

Example of a Supervisor

Evaluation of Internship Rubric

International Accreditation Council for Business Education

11374 Strang Line Road

Lenexa, Kansas 66215, USA

**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**

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| --- | --- |
| 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

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| **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**:  |

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| **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**:  |

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| **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.

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| **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)** |
| **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**:  |

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| **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**:  |

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| **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**:  |

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| **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 |  |

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| **Overall Performance Evaluation of Student Intern** |
| **Outstanding** | **Very Good** | **Satisfactory** | **Marginal** | **Unsatisfactory** |
| ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |
| **Comments:**  |

|  |  |  |
| --- | --- | --- |
| I have reviewed this evaluation with the student intern. | **Yes** | **No** |
| ⬜ | ⬜ |
| 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** |
| ⬜ | ⬜ |
| **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** |
| ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |
| **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. |