Proposal for Program Review of Internship Program  
Submitted by Jennifer Taylor

Two areas:

1. **Institution-Wide Goals**
   A. Increase Student Participation
   B. Integrate Internships into Academic Programs

2. **Content Goal**
   A. Course Emphasizes Call or Vocation

For each area:

1. **Identify Goals.** First consider: How do I know where I am right now in terms of accomplishing goals within the internship program?

2. **Specific Learning and developmental outcomes.** What will I do to change or improve the program?

3. **Assessment Measures.** How will I assess the change?

**ACTIVE SOCIETAL & INTELLECTUAL ENGAGEMENT STANDARD**

A. **Institution-Wide: Increase Student Participation in Internships**

1. **Where do we stand?** For the past two years, reports from the registrar’s office indicate that 2/3 of our graduating seniors have participated in some kind of practicum or internship-for-credit during their Westmont college careers.

2. **Specific Learning and developmental outcome:** In light of the difficulty Westmont grads have had with
   i) securing employment after graduation
   ii) ii) the current, depressed job market
   iii) iii) the misperception by some employers of the value of a liberal arts education

   . . . an internship or practicum stands to address these concerns by providing job experience in which classroom learning is integrated and emphasized. **Increase student participation in internships to 75%**. To do this, employ more effective “marketing” strategies.
   b. Distribute a flyer in student mailboxes with updated internship possibilities at least twice each semester
   c. Use the faculty (assigned practicum advisors) as a vehicle for getting the word out to majors (see below).
   d. Participate in at least one sophomore class chapel to make a pitch for each student to include an internship in her graduation plan. Have a student representative speak to the sophomores about a personal internship experience.

3. **Assessment measure:** Report from the Registrar’s Office documenting percentage of students completing internships at the end of each semester.

B. **Institution-Wide: Do a Better Job Integrating Internships/Practica into Academic Programs**

1. **Where do we stand?** Conversation, email and voicemail communication with faculty have revealed a wide range in level of faculty participation in
the internship program. Although some faculty are comfortable with students doing practica and have formed their own successful courses, some faculty remain inactive in this area and do not participate/receive information regarding student benefit.

2. **Specific learning and developmental outcome**: Educate the faculty as to the benefits of student practica.
   a. Host a workshop in the fall every other year where faculty share ideas about successful practices within their practicum seminar.
   b. Put together a packet for new faculty (practicum advisors) with ideas for setting up the 190 course, standards, evaluation practices, etc.
   c. Update faculty with regular emails regarding new practicum possibilities
   d. Create an evaluation tool for practicum advisors to give feedback about concerns and areas needing attention within their departments.
   e. Practicum advisors implement the policies set forth in the Handbook of Policies and Procedures including:
      i. learning contract
      ii. journals
      iii. documentation of learning
      iv. evaluation by supervisor

3. **Assessment measure**: Completion of an evaluation form by each practicum advisor indicating level of involvement.

CHRISTIAN ORIENTATION STANDARD

**Content Goal: Students develop sense of vocation or Call in seminar course.**

1. **Where do we stand?** This liberal arts institution is deeply rooted in its Christian heritage and foundation. In light of this, is the student’s Christian faith informing his internship experience? Does he have a developing sense of the meaning of Call or vocation?

2. **Specific Learning and developmental outcome**: Students will engage in the following practices.
   f. Read from at least two separate sources about occupation vs. vocation or Call.
   g. Keep a journal of the internship experience that records the reflection and processing of faith in the workplace.
   h. Write an integrative paper on the topic of vocation, referring to at least two outside sources, describing the integration of personal faith with experience in the workplace.

3. **Assessment measure**: The integrative paper will serve as the assessment. Ideally, ideas from this paper will be shared and discussed in the seminar.