

MPA Internship Handbook

AY 2021-2022

BINGHAMTON
UNIVERSITY
STATE UNIVERSITY OF NEW YORK

Department of
Public Administration

Internship Overview

Introduction

The primary purpose of the MPA internship is to provide students with meaningful experiences in applying what they have learned through classes in real-world settings. The internship also provides support and assistance to organizations and agencies in their efforts to address community needs. Student interns are expected to engage in professional tasks and projects in areas such as the development, planning, implementation, and analysis/evaluation of policy, finance, management, supervision, strategy, program, and other administrative tasks. The internship and Reflective Practitioner experiences often help students make important career choices by determining the administrative functions and areas in which they are most interested. Through the internship, students often make important discoveries and professional connections. This excellent opportunity to network may be very helpful when preparing to enter the job market.

Students must spend at least 300 hours in their internship placement. This is often spread over approximately 15 weeks (20 hours per week) and may be completed during fall, spring or summer semesters. The completed MPA internship course (PAFF 594) earns two-credits and is graded on a pass/fail basis.

Preparing for and arranging an internship requires planning, time, and attention over a period of at least a semester. An Internship Checklist, included on page 6 of this handbook, has been developed to guide students throughout the process.

Eligibility

In order to be eligible for internship, the student must have:

1. At least 17 credits in the MPA program, including Research Design and Methods (PAFF-510), 21st Century Governance (PAFF-5200, and Foundations of Public (PAFF-521)
2. At least a B in all required MPA courses
3. At least a 3.0 cumulative GPA prior to beginning the internship course
4. Attended at least one Internship Information meeting or meet with the Director of Recruitment and Internship Placement prior to choosing an internship site

Registration

Students are not able to directly register themselves in the MPA internship course (PAFF 594). **Only after completion of the Memorandum of Understanding (MOU) (pp 7-9) can the student request registration through the Director of Recruitment and Internship Placement.**

Waivers

To be considered for a waiver of the internship requirement, applicants must show that they possess at least three years of full-time professional work experience in a public and/or nonprofit organization where their responsibilities included some of the following tasks:

- Supervising a program or department
- Strategic planning
- Grant writing
- Facilities management
- Program design, implementation, evaluation
- Organizational development and management
- Financial management and/or long-range financial planning
- Information technology
- Organization, analysis, and evaluation of information
- Acquisition of resources

Internship Requirements

Students must register for internship before they are on site. For example, if the student intends to complete the internship during the summer months, they must register for the summer term and pay tuition for that term. Students may carry their internship into the next term, provided the 300-hour requirement is met before beginning the e-portfolio course.

Students are required to work on site if possible; telecommuting is permitted if in-person options are unavailable. Immersion in the organization is an integral part of the experiential learning experience.

Internships must be at least 300 hours, spanning over a minimum of 8 weeks. Students are not permitted to work over 40 hours each week.

Students are not permitted to intern at all-volunteer non-profit organizations; sites must have at least one full-time staff member.

Internship site supervisors may only supervise one MPA intern per semester.

Students cannot be supervised by current MPA students, family members, or friends.

Internship Sites

While students are ultimately responsible for identifying their own internship placements, the Director of Recruitment and Internship Placement is available to help narrow down options and to connect students with potential opportunities. Students are encouraged to select internship sites that are within their area of concentration or interest and placement must be located in a nonprofit or public sector agency.

Preparing and submitting applications for internships will require a well-written, updated resume, as well as a compelling cover letter. For basic guidelines in the creation of resumes and cover letters, or to request a mock interview, students can make appointments to meet with staff from the college's Office of Career and Professional Services (DC- 218) or the Fleishman Center for Career and Professional Development (UU-132).

In-career students employed in public or nonprofit organizations may use their place of employment as their internship site, under supervision of a higher-level administrator. The student will need to identify a project separate from their day-to-day duties in order to fulfill the internship requirement.

Peace Corps Paul D. Coverdell Fellows are placed in pre-selected internships that are specifically designed to support an impoverished and/or socially disadvantaged community in the U.S. Coverdell Fellows adhere to all the same internship requirements as other students in the program. Fellows should meet with the Director of Recruitment and Internship Placement during their first semester to discuss internship options and planning.

Expectations of Students

As a graduate student who has completed two semesters of MPA coursework, the duties of the student during the internship must exceed those typically assigned to undergraduate level interns. The student must have administrative responsibilities throughout the internship in order to receive credit. Examples of administrative responsibilities include program evaluation, program development, policy analysis, financial analysis, research, and strategic planning.

The student intern should have little or no office support/secretarial duties and cannot provide direct services to clients. In addition to being involved in such administrative processes, the student should be included in organizational meetings and other general events in order to maximize the overall learning experience.

Funding

Students are permitted and encouraged to pursue paid internship placements. Interns are typically paid an hourly rate (New York State minimum wage is currently at \$12.50/hour), though some internships pay a stipend (\$1,000-\$3,000). Approximately one-third of the department's internship placements are paid.

The College of Community and Public Affairs and the Student Affairs Internship Fund have provided periodic funding to support students in unpaid internships. Notice of these opportunities will be posted on the MPA student listserv and on the Fleishman Center for Career and Professional Development's website.

Grading

The Public Affairs Internship course (PAFF-594) is graded on a Satisfactory/Unsatisfactory basis. To receive a passing grade for the internship, the student must:

1. **Receive a favorable mid-semester review.** The Director of Recruitment and Internship Placement speaks to each site supervisor at the mid-way point of the student's internship term.
2. **Receive a favorable final evaluation from the site supervisor.** The site supervisor evaluates the student's performance using the Final Evaluation form (pp11-12). Favorable final evaluations are determined by the Director of Recruitment & Internship Placement.
3. **Submit a satisfactory internship summary.** Within two weeks of the end of the internship term, the student submits a 3- to 4-page Memorandum to the Director of Recruitment and Internship Placement, reflecting on the relevance of the internship experience to public administration theories learned in the classroom.
4. **Complete 300 hours at the internship site.** At the conclusion of the internship, the student must submit a timesheet signed by the site supervisor (p 13).

Dual Degree Students

Dual degree students in the Nursing, Social Work, and Student Affairs Administration programs fulfill their internship requirement through each of those respective departments. Each internship must be at least 300 hours in length, and involve administrative duties. While dual degree students do not register for the Public Affairs Internship, they will be required to submit an MOU and fulfill all other requirements as outlined above.

International Students

F-1 visa international students must receive approval from ISSS prior to beginning the internship. Students submit a completed Curricular Practical Training (CPT) form, along with an offer letter from their internship site, to the Office of International Student and Scholar Services (ISSS, Old Champlain Building, Floor 1R, Rm 142).

J-1 visa international students are not required to submit a CPT form, but must adhere to different requirements to legally complete their internship in the U.S. Please see the Director of Recruitment and Internship Placement or contact the office of International Student and Scholar Services (ISSS) for more information. Guidelines to help ensure international students are meeting requirements can be found on pages 14 and 15 of this handbook.

International students who are enrolled in an accelerated MPA program should apply for Optional Practical Training (OPT) several months prior to beginning the internship.

MPA PROGRAM – INTERNSHIP CHECKLIST

THE SEMESTER BEFORE YOUR INTERNSHIP

- Attend general informational internship meeting. This is REQUIRED.
- Search for possible placements (for competitive internships, begin search 2 semesters in advance)
- Contact possible placement sites by phone, in person, or through application (as required)
- Interview at potential placement sites
- Meet with Director of Recruitment and Internship Placement at least once prior to making a final decision
- Decide on internship placement
- Meet with Internship Site Supervisor to develop Memorandum of Understanding (MOU)
- Submit draft MOU to Director of Recruitment and Internship Placement, obtain a final signed copy after completing revisions**
- The Internship Coordinator is the last person to sign the MOU**

DURING THE INTERNSHIP SEMESTER

- Keep a journal or log of internship experience (recommendation)
- Think about projects or products you may want to include in your e-portfolio. If you use anything from your internship experience, you must secure permission from your internship site.**
- Meet with your Site Supervisor regularly regarding your progress and their expectations
- Inform your Site Supervisor and the Director of Recruitment and Internship Placement if difficulties arise
- Complete internship summary and reflection (3 -4 pages, single spaced)
- Verify with the Director of Recruitment and Internship Placement that all materials have been received and all requirements have been met

MPA INTERNSHIP

MEMORANDUM OF UNDERSTANDING

Date:

To: [Name and Title of Site Supervisor of Internship at Cooperating Organization]

From: [Name of Student]

Re: [Memorandum of Understanding for PAFF 594, Master of Public Administration Internship]

Elements to include:

- Name, title and **full contact information** of immediate supervisor, student, and Internship Coordinator—including phone numbers (cell, if available), addresses, and e-mail addresses
- A statement that the required internship period must be at least 300 hours of service with specific start and end dates
- Semester of graduation
- Work conditions: hours and days of work, semester of internship course enrollment, location of internship, student's own responsibility for transportation to and from internship site, other work conditions as appropriate
- Compensation information: hourly rate or total amount and method of payment (weekly, biweekly, lump sum, etc.) or statement that there will be no financial compensation
- Academic goals and expectations of internship
- Specific projects and task descriptions
- Administrative functions in which intern will be engaged (e.g., program development, evaluation or implementation; policy development or analysis; financial review; strategic planning)
- Expected work products or outcomes (include dates, if possible)

Site Information

- Other terms and conditions required by the organization or the student (e.g., health screening, criminal record clearance)

- Special circumstances, risks to the student, or additional requirements (e.g., exposure to dangerous environments)
- If student is covered by the organization's liability insurance
- Policies and procedures that may be relevant for the intern (e.g., building security, parking, confidentiality)
- Additional organization supervisor(s) and contact information (if more than one works with student and if primary site supervisor is not available)

Must include the following section, as written

Agreements:

The student intern agrees to conduct him/herself as an ethical professional and perform the assigned duties to the best of his/her abilities. The intern will not engage in any activity, including accessing confidential information or the collection of data, without the permission of the site supervisor. S/he will respect the confidentiality of all organizational and client information provided by the agency and will not share it with persons outside the agency without permission. The student will meet the time requirements and notify the supervisor in advance if unable to come during the agreed upon hours. The intern agrees to immediately notify the supervisor if problems arise during the performance of his/her duties at the agency. If problems cannot be resolved with the site supervisor within a reasonable period of time, the student will notify the internship coordinator.

The site supervisor agrees to willingly provide guided supervision during the internship period. In the case that the supervisor leaves the agency, s/he is responsible for identifying a replacement supervisor to fulfill the commitment. The site supervisor agrees to provide an ethical work environment that is free from harassment and discrimination and will address issues immediately, should they arise. The supervisor will engage the student in projects and tasks that are administrative in nature. The intern will not be expected to provide secretarial support, direct services to clients or the public, transport others, or supervise minor children or vulnerable populations. The supervisor will meet regularly with the student to provide feedback on his/her progress on projects, areas of growth, and to review responsibilities. S/he will provide the student with access to adequate information, assistance, and staff cooperation to enable the student to fulfill his/her assigned responsibilities. The supervisor will verify that the student's time and task completion are documented. The supervisor agrees to complete a verbal mid-semester assessment with the internship coordinator and a final

written evaluation (found on MPA website). S/he will also meet with the intern to provide a final performance appraisal. If, during the course of the internship, an issue arises that cannot be resolved by the site supervisor or in the case that the student intern's performance does not meet expectations, the supervisor will contact the internship.

The Director of Recruitment and Internship Placement agrees to provide consultation to both the student intern and site supervisor, as needed, throughout the semester. S/he will help resolve issues, answer questions, and provide support, as needed. The coordinator will conduct a mid-semester assessment of student performance with the site supervisor. S/he will periodically contact the student for updates or to address problems as they arise. After the successful completion of the internship the coordinator will assign a pass/fail grade based on the final evaluation provided by the supervisor and the internship summary submitted by the student.

Site Supervisor:

I affirm that I have reviewed the established organizational policies in regards to internships and I have the authority to hire and supervise interns.

If there are specific organizational policies and procedures for internships, please attach these to the MOU or provide a link to the policies online.

Signatures:

Student/Date	Site Supervisor/Date	Dir of Recruitment and Internship Placement/Date

Distribution:

Participating Organization

Student

Director of Recruitment and Internship Placement, Master of Public Administration Program, Binghamton University, P.O. Box 6000, Binghamton, NY 13902-6000 Phone 607-777-9178 Fax 607-777-2414

Summary of Internship

The final requirement of your internship is to complete a 3-4 page memorandum that summarizes your internship activities and provides reflections on its relevance to your MPA coursework. It should describe how you have demonstrated the professional and core competencies expected of MPA students as outlined below:

MPA Core Competencies & Values

- Writes clear and concise communications
- Organizes thoughts and evidence in a logical sequence
- Articulates ideas well
- Recognizes & rectifies inequalities and demonstrates the ability to use equity as a core value in analyzing problems
- Communicates at a level appropriate for the intended audience
- Communicates well through formal presentations
- Promotes inclusive institutions by taking steps to address implicit & unconscious bias
- Respectfully listens & demonstrates emotional intelligence
- Conducts a thorough literature review
- Recognizes the role of multiple stakeholders & diversity of voices when analyzing & addressing an issue or policy
- Effectively applies research/theory to public problems
- Understands and interprets trends and debates in administration
- Develops clear problem statements
- Gathers information from a variety of sources
- Distinguishes between sources of information on the basis of quality
- Identifies and applies appropriate analytical techniques
- Interprets results effectively
- Prepares appropriate graphical representations of data
- Possesses an ability to adapt to changing circumstances
- Models high ethical standards

In particular, you should explain how you were able to integrate public administration theory and knowledge into practice through the internship experience, using specifics such as insights gained during your internship, areas in which you acquired new knowledge, areas where you pinpointed inequities & the steps you or your organization are taking to rectify them, challenges that you faced and how you addressed & adapted to them, and the “fit” of the internship with your interests. You should also incorporate your anticipated career direction in your final summary as well.

Guidelines for International Students Seeking Internship Placements

College of Community and Public Affairs

Binghamton University

The regulations that govern students in F-1 or J-1 status (see reverse of this form) require these students to receive authorization to engage in an internship, field placement or practicum before the student begins the activity. Under the regulations, any of these activities is considered employment regardless of the word used to describe the activity. This authorization is required even when a student is required to do an internship, field placement or practicum as part of a degree program.

When you have been offered an internship placement, follow the steps below based on the type of Visa you are holding. Failure to complete the required documents may result in revocation of your visa status and serious personal consequences for you.

F-1 Visa

- Ask your internship or field placement supervisor to write an offer letter on their business's letterhead. The letter should state the terms of your internship: starting and ending dates, number of hours per week you will be working, location of the internship, and brief description of duties.
- Complete a Curricular Practical Training (CPT) form, available at the office of International Student and Scholar Services (ISSS). (The ISSS Office is located in the Nelson A. Rockefeller Center, Room G-1), or on the ISSS website (<http://www2.binghamton.edu/iss/employment/CPTAdvForm.pdf>). This form requires information and a signature from your academic advisor.
- Submit the official internship offer letter and the completed CPT form to ISSS main office.
- Within 7 to 10 business days, ISSS staff will let you know if your paperwork has been accepted and approved. You will receive an I-20 with your CPT employment endorsed on page 3. You cannot begin your employment until you have the I-20 with the endorsement in hand.

J-1 Visa

- When the internship, offer is finalized, ask your internship coordinator to write a letter to your sponsor explaining the purpose of the placement, dates, contact information, and include that the internship, is a requirement of the program.
- If your J-1 sponsor is Binghamton University, complete an Academic Training Recommendation Form available at the office of International Student and Scholar Services (ISSS). (The ISSS Office is located on the main floor of the Bartle Library on main campus, in room LSG-500), or on the ISSS website (http://www2.binghamton.edu/iss/essential-forms/Train_Form.pdf). This form requires information and a signature from your academic advisor.

If your J-1 sponsor is an organization other than Binghamton University, contact your J-1 advisor at the organization that manages your DS-2019 form for information on how to have your academic training approved.

Once the sponsor receives this letter, he/she will write an authorization letter to the internship site supervisor, which will allow the student to do the internship. The student will also need to submit a new DS-2019 form to accompany the letter. Both are required in order for the student to begin the internship.

Please remember!

1. You may not begin working at your internship site until your application forms have been submitted and approved by the ISSS.
2. You will receive a new I-20 or DS-2019 that has a notation granting the approval.
3. You must possess the new I-20 or DS-2019 document before you begin your internship.

Any questions regarding internships or any other kind of employment for F-1 or J-1 students may be sent to the Employment Team in the ISSS: intl.work@binghamton.edu You can also set up an appointment with an international student advisor at the ISSS, by calling the ISSS office at 1-607-777-2510.

To learn more about these regulations you can view webcasts numbers 4 and 5 on the International Student and Scholar Services website: <http://www2.binghamton.edu/iss/employment/empWebinar.html>

Mid-Semester Intern Assessment

Instructions: To be completed by Internship Coordinator over phone or in person with Site supervisor by 5-7 weeks into the internship and placed in student's file

* Required

1. Intern Name *

2. Site Supervisor Name *

3. Organization *

4. Phone Number *

5. Email Address *

6. Coordinator *

7. Overall, how successful has the internship been so far? *

8. List Projects: *

9. Is the student meeting expectations and requirements? *

10. What are some of the intern's strengths? *

11. In your opinion, where can the intern focus efforts to improve? *

12. Can you provide an example of how the intern has adapted to changing circumstances? *

13. In what ways has the intern contributed to the promotion of an inclusive environment within your organization? *

Recognize and take steps to address implicit and unconscious bias, actively and respectfully listen, demonstrate emotional intelligence and advocate for anti-racist and anti-oppressive practice. Students can identify an issue or policy in an organization and the roles of multiple stakeholders with a diversity of voices when analyzing and addressing it. Students provide evidence of getting out of the classroom or workplace to work alongside and in partnership with a community.

14. In what ways has the intern demonstrated an understanding of equity? *

Students employ analytical frameworks that demonstrate an understanding of how specific societal contexts of governance, conflict history, economic conditions and social fragmentation contribute to inequities and to rectifying them.

15. In what ways has the intern practiced self-reflection? *

16. Do you have any other questions/concerns? *

17. Need for a follow-up assessment or contact? *

Mark only one oval.

Yes

No

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Google Forms

Final Intern Evaluation

Instructions: Please use this form to evaluate the performance of the student intern you supervised over the last semester. The questions ask you to assess the student in the competency areas that are core to the MPA program: professional conduct, communication, integration of public administration theory into practice, and application of analytical skills to solve problems. This evaluation is used to conduct the student's overall course assessment and must be submitted in order for the student to receive a grade. Please share your assessment with the student during the final performance evaluation session.

* Required

1. Email *

2. Intern Name *

3. Site Supervisor Name *

4. Agency *

5. Total # of hours completed *

**Professional
Conduct**

Using the rating scale below, please indicate the degree of competence the student has demonstrated in each skill area during the internship experience.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

6. Demonstrated strong work ethic *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

7. Was punctual and reliable *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

8. Showed initiative and enthusiasm *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

9. Was willing to learn *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

10. Completed tasks on time *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

11. Worked well with other staff in office *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

12. Worked effectively on teams *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

13. Demonstrated cultural competence *

For the purpose of this question, cultural competence is defined as "the ability to understand, appreciate, and interact with persons from cultures and/or belief systems other than one's own."

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

14. Demonstrated promotion of inclusive institutions *

The interns recognizes and take steps to address implicit and unconscious bias, actively and respectfully listens, demonstrates emotional intelligence and advocates for anti-racist and anti-oppressive practice.

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

15. Recognizes & rectifies inequities *

The interns demonstrate the ability to use equity as a core value when analyzing problems. Students employ analytical frameworks that demonstrate an understanding of how specific societal contexts of governance, conflict history, economic conditions and social fragmentation contribute to inequities and to rectifying them.

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

16. Worked well independently *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

17. Practices & demonstrates self-reflection *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

18. Followed through with all tasks *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

19. Took responsibility for problems and worked effectively toward solutions *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

20. Demonstrated effective time management *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

21. Worked effectively within the organizational structure *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

22. Completed all assignments identified in the MOU *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

23. Came well-prepared with skills/knowledge from course work *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

24. Demonstrates an ability to adapt to changing circumstances *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

25. Intern models high ethical standards *

Students can identify ethical dilemmas, particularly those related to core values and recommend remedies within public service organizations and offer defensible strategies to address them.

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

MPA Core
Competencies

Using the rating scale below, please indicate the degree of competence the student has demonstrated in each skill area during the internship experience.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

26. Writes clear and concise communications *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

27. Organizes thought and evidence in a logical sequence *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

28. Articulate ideas well *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

29. Communicates at a level appropriate for the intended audience *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

30. Communicates well through formal presentations *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

31. Effectively applies research/theory to public problems *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

32. Understands and interprets trends and debates in administration *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

33. Gathers information from a variety of sources *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

34. Distinguishes between sources of information on the basis of quality *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

35. Identifies and applies appropriate analytical techniques *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

36. Interprets results effectively *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

37. Prepares appropriate graphical representations of data *

Mark only one oval.

- 1= No apparent competence
- 2= A small degree of competence
- 3= A moderate degree of competence
- 4= A significant degree of competence
- 5= Full competence
- NA= I have no basis on which to judge

Supervisor Specific Questions

38. Were you adequately informed of your responsibilities regarding this internship? *

Mark only one oval.

- Yes
- No

39. Were you satisfied with the communications with and responsiveness of the department staff/faculty? *

Mark only one oval.

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

40. Additional Comments:

Thank You for Completing the Final Internship Evaluation and for Hosting an MPA Intern!

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