

IACBE

Advancing Academic Quality in
Business Education Worldwide



Example of a Supervisor
Evaluation of Internship Rubric



Example of a Supervisor Evaluation of Internship Rubric

Scenario: The School of Management at the International Academy of Commerce and Business Enterprise offers a Bachelor of Business Administration degree. The school has identified the following intended student learning outcomes (ISLOs) for the program:

1. Students will be able to identify the principal concepts, theories, and practices in the functional areas of business. (*Business Functional Areas*)
2. Students will be able to recognize the relevant theories and principles associated with the economic environment of business. (*Economic Environment*)
3. Students will be able to evaluate the social and natural environments of business and apply them to the development of managerial strategy. (*Social and Natural Environments*)
4. Students will be able to recognize legal and ethical principles in business and apply them to organizational decision making. (*Legal/Ethical Principles*)
5. Students will be able to evaluate the global dimensions of business. (*Global Dimensions*)
6. Students will be able to employ appropriate quantitative methods and use relevant information technology in support of business decision making. (*Technical Skills*)
7. Students will be able to construct coherent written forms of communication. (*Written Communication Skills*)
8. Students will be able to compose and present effective oral forms of communication. (*Oral Communication Skills*)
9. Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making. (*Analytical/Critical-Thinking Skills*)
10. Students will be able to demonstrate effective leadership abilities for the purpose of organizational growth and change. (*Leadership Abilities*)
11. Students will be able to demonstrate effective interpersonal skills and the ability to work successfully in teams of diverse composition. (*Interpersonal and Teamwork Skills*)

In order to assess these intended learning outcomes, the School of Management is using a comprehensive end-of-program examination as one of its direct measures of student learning. The examination is used to assess intended outcomes #1–#5. The school's second direct measure of student learning is a required internship that is completed during the final year of the program. The internship is used to assess intended outcomes #6–#11.

The evaluation rubric below is used by the students' internship supervisors for assessing student performance in the internship, and can be used both for assigning a grade or mark to the internship and for the purpose of program-level assessment based on the internship, i.e., for assessing the programmatic intended student learning outcomes in the BBA.

(Note: Depending on the type of internship, the learning agreement objectives mentioned in the rubric can be designed to include some or all of the programmatic intended student learning outcomes.)

International Academy of Commerce and Business Enterprise

School of Management

Supervisor Evaluation of Internship Rubric

Student Intern: _____

Host Company/Organization: _____

Mailing Address: _____

City, State or Province: _____

Zip or Postal Code, Country: _____

Internship Supervisor: _____

Supervisor Position/Title: _____

Supervisor Phone Number: _____

Supervisor Email: _____

Date of Evaluation: _____

The purpose of this assessment is to provide the student intern with constructive feedback on his/her internship experience. This evaluation form should be completed by the internship site supervisor or the individual who is most closely responsible for supervising the intern's work assignments.

The student's grade is partially based on your evaluation of his/her performance on each of the internship dimensions identified below. Use the evaluation rubric to assess the student's performance on each dimension by specifying a score based on the performance ratings and descriptors delineated in the rubric form. Candid and objective comments regarding the student's performance are also very much appreciated. Please add your relevant comments in the space provided in the form.

Achievement of Learning Agreement Objectives: The extent to which the student accomplishes the stated learning objectives as specified in the internship learning agreement

Quality of Work: The degree to which the student's work is thorough, accurate, and completed in a timely manner

Ability to Learn: The extent to which the student asks relevant questions; seeks out additional information from appropriate sources; understands new concepts/ideas/work assignments; and is willing to make needed changes and improvements

Initiative and Creativity: The degree to which the student is self-motivated; seeks out challenges/more work; approaches and solves problems on his/her own; and develops innovative and creative ideas/solutions/options

Character Traits: The extent to which the student demonstrates a confident and positive attitude; exhibits honesty and integrity on the job; is aware of and sensitive to ethical and diversity issues; and behaves in an ethical and professional manner

Dependability: The degree to which the student is reliable; follows instructions and appropriate procedures; is attentive to detail; and requires supervision

Attendance and Punctuality: The degree to which the student reports to work as scheduled and on-time

Organizational Fit: The extent to which the student understands and supports the organization’s mission, vision, and goals; adapts to organizational norms, expectations, and culture; and functions within appropriate authority and decision-making channels

Response to Supervision: The degree to which the student seeks supervision when necessary; is receptive to constructive criticism and advice from his/her supervisor; implements suggestions from his/her supervisor; and is willing to explore personal strengths and areas for improvement

Supervisor Evaluation of Internship – Grading Rubric						
Evaluation Dimensions	Performance Rating					Score
	Needs Improvement		Meets Expectations		Excellent	
	1	2	3	4	5 6	
Internship Evaluation Dimensions – Grading Criteria						
Achievement of Learning Agreement Objectives	Accomplished few if any learning objectives as specified in the internship learning agreement		Accomplished most learning objectives as specified in the internship learning agreement		Met or exceeded all learning objectives as specified in the internship learning agreement	
	Comments:					
Quality of Work	Work was done in a careless manner and was of erratic quality; work assignments were usually late and required review; made numerous errors		With a few minor exceptions, adequately performed most work requirements; most work assignments submitted in a timely manner; made occasional errors		Thoroughly and accurately performed all work requirements; submitted all work assignments on time; made few if any errors	
	Comments:					
Ability to Learn	Asked few if any questions and rarely sought out additional information from appropriate sources; was unable or slow to understand new concepts, ideas, and work assignments; was unable or unwilling to recognize mistakes and was not receptive to making needed changes and improvements		In most cases, asked relevant questions and sought out additional information from appropriate sources; exhibited acceptable understanding of new concepts, ideas, and work assignments; was usually willing to take responsibility for mistakes and to make needed changes and improvements		Consistently asked relevant questions and sought out additional information from appropriate sources; very quickly understood new concepts, ideas, and work assignments; was always willing to take responsibility for mistakes and to make needed changes and improvements	
	Comments:					
Initiative and Creativity	Had little observable drive and required close supervision; showed little if any interest in meeting standards; did not seek out additional work and frequently procrastinated in completing assignments; suggested no new ideas or options		Worked without extensive supervision; in some cases, found problems to solve and sometimes asked for additional work assignments; normally set his/her own goals and, in a few cases, tried to exceed requirements; offered some creative ideas		Was a self-starter; consistently sought new challenges and asked for additional work assignments; regularly approached and solved problems independently; frequently proposed innovative and creative ideas, solutions, and/or options	
	Comments:					
Character Traits	Was insecure and timid, and/or regularly exhibited a negative attitude; was dishonest and/or showed a lack of integrity on several occasions; was unable to recognize and/or was insensitive to ethical and diversity issues; displayed significant lapses in ethical and professional behavior		Except in a few minor instances, demonstrated a confident and positive attitude; regularly exhibited honesty and integrity in the workplace; was usually aware of and sensitive to ethical and diversity issues on the job; normally behaved in an ethical and professional manner		Demonstrated an exceptionally confident and positive attitude; consistently exhibited honesty and integrity in the workplace; was keenly aware of and deeply sensitive to ethical and diversity issues on the job; always behaved in an ethical and professional manner	
	Comments:					

Supervisor Evaluation of Internship – Grading Rubric

Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Meets Expectations		Excellent		
	1	2	3	4	5	6	
Internship Evaluation Dimensions – Grading Criteria							
Dependability	Was generally unreliable in completing work assignments; did not follow instructions and procedures promptly or accurately; was careless, and work needed constant follow-up; required close supervision		Was generally reliable in completing tasks; normally followed instructions and procedures; was usually attentive to detail, but work had to be reviewed occasionally; functioned with only moderate supervision		Was consistently reliable in completing work assignments; always followed instructions and procedures well; was careful and extremely attentive to detail; required little or minimum supervision		
	Comments:						
Attendance and Punctuality	Was absent excessively and/or was almost always late for work		Was never absent and almost always on time; or usually reported to work as scheduled, but was always on time; or usually reported to work as scheduled and was almost always on-time		Always reported to work as scheduled with no absences, and was always on-time		
	Comments:						
Organizational Fit	Was unwilling or unable to understand and support the organization’s mission, vision, and goals; exhibited difficulty in adapting to organizational norms, expectations, and culture; frequently seemed to disregard appropriate authority and decision-making channels		Adequately understood and supported the organization’s mission, vision, and goals; satisfactorily adapted to organizational norms, expectations, and culture; generally functioned within appropriate authority and decision-making channels		Completely understood and fully supported the organization’s mission, vision, and goals; readily and successfully adapted to organizational norms, expectations, and culture; consistently functioned within appropriate authority and decision-making channels		
	Comments:						
Response to Supervision	Rarely sought supervision when necessary; was unwilling to accept constructive criticism and advice; seldom if ever implemented supervisor suggestions; was usually unwilling to explore personal strengths and areas for improvement		On occasion, sought supervision when necessary; was generally receptive to constructive criticism and advice; implemented supervisor suggestions in most cases; was usually willing to explore personal strengths and areas for improvement		Actively sought supervision when necessary; was always receptive to constructive criticism and advice; successfully implemented supervisor suggestions when offered; was always willing to explore personal strengths and areas for improvement		
	Comments:						

Summary Performance Ratings on Internship

Evaluation Criteria	Score
Achievement of Learning Agreement Objectives	
Quality of Work	
Ability to Learn	
Initiative and Creativity	
Character Traits	
Dependability	
Attendance and Punctuality	
Organizational Fit	
Response to Supervision	
Total Score	

For the purpose of overall program-level evaluation, the School of Management has identified several learning outcomes that it expects students, including its student interns, to have achieved upon graduation from the Bachelor of Business Administration program. We would very much appreciate your assistance in evaluating the extent to which the student intern has acquired the skills and abilities as identified in these outcomes.

For each of the intended student learning outcomes (ISLOs) identified below and based on the student’s performance in the internship, please use the evaluation rubric to assess the extent to which the student achieved that outcome by specifying a score based on the performance ratings and descriptors delineated in the rubric form. Candid and objective comments regarding the student’s performance are also very much appreciated. Please add your relevant comments in the space provided in the form.

Technical Skills: Students will be able to employ appropriate quantitative methods and use relevant information technology in support of business decision making.

Written Communication Skills: Students will be able to construct coherent written forms of communication.

Oral Communication Skills: Students will be able to compose and present effective oral forms of communication.

Analytical/Critical Thinking Skills: Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making.

Leadership Abilities: Students will be able to demonstrate effective leadership abilities for the purpose of organizational growth and change.

Interpersonal and Teamwork Skills: Students will be able to demonstrate effective interpersonal skills and the ability to work successfully in teams of diverse composition.

Supervisor Evaluation of Internship – Program-Level Assessment Rubric						
Evaluation Dimensions	Performance Rating					Score
	Beginning		Competent		Accomplished	
	1	2	3	4	5	
Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)						
Technical Skills	Had difficulty in understanding and applying quantitative methods appropriate to the job; exhibited limited facility with relevant information technology, including word processing, spreadsheet, database, and presentation software, in the development of work products and the completion of work assignments	Satisfactorily employed quantitative methods appropriate to the job; in most cases, adequately utilized relevant information technology, including word processing, spreadsheet, database, and presentation software, in the development of work products and the completion of work assignments		Effectively employed quantitative methods appropriate to the job; successfully and proficiently utilized relevant information technology, including word processing, spreadsheet, database, and presentation software, in the development of work products and the completion of work assignments		
	Comments:					
Written Communication Skills	Written work products displayed inadequate organization and/or development making the work difficult to follow; the written work products exhibited multiple errors in grammar, sentence structure, and/or spelling; unacceptable writing skills (e.g., weaknesses in language facility and mechanics) hindered readability and contributed to ineffective work products	Written work products exhibited satisfactory organization and development; written work products were readable and easy to follow with only a few lapses; used good language conventions and mechanics with a few minor errors in spelling, grammar, sentence structure, and/or punctuation; written work products met expectations in this area		Written work products were effectively organized and developed and were easily understood; readability of written work products was enhanced by facility in language use, excellent mechanics, and syntactic variety; used language conventions effectively (e.g., spelling, punctuation, sentence structure, paragraphing, grammar, etc.)		
	Comments:					

Supervisor Evaluation of Internship – Program-Level Assessment Rubric

Evaluation Dimensions	Performance Rating						Score
	Beginning		Competent		Accomplished		
	1	2	3	4	5	6	
Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)							
Oral Communication Skills	Presentations could not be understood because there was no logical sequencing of information; intern used superfluous or no graphics; graphics did not support or relate to work assignments; intern read most or all of the work assignment information with little or no eye contact; intern mumbled, incorrectly pronounced terms, and/or spoke too quietly; presentations rambled, were unclear, and could not be followed by the audience; intern lacked confidence, was uncomfortable, and could not answer basic questions	Work assignments were presented in a sequence that the audience could follow; graphics supported and were related to the work assignments; intern maintained eye contact with the audience with a few minor exceptions; intern read from notes on a few occasions; intern used good voice dynamics and clearly enunciated terms; intern was comfortable for the most part and adequately answered questions; overall, the presentations were delivered in a satisfactory manner and met expectations with respect to oral communication skills	Work assignments were presented in a logical, interesting, and effective sequence, which the audience could easily follow; presentations used effective graphics to explain and reinforce the information presented; intern maintained eye contact with audience, seldom returning to notes; intern spoke in a clear voice and used correct, precise pronunciation of terms; presentations were thorough, clear, compelling, informative, and professionally delivered; intern was confident, comfortable, and answered questions effectively				
	Comments:						
Analytical/Critical Thinking Skills	Presented little if any analysis in work assignments; rarely sought out additional information from other sources and/or considered differing perspectives; presented few solutions, alternatives, or options to problems in work assignments, or solutions, alternatives, or options were often inaccurate, inconsistent, and/or not justified; ideas were presented in a vague manner	Adequately assessed and presented information from some sources and perspectives with only minor inconsistencies, irrelevancies, or omissions; satisfactorily outlined solutions, alternatives, or options for some work assignment problems that were logical and consistent; in most cases, developed solutions, alternatives, or options in a clear manner	Accurately and appropriately evaluated and interpreted relevant information from a variety of sources and perspectives; developed and justified multiple solutions, alternatives, or options for a variety of work assignment problems; solutions, alternatives, or options were clear, coherent, well supported, logically consistent, and complete				
	Comments:						
Leadership Abilities	Displayed only a limited ability to guide, encourage, and motivate others toward identified goals; focused excessive attention to the task or to interpersonal relations in work groups; asked for ideas, suggestions, and opinions but, in many cases, neglected to consider them; on occasion, showed favoritism to one or more work group members; rarely recognized, encouraged, or involved work group members	Evidenced an ability to guide, encourage, and motivate others toward identified goals; balanced the need for task accomplishment with the needs of work group members; showed understanding and support of work group members; sought and respected others' opinions; sought agreement with and acceptance of ideas and plans of action; provided recognition of and encouragement to work group members	Demonstrated proficiency on each of the leadership dimensions listed under the 'competent' performance level, plus: listened actively, and acknowledged and built on others' ideas; engaged all work group members; kept work groups on track as needed; intervened when tasks were not moving toward goals; involved work group members in setting challenging goals and planning for their accomplishment				
	Comments:						

Supervisor Evaluation of Internship – Program-Level Assessment Rubric

Evaluation Dimensions	Performance Rating						Score
	Beginning		Competent		Accomplished		
	1	2	3	4	5	6	
Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)							
Interpersonal and Teamwork Skills	Exhibited little or no ability or willingness to interact and communicate with co-workers; could not manage or resolve conflicts, and/or often antagonized others; was unwilling or reluctant to accept constructive criticism and advice; was often unprepared for group/team meetings; frequently let others set and pursue goals and agendas; regularly seemed uninterested in others' ideas and opinions; on most occasions, passively observed group/team meetings and said little or nothing; rarely encouraged or acknowledged the work of other group/team members; exhibited inconsistent meeting attendance record, and others often had to assume the intern's responsibilities	Demonstrated an acceptable ability to interact and communicate with co-workers; adequately managed and resolved conflicts; accepted constructive criticism and advice in most cases; was adequately prepared for group/team meetings; sometimes contributed to setting group/team goals and agendas; listened to others in an active and attentive manner; almost always supported and contributed to a team atmosphere; satisfactorily participated in meetings or group settings; encouraged and acknowledged the work of other group/team members on most occasions; accepted an appropriate share of the group's/team's responsibilities	Demonstrated proficiency in interacting and communicating with co-workers; managed and resolved conflicts in an effective manner; sought and willingly accepted constructive criticism and advice; was well-prepared in advance for group/team meetings; actively and successfully contributed to setting group/team goals and agendas; listened to others in an active and attentive manner; always supported and contributed to a team atmosphere; effectively participated in meetings or group settings; consistently encouraged and acknowledged the work of other group/team members; willingly and regularly accepted an appropriate share of the group's/team's responsibilities				
	Comments:						

Summary Performance Ratings on Programmatic ISLOs

ISLOs/Program-Level Assessment Criteria	Score
Technical Skills	
Written Communication Skills	
Oral Communication Skills	
Analytical/Critical-Thinking Skills	
Leadership Abilities	
Interpersonal and Teamwork Skills	

Overall Performance Evaluation of Student Intern

Outstanding	Very Good	Satisfactory	Marginal	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

I have reviewed this evaluation with the student intern.	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
If yes, the date of review:	Date of Review	
Comments:		

If a position were available within your company/organization, would you recommend this student for employment?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Your Evaluation of Internship Program				
We would very much appreciate your rating of our internship program and any suggestions that you may have for improving the program:				
Outstanding	Very Good	Satisfactory	Marginal	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suggestions for improvement:				

 Supervisor Signature _____ Date

Thank you very much for participating in our internship program and for taking the time to complete this evaluation. Your appraisal of our student's performance and your associated comments provide valuable feedback in our efforts at continuous improvement of our degree and internship programs.

We appreciate the time and effort that you have contributed to the program's success and to the success of your intern. We hope that it was a positive learning experience for you both.