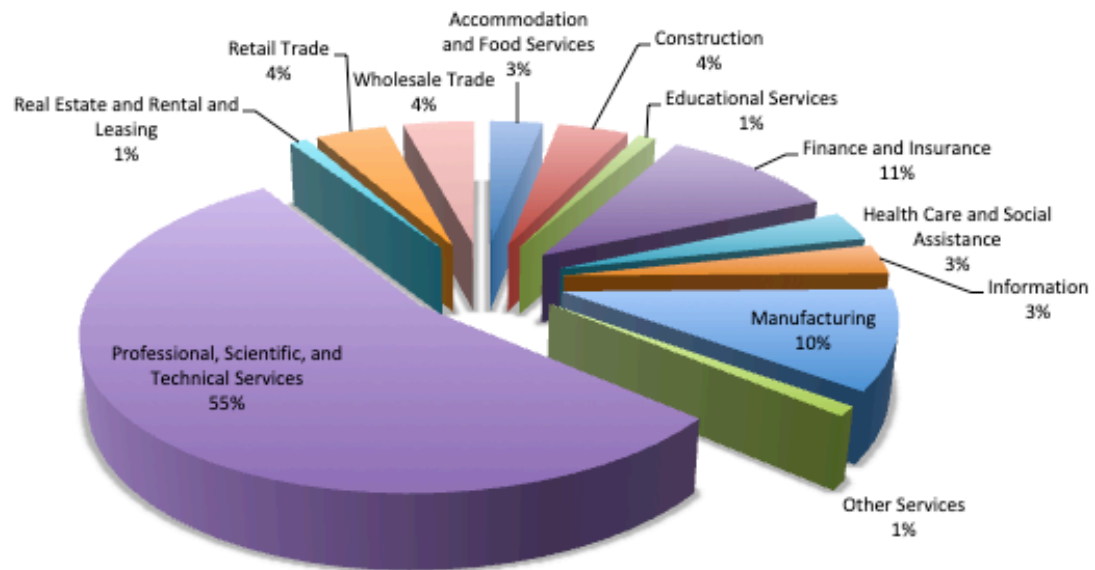
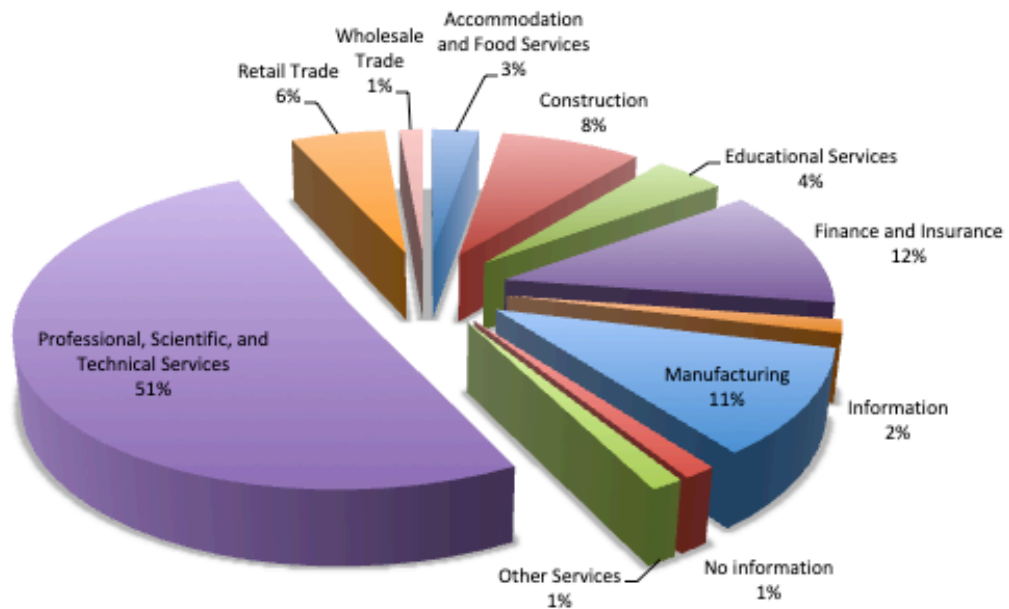
Professional, Scientific, and Technical Services Sub Composition	Number of Students (124)	Percentage of Total (100%)
Management and Technical Consulting Services (primarily IT)	44	35%

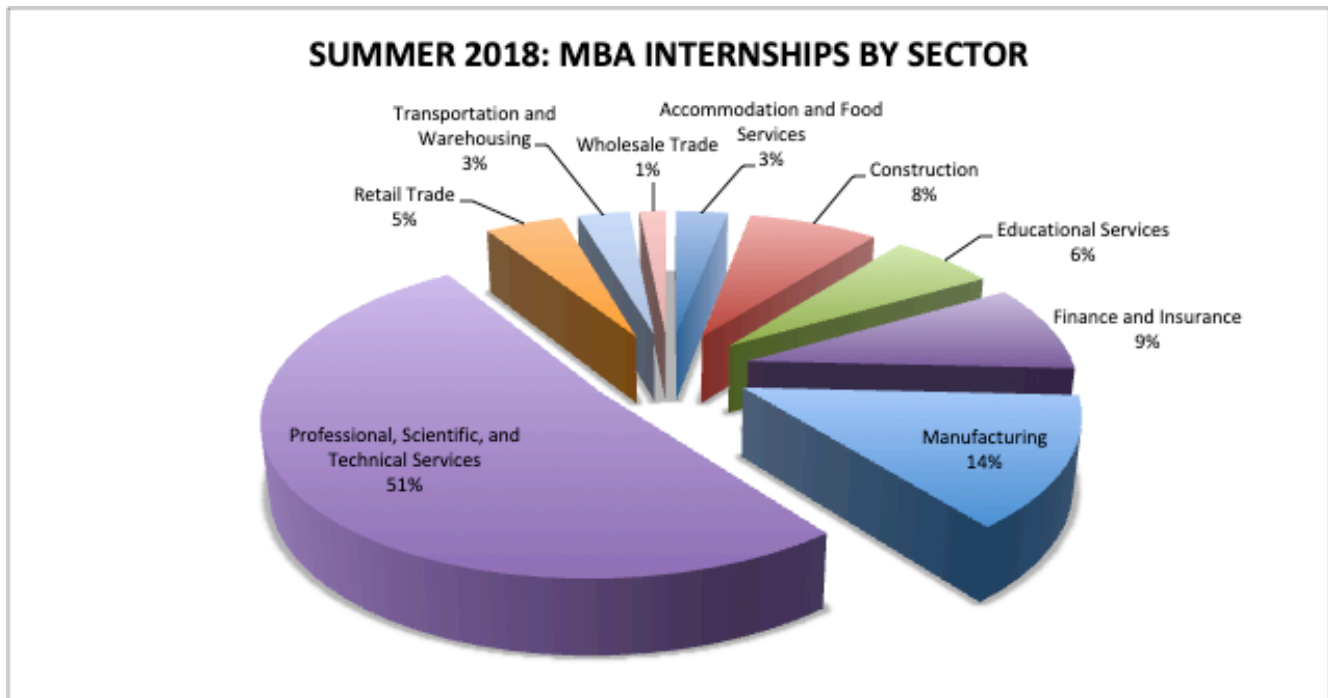
Accounting and Tax Services	30	24%
Architecture and related consulting and design services	9	7%
Recruiting and Staffing	8	6%
Other Professional Services*	33	28%

** Other Professional Services include legal services, music technology and information services, and others. These services individually comprise no more than 1-2% of the total data set.*

The distribution by term and sector is described in the following graphs. It is important to note that term by term, there isn't much variation in the popularity of the Professional, Scientific and Technical Services sector.

ITU is located in the heart of the Silicon Valley. The proliferation of internships in the professional, scientific and technical services industries is in part a global trend as well as a phenomenon within the Silicon Valley. Among this industry, it is interesting to note that consulting (management, technical and IT) is gaining some prominence as a choice of internship amongst ITU Business students. Also interesting is the growing number of architects and related design consultants amongst these students.

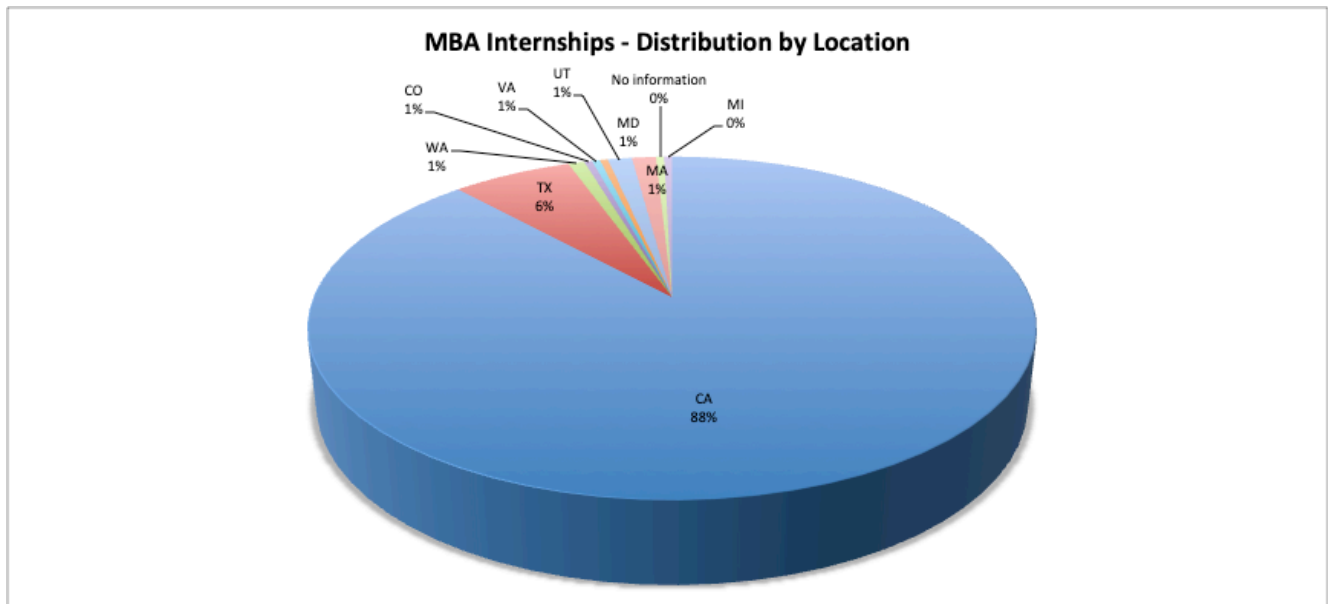
FALL 2017: MBA INTERNSHIPS BY SECTOR**SPRING 2018: MBA INTERNSHIPS BY SECTOR**



8.2 MBA Internships by Location

In other analytics reports prepared by the Department of Business Administration, it has been noted that students display a preference for weekend classes. Part of the explanation provided for this preference is that a lot of our students are selected for internships in other states and/or have to travel over fifty (50) miles to get to weekday classes. This excessive travel may be seen by students as a burden. However, in determining which locations our MBA students work in, it was noted that most students (88%) hold internships within California. This is followed by Texas (6%). You will note that there are some locations that show 0% internships. However, this should not be read as no students are interning in those locations. Rather, the number of students is too low to form 1% or above.

We also noted, that most students continued their internship with the same provider term on term. This coincided with the providers positive evaluations of the students' performance on the internship.



Within California, the distribution of students is as follows:

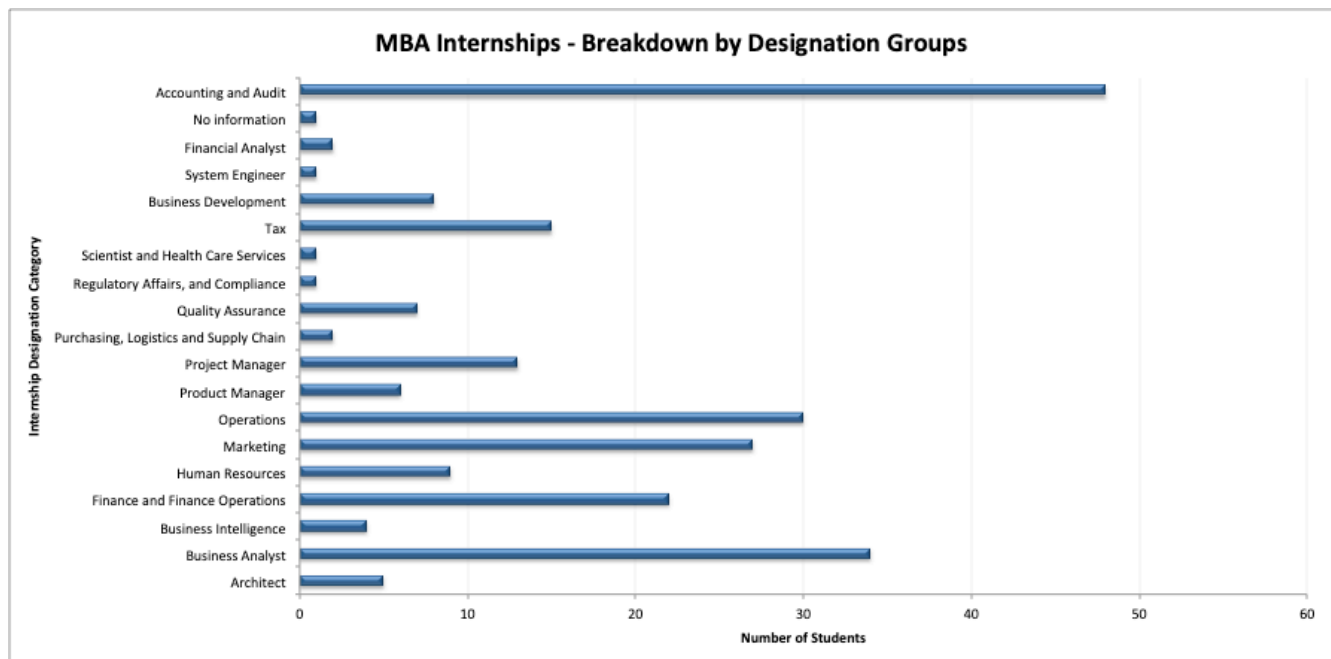
Internships Within California Composition	Number of Students (208)	Percentage of Total (100%)
San Jose	39	19%
San Francisco	34	16%
Santa Clara	28	14%
Fremont	14	7%
Other areas within California	93	45%

It is recommended that we study this data more carefully. Currently, we note that most students work with internship providers who are California based. However, it must be noted that a large majority of MBA students are also working in consulting roles, which may require them to travel to client locations which need not be in California. This information will need to be mined to make any decisions about course delivery and structure.

8.3 MBA Internships by Designation/Job Title

The graph below depicts the titles used during the three (3) terms of MBA student internships. Accountant (also including Accounting Intern, and Auditor) is the most popularly used designation. This coincides with observations that were previously made about Accounting internships being among the most popular internships with ITU Business students. It is also interesting to note that anecdotally, students seek such professional experiences in the pursuit of professional licensure. However, this information must be carefully analyzed in conjunction with students pursuing Accounting related subjects at ITU, and the level of knowledge students bring to ITU in Accounting (through the Peregrine Inbound exams). This information is fully analyzed as part of a separate Peregrine Analytics Report.

Other designations used by students on internships are Business Analysts, Operations Intern, and Marketing Interns.



The table below outlines the specific numbers associated with the graph depicted above.

Internships Designations	Number of	Percentage of
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	Students (236)	Total (100%)
Accountant and Auditor	48	20%
Business and Data Analyst	34	14%
Operations Personnel/Analyst	30	13%
Marketing Analysts/Personnel	27	11%
Finance and Finance Operations	22	9%
Tax Preparers	15	6%
Project Managers	13	6%
Others*	47	20%

** Others comprise a variety of designations such as Human Resources interns, Product Management interns, Purchasing, Supply Chain, and Logistics interns, Quality Assurance interns, Regulatory Affairs interns, and many others. Individually, no single category makes up more than 3% of the total.*

8.4 MBA Internships by Seniority

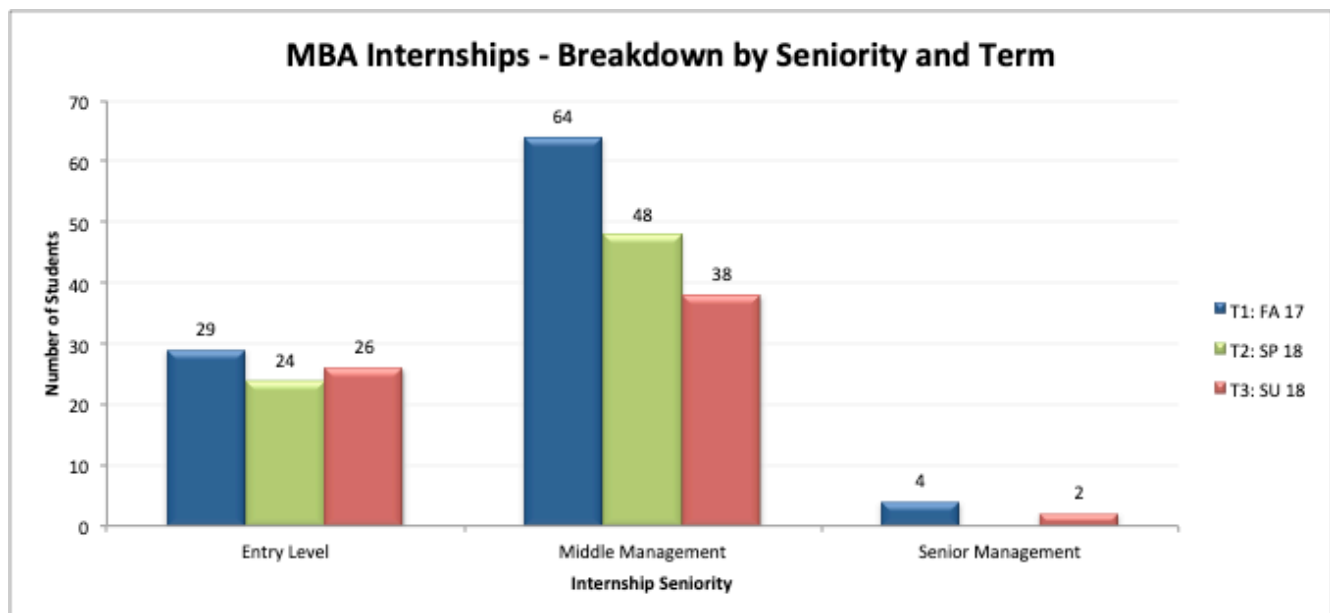
It has been noted that Business students come into their MBA programs with either prior graduate (and sometimes post graduate, and doctoral) coursework. Some students also come to ITU with significant work experience in Engineering and other technical and/quantitative backgrounds. An MBA degree from ITU equips such students to explore and pursue at a later stage, leadership within engineering and other arenas.

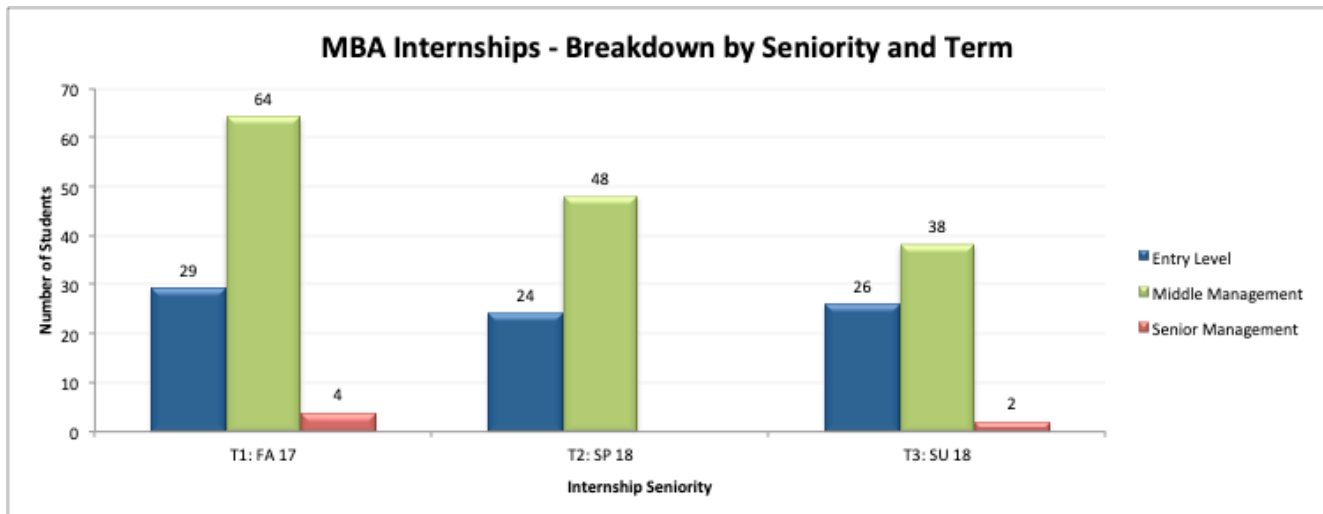
Given such extensive and illustrious academic and professional qualifications of our business students, this section aims to study the proportion of students, term on term who intern in entry level, middle management and senior management/executive capacities. Some assumptions were made in making the distinction between entry level and middle management roles as follows:

- The term “entry level” for the purposes of this report is used to denote students who have the designation, “Junior”, “Generalist”, “Assistant”, and/or “Trainee”.
- The term “middle management” for the purposes of this report is used to denote students who have the designation “Associate”, “Specialist”, “Junior Manager”, “Team lead”, and/or “Analyst”.
- The term “senior management” or “executive” is used to denote students who intern as “senior managers”, “program managers”, “directors” and similar.

The graph below depicts the number of students interning in the three (3) levels described, by trimester.

A majority of students are working in Middle Management, which is to be expected, given the level of experience students bring to their business degrees at ITU and to their internships. An interesting, but by no means trivial trend is the number of students working in senior management capacities. This trend bodes well for ITU MBA student interns, as it could indicate that ITU’s business degrees propel these students to careers in senior management.





Over the three (3) terms analyzed, business students mostly hold middle management and/or entry level internships. While this is quite normal, it is interesting to note that the gap between students holding entry level and middle management internships is slowly declining. This might be indicative of the following:

- A lack in consistency on the part of internship providers in designating students. This may especially be so with small and medium size companies; and/or
- A larger number of students, with fewer years of prior work experience, potentially requiring specific training, or skillsets that put them at entry level positions than middle management position; and/or
- It is also possible, that in some cases, it is the student's first time (and even first trimester at ITU) with an internship provider. It is quite likely, that student interns start at entry level, and move towards middle management roles with the same (or other) providers through the progress of their degrees.

8.4 MBA Internships – Aggregate Learning Outcomes Assessment

A major part of assessing the quality of educational programs is to ascertain that students are learning what the program states the students will learn. Setting good learning

outcomes is important as it enables effective assessment of student performance, along a common base.

ITU's business department follows a hierarchy of learning outcomes (LOs). This hierarchy is represented as follows:

Course Learning Outcomes (CLO) > Emphasis Learning Outcomes (ELO) > Program Learning Outcomes (PLO) > Institutional Learning Outcomes (ILO)

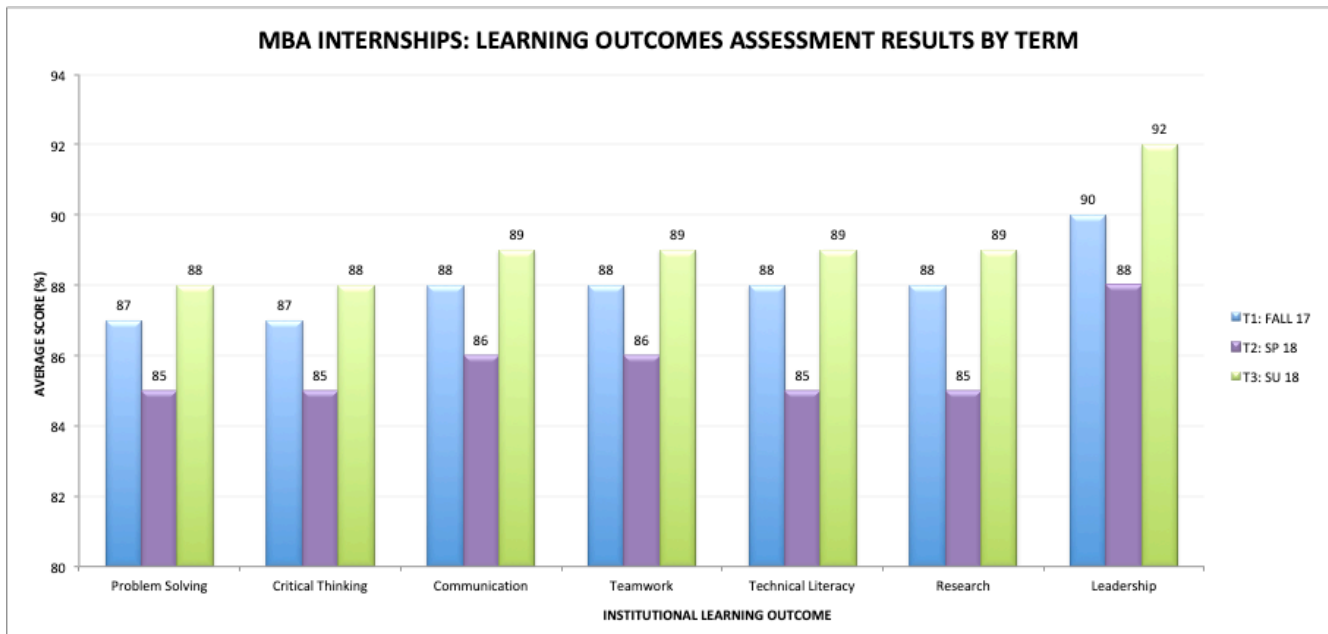
As previously mentioned, the Internship Program assesses student performance externally based on a condensed version of the ILOs. For the Business Department, there is a correlation between the ILOs and the PLOs, but this is not necessarily a 1:1 relationship. The ELOs correspond with specific skills students will graduate with from emphases such as Business Analytics, ERP/SAP, Financial Analysis and Risk Management, Healthcare Management, Management Information Systems, and Project Management. Students that do not graduate with any of these emphases/concentration, will graduate with a General MBA, resulting in a broader knowledge base.

The ILOs are as follows:

- ILO 1: Problem Solving
- ILO 2: Critical Thinking
- ILO 3: Communication literacy
- ILO 4: Collaboration and Teamwork
- ILO 5: Technical literacy
- ILO 6: Research skills and Information literacy
- ILO 7: Individual Responsibility

We use the internship providers' evaluation scores to identify how students performed in their internships.

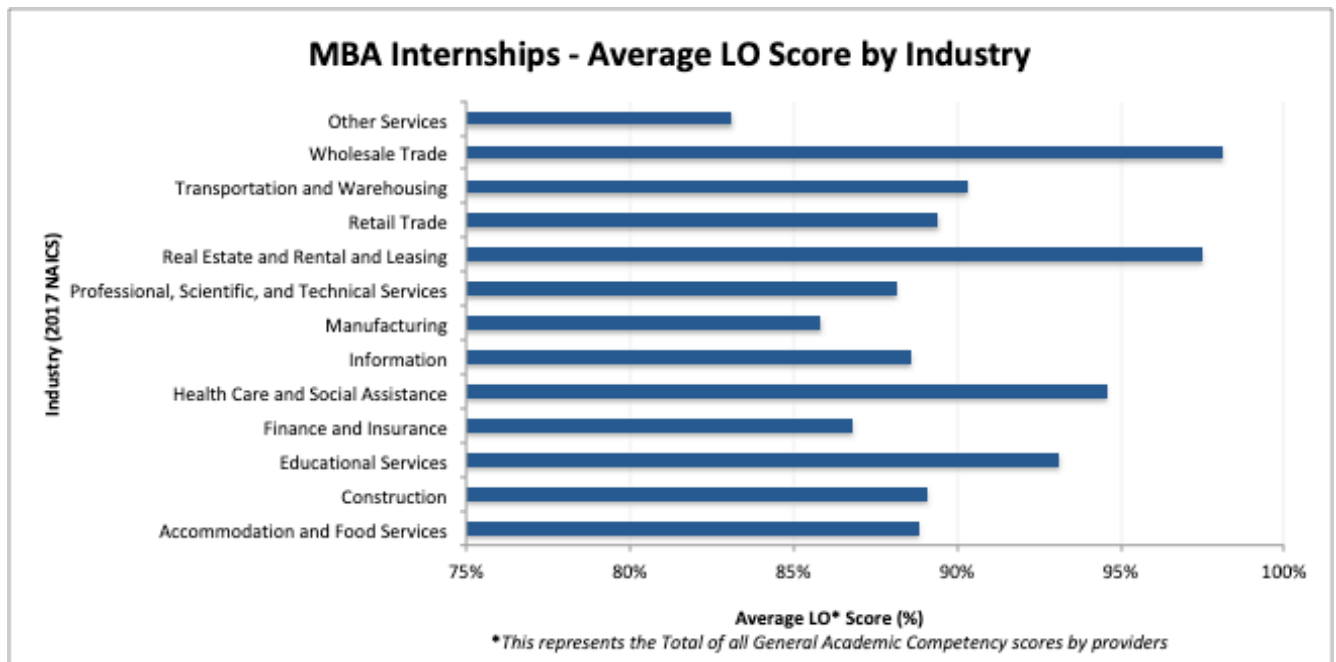
The following graphs examine how business student interns performed along the learning outcomes as a whole during their Internship Program.



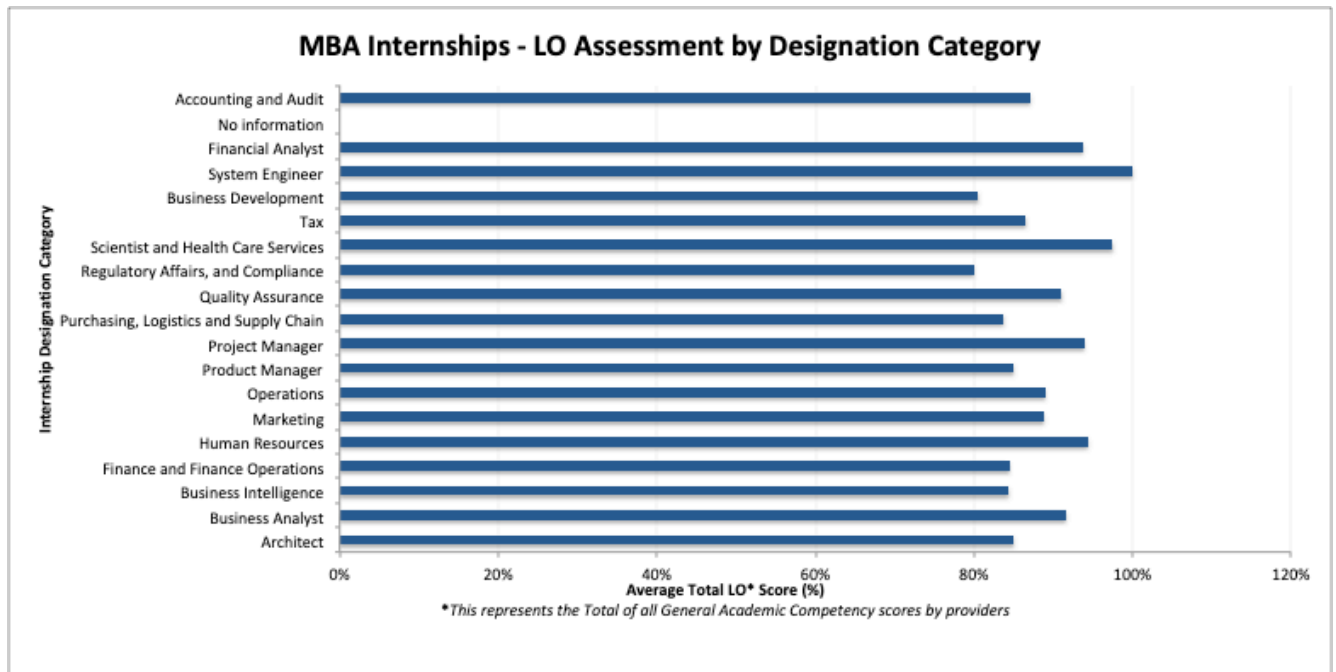
- Overall, MBA students perform better across all ILOs in Summer 18 in comparison to the two (2) terms prior. Performance in Spring 18 has been low overall. This maybe due to the fact that some students may not have submitted the relevant scores to the Learning Management System, EMS. In some cases, the internship provider did not rate the student performance. In this case, the scores defaulted to 0% across the ILOs.
- Most students intern with the same provider term after term. Given this fact, it is even more interesting to note that students may start their internship experience with a certain level of competency in the LOs. However, repeated internships, stretch goals, and ITU's business education in the same areas do help students dramatically improve their performance along these LOs in the following terms. This sentiment is even echoed by some internship providers, who have positive things to say about their ITU student interns.
- It is interesting also that MBA students start with a reasonably high competency score on the Leadership LO in Fall 2017 and, over time, they build upon this and improve their scores on this LO. It must be noted that core MBA courses such as Organizational Leadership Theories (required in the students' first trimester at

ITU), and ITU's Toastmasters Club help reinforce the value of communication and leadership, enabling students the opportunity to practice these skills during the course of their academic pursuits.

- We break down the aggregate LO outcomes scores further by industry and other parameters below



- On an average, interns in most 2017 NAICS designated industries score above average on LOs. Specific highlights are Wholesale Trade, Real Estate, Healthcare, and Educational Services. It must be noted here, that these industries did not have too many students. In general, these students may also have received very lenient and/or encouraging scores from their internship providers, displaying the trend of high performance noted above. In industries such as Professional, Scientific, and Technical Services, a sector in which 53% of ITU business students secured internships in, much more variability was noted amongst scores, thereby dropping down the LO performance in this industry.

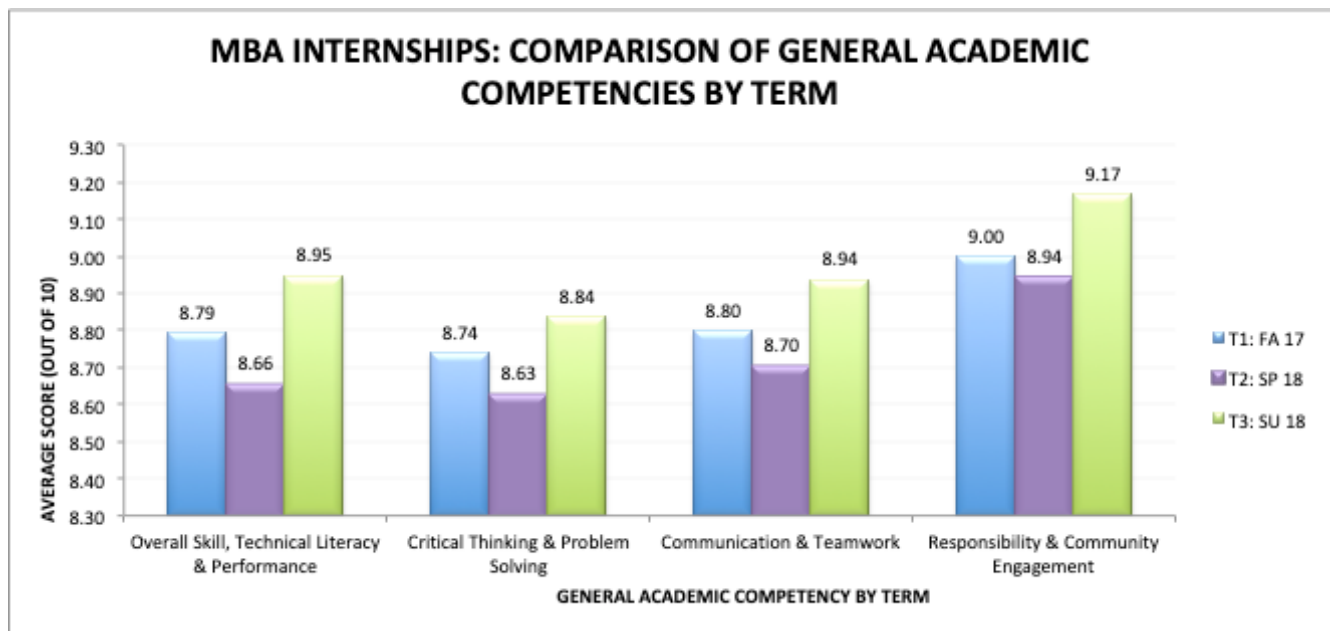


- In general, System Engineers, Healthcare Services, and Project/Product Manager interns have close to a perfect average score on most LOs. In examining the internship provider reports further, it was noted that the following factors led to these almost perfect results:
 - Small number of students in certain designations - There was only one system engineer, and very few of the other internship designations that received perfect LO scores.
 - Genuine appreciation for student interns work – In some cases, internship providers followed the perfect scores with commentary specific to the contributions of the intern. In some cases, it was clear that the intern went above and beyond their stated goals and made a positive impression on the internship providers.
- In some cases, it was noted that some internship providers gave their interns great/perfect scores. However, the basis for these scores were unclear, as there was

no supporting narrative that outlined how the student intern went above and beyond stated goals to achieve these scores.

8.5 MBA Internships – Aggregate Internship Providers’ General Academic Competency Assessment

- It was previously mentioned that internship providers gauge ITU student intern performance along four (4) distinct categories and score student performance on those categories. These performance areas are further mapped to LOs, which have been analyzed before.
- The graph below outlines how students were rated on average by term and general academic competencies by their respective internship providers.



- Overall, ITU students perform extremely well at their internships. This is evidenced by the really high average scores received term on term. While this is great news, some caution needs to be exercised while reading this data. In some instances, it was noted that internship providers gave the same scores across all competencies without explaining why they were giving such scores. In addition,

these scores were almost always above average than below. Some internship providers, however, did use this opportunity to evaluate their student interns and provide constructive feedback on areas of improvement. This was noticed in the variation of scores within the sub components of each competency. This was further validated by the providers' verbal commentary on the evaluation forms.

- From a competency assessment perspective, it was important to note that on average, most providers agreed that their interns had a wonderful work ethic, and that their interns were incredibly “responsible” and “engaged” within their work based communities. From a scores perspective, it was noted that ‘Responsibility and Community Engagement’ received the highest average scores across all three (3) terms surveyed.
- With “Communication and Teamwork”, an interesting trend was noted. This particular skillset was scored reasonably highly, with Summer 2018 having the highest average scores. It was noted that some internship providers had conflicting messages with this particular skillset. They rated their students quite highly (some even giving their interns a perfect score); but noted in their qualitative feedback, that they wanted their interns to “improve their communication and/or teamwork skills. This was rather ambiguous. One of the ways we interpreted this ambiguity was to understand the various facets of communication and teamwork required by the particular role in the organization. It may have been that the intern was fluent in communicating with their teams, but may have lacked the ability to present their ideas/thoughts/findings to clients or higher level executives. It could also be interpreted that some interns needed improvement on verbal communication, but that they were reasonably strong in team dynamics and written communication.

8.6 MBA Internships – Aggregate Internship Providers’ Qualitative Assessment of Intern Performance

In this section, we present some qualitative commentary from internship providers to round off the analysis we have conducted in previous sections. In most cases, the qualitative comments helped us, as analysts, to better understand the context of the internship experience. It also helped us gauge and interpret the scores from previous sections better.

- **Quality of Internship Program:** Of those internship providers who provided qualitative feedback, a few commented that ITU's Internship Program is an excellent program and that it has really helped connect them to quality talent. In addition, they were able to gain a lot from their student interns' theoretical perspectives being applied to the real life work situations facing them.
- **Desire to Retain Interns:** Most providers were very pleased with the capabilities of their interns and expressed willingness to retain the interns for future terms as the students complete their MBA programs, and in a more permanent capacity after. In several cases, student interns went above and beyond stated goals and implemented valuable solutions for their teams and organizations.

These positive comments from internship providers leads us to believe that our internship courses have two goals: academic focus, and career development focus. For the academic focus, we explained previously, that every internship course is closely tied with the academic program the student is pursuing. The career development focus, on the other hand, is achieved by introducing the student to industry opportunities in their area of study. This combination of academic focus and career development is similar to the career services provided by larger universities, and colleges, where employers seek excellence in the work of their interns.

- **Knowledge Areas, Technical, and Soft Skills:** Some internship providers commented on the need for some interns to improve on their technical skills. However, it was also noticed that when interns worked for the same provider in future terms, the provider commented that an improvement was noted in the

student interns technical skills. Some technical skills noted as areas of improvement from these comments are:

- Specific software tools (e.g. CAD),
- Accounting (e.g. invoicing, controls, accounts receivable, processing check requests, etc.),
- Tax planning and preparation

ITU student interns were greatly appreciated by their internship providers for their skills at communication, leadership, a wonderful work ethic, and a great attitude. However, some internship providers mentioned that their interns could improve on their preparation for formal events, formal presentation skills, and critical communications with clients and peers. In some cases, student interns were even encouraged by internship providers to be more assertive in their communications.

9.0 Recommendations and Considerations

- **Data completeness and quality**

Over the terms surveyed, we noted that some students either did not upload their internship evaluation surveys on the EMS portals or that the information contained was incomplete. In some cases, it was also noted that students and/or their internship providers had emailed the advising faculty member the evaluation surveys directly, rather than posting these on EMS. Therefore, while the student got credit for completing the requirements of the course, the information was unavailable for retrieval and/or analysis.

Further, it was noted that where students took full time internships with the same provider in consecutive trimesters, the qualitative sections of the evaluation forms were usually left incomplete. Finally, it was also noted that each of the four (4) internship quality assessment areas were almost always filled out with the same results; e.g. 9/10 or 7/10. Without a qualitative assessment going along with these ratings, it is hard to understand the basis of the scores provided.

It is recommended that students upload the completed surveys from their internship providers directly on EMS, so that this is available for future retrieval and analysis.

- **Data automation**

Currently, EMS requires students to upload completed PDF documents from the internship providers. However, this results in a lot of redundancy and effort to manually extract information from the PDF documents into a format, which easily lends itself to data analysis.

It is recommended that EMS find a way to extract the information in a ready to use format such as CSV or XLS files so that more value may be created through analysis.

- **Data validation and checks for submission**

In certain cases, it was noted that very few students uploaded documents with just a digital signature on the evaluation document. There was no other information available (including name of student being assessed, details of their performance, qualitative commentary, etc.). These instances, although isolated, have been flagged for further investigation.

It is recommended that a process be instituted, either centrally, or within each department, where the advising faculty investigates such “strange” occurrences or anomalies in the data. Any instances of student wrongdoing may be followed up in the relevant term itself.

In a very few rare instances, it was noted that some students completed internships in fields other than business, or not directly related to business, and/or requiring study at a Masters level to perform. These include Engineering, Architecture, and Music. These areas are not part of the business program at ITU. It is our understanding that a student’s internship documents are scrutinized in a detailed manner and scanned for fit with the student’s program of study, at several levels (including by business faculty), upon submission.

One student had an internship selling products from kiosks at malls. It may easily be construed that this is part of marketing duties, and in smaller establishments, the intern may have to do duties that relate to selling of products. However, the department chair will conduct a further review of the student’s duties to ensure an appropriate fit with the business degrees and courses the student is pursuing.

In addition, the Chair of the business department will assess the internship applications and accompanying documents (including titles, description of duties, and area of study) more closely to avoid business students taking internships in areas other than business.

- **Redesign of survey instrument**

The evaluation survey instrument currently is a three (3)-page document, which has several sections. Section 1 is for the student to complete and all other sections that follow are for the internship providers to complete. It has been noted that it is quite likely especially in the case of large consulting firms (KPMG, Ernst & Young etc.) several ITU MBA student interns may be working in the same firm. Further, if the student works with the same manager as an intern term after term, the manager may find it time consuming to fill out three (3) pages worth of quantitative and qualitative information.

It is recommended, that the survey be automated and a link be sent directly to internship providers. The results of the internship evaluation instrument are automatically collated into a usable format for further analysis. Further discussions will be conducted with the relevant internship teams to work on this.

In addition, faculty will be requested to send advance reminders to students about the due date of final provider evaluations. Where faculty find that evaluations are incomplete, or require more information, they should request the student to make every attempt to gather this information from the provider.

Intern Self Evaluation

Currently, the evaluation of the students' internship experience is performed in two (2) separate tracks. The student intern is required to write a reflective final essay about their internship experience in the particular term. The internship provider, on the other hand, is required to provide their assessment of the student intern's performance during the term. We only mine the latter.

It is recommended that the student intern also provide their evaluation of the internship experience along the same lines that their internship providers provide their evaluations. This would paint a more holistic picture of the quality of the internship program.

- **Internship Location Criteria**

Currently, the forms being used request the students to fill out details about the location their internships will take place. However, since a lot of students are in consulting roles or project based roles at different client sites (which may or may not be California based, even if the consulting firm is), it is recommended that students also provide this information. This will help tailor campus based classes (currently heavily weekend oriented) in a better, more suitable manner that ensures an even spread between weekday and weekend classes. In addition, it will help us as analysts to identify more accurately where (i.e. what locations) our students are working in.

10.0 Conclusions

This report has been an analysis of the efficacy of ITU's MBA Internship program. ITU's internship program contains an internal assessment (reflective essay submission by student intern) component as well as an external assessment component (internship provider evaluation). For the purposes of this report, we have only considered the external assessment component. This assessment tool is also scored along various learning outcomes. This learning outcomes based assessment brings about several factors to improve course content and delivery within the business department at ITU.

To summarize, across the board, ITU student interns have a good understanding of the business processes and the organizational context within which they work in. The internship providers are extremely happy with their interns' dedication and with their abilities, from a technical perspective as well as from a work ethic perspective. In a lot of cases, internship providers have expressed the desire to convert the student to full time

and/or retain them as part of their workforce for the future. This demonstrates the value various ITU academic programs bring to students and to internship providers alike.

Lastly, further considerations and recommendations have been provided to improve the efficacy of this report for departmental decision-making purposes.

APPENDIX 1: INTERNSHIP PROVIDER EVALUATION

(Individual pages follow below)



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Course INT 593: Internship Internship Provider Evaluation

Introduction

International Technological University (ITU) thanks you for the time and effort you have given our student this term to help them grow and develop their academic and professional skills. To include your feedback in the evaluation of this internship and to verify the student completed the minimum number of hours required to award academic credit for the term indicated, the form below is required and will count towards 30% of the student's grade in their class (INT 593).

Part 1 – Student/Intern's Information (Required)

** The student completes this section and delivers the form to the internship provider*

Academic Term: ☐ Fall ☐ Spring ☐ Summer Academic year: _____

Name: _____ Student ID#: _____

Program: _____ Internship title: _____

Part 2 – Internship Provider's Verification of Hours and Rating (Required)

** The provider completes parts 2-4, signs, and sends a PDF copy to the instructor by e-mail*

Name of company or organization: _____

Address of internship site: _____

Supervisor's name: _____ Title: _____

As the internship supervisor, I confirm the student above successfully completed the number of hours indicated below with our company/organization and that that the ratings that follow are my evaluation of the student's performance in this internship.

Hours completed: _____ hours per week for _____ weeks this term (max=15 weeks)

Signature: _____ Date: _____

Note: This form is provided to the student in the 8th week of the term and may be submitted anytime from that point up to one week before the term ends. If needed, the student can confirm specific dates through ITU's Educational Management System (EMS).

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Part 3 – Internship Provider’s Rating of the Intern’s Performance (Required)

General Academic Competencies: In addition to goals for this internship, the university is also committed to helping students join the next generation of leaders in their field. Please let us know how you would rate this student in these related areas. Feel free to write “n/a” for “not applicable” if there was not an opportunity to see the student’s ability in a specific area.

Please give a rating of the student’s performance in meeting each goal using this scale:



GENERAL ACADEMIC COMPETENCIES

RATING

Overall Skill, Technical Literacy, & Performance (overall rating)	
<i>Student is well versed in the field of study</i>	
<i>Student is punctual, dependable, and professional</i>	
<i>Student learns an organization’s structure and expectations quickly</i>	
<i>Student performs well under changing circumstances</i>	
Critical Thinking and Problem Solving (overall rating)	
<i>Student can recognize a challenge and help others find a solution</i>	
<i>Student is creative and open to alternatives</i>	
<i>Student is a focused and strategic thinker</i>	
<i>Student can coordinate and implement a plan of action</i>	
Communication and Teamwork (overall rating)	
<i>Student knows when to admit a mistake or seek help from others</i>	
<i>Student is a competent writer and presenter</i>	
<i>Student is a good listener and can relate well with others in a group</i>	
<i>Student communicates well in face-to-face, phone, or online settings</i>	
Responsibility and Community Engagement (overall rating)	
<i>Student is honest and conducts himself/herself with integrity</i>	
<i>Student is respectful and supportive of diverse perspectives</i>	
<i>Student can engage effectively in intercultural communication</i>	
<i>Student is committed to helping others as much as himself/herself</i>	



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Part 4 – Additional Feedback on the Intern’s Performance (Optional)

Internship goals: This section asks for goals set for the student’s performance and examples of what was done at the internship site to meet those goals. These goals are intended to be directly related to the student’s internship and the related field of study. Ideally, these would be the same as the goals in the internship offer letter, but additional items are welcome.

Again, please give a rating of the student’s performance in meeting each goal using this scale:



GOALS SET BY INTERNSHIP PROVIDER

RATING

SAMPLE GOAL	<i>Improve technical ability in programming</i>	7
<i>Example #1</i>	<i>Generates error-free code with little supervision</i>	6
<i>Example #2</i>	<i>Troubleshoots problems when coding in C++</i>	8
GOAL #1		
<i>Example #1</i>		
<i>Example #2</i>		
GOAL #2		
<i>Example #1</i>		
<i>Example #2</i>		
GOAL #3		
<i>Example #1</i>		
<i>Example #2</i>		

Please add any additional comments about this intern or ITU’s internship program below: