

BAYWORK Internship Guidebook

Appendix 1

Utilities

Additional Program Information and Materials

BAYWORK Internship Guidebook

Appendix 1-I

Santa Clara Valley Water District

Additional Program Information and Materials

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Ingrid Bella
Email	ingridbella@valleywater.org
Phone	408-630-3171
Website	http://www.valleywater.org/SummerInternships/
Internship Overview	
Internship Program Name	Summer Internship Program
Employer of Record	Johnson Temporary Service
Intern Job Classification	Intern
Internship Level (check all that apply)	☐ Middle School ☐ Community College ☐ High School ☐ University ☐ Other: Community College and University Only (couldn't check the boxes)
Eligibility Criteria	• Be enrolled in an accredited undergraduate (Junior or Senior) or graduate level community college or college/university program and not have participated in the district's Summer Internship Program in past years • Be enrolled in the Fall 2015 session • Be fluent in both written and spoken English to be eligible to participate in the program • Have an overall GPA of 2.75 or higher • Provide proof of legal right to work in the United States • Pass a pre-employment screening process to include reference checks and a background/criminal check • Proof of enrollment will be required prior to start of assignment • Be able to work full-time (40 hours/week) during the Summer Internship Program (June to August)
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	Summer internships in the Administration area are generally in an office environment, however, internships in Water Utility and Watershed Operations can have field work environments. Partial office, partial field depending on the internship.
Number of Interns in Program	20-25 per summer
Internship Detail	
Mission Statement	

Internship Informational Form (Employer)

<i>What is the program mission statement?</i>	The Summer Internship Program provides students with a work experience to give him/her a realistic exposure to an organizational public sector environment as well as to provide students seeking careers in the water industry an opportunity to enhance their academic background. This experience should develop the student's awareness of the internal dynamics of an organization and of the value and attitudes of public employees to both their clientele and their administrative-political superiors. The internship also gives the student the opportunity to become aware of his/her obligations as a professional and to the public. Ultimately, we would like to influence their choice to choose a career working in the water industry.
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Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	This is our third year offering a structured Summer Internship Program. The internship is between June and August and is open to students enrolled in an accredited community college, undergrad (Junior and Senior), graduate programs and must be enrolled in the Fall. It was designed taking the best practices from a variety of industries as well as other water and waste water agencies. Interns are assigned mentors, receive professional development training, participate in networking events, attend meetings with executives, and tour a water treatment plant and water quality lab. Interns are expected to prepare a Capstone presentation at the end of their internship. This program is designed to broaden the intern's knowledge of the Santa Clara Valley Water District and how we serve our community. To ensure the Summer Internship Program remains beneficial to the district and interns, ongoing feedback will be solicited on the program's effectiveness which will help improve the program for future participants. Internship opportunities are available in three business areas of the district: Administration, Water Utility and Watersheds
<i>Please elaborate on the most successful component(s) of your internship program.</i>	The cohort approach to the summer internship is one of the more successful aspects of our program. Interns start about the same time in June, but an official orientation is held where they all meet each other, learn which school they attend, take a walking tour together, and have a schedule of various learning events they will do together as well (see sample events schedule).
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	E-mail before they start (welcoming them to the unit by their mentor and manager. A mentor is assigned as well as a manager for each intern. Each intern will design a learning plan with their mentor to ensure expectations are clear for both the student and the mentor (see sample learning plan). The manager will finish the learning plan by giving the intern an evaluation at the end with constructive feedback. Each intern will make a presentation about their learning experience during the internship and the audience includes fellow interns and

Internship Informational Form (Employer)

	managers/mentors of the program (see sample PPT slide) A survey is conducted of the interns each year to learn what can be improved and continued (see sample survey results 2014).
History/Development of Program	
<i>How did the program come to be?</i>	The chief operating officer of the water utility enterprise requested that a structured internship be developed to create awareness and provide students with useful experience in the water industry. This internship would be a summer internship and would co-exist with the current year-round student temps that we employ part-time year round. Research was conducted on best in class internship programs including District of Columbia (DC) water and sewer authority and the San Diego Water Authority as well as professional water association white papers. The water utility piloted the program with eight internships which soon expanded to 10 because managers were willing to commit to mentor more. Two other business areas (Watersheds and Administration) decided to join the pilot as well, and so the internship program was expanded to 20 summer internships the first year.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	We make a list of colleges in the area we want to directly advertise with and prepare a flyer (see sample flyer). We also use Cal Opps which posts the internships in all university career centers sites. We also post with BAYWORK. Org. Our communication's group put our job advertisement on social media and we got a significant response to that. We create a special webpage on Valleywater.org that showcases the internships, pay, and how to apply. In 2014, we received over 200 applications. This year, we decided to advertise in the month of March but only allow students to apply during one week (March 23-27) and we still received 250 applications for 25 internship positions. We also restricted the applicants to only new applicants to give more opportunities (if you were part of a past summer internship, you did not qualify).
<i>What recruitment strategies worked best?</i>	Word of mouth from the students seems to be working as well our other advertisement strategies. Social Media seemed to be a new feature this year that we will continue.
Partners	
<i>What other entities partnered with your internship program?</i>	The ICMA Next Gen Silicon Valley is trying to rally other public agencies in the bay area to create summer internships and they have been using SCVWD program as a model. We also share information on workshops that they offer during the summer and encourage our interns to attend (see attachment).
<i>Were there any challenges associated with the partnership? (if applicable)</i>	n/a

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	The opportunities were advertised for about a month and application period restricted to one week. Information about the internships was on our website as well as BAYWORK and Cal Ops. Students had to go through NEO Gov to apply during the one week period. They needed to submit their application, resume and unofficial transcripts.
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	While year-round student temps earn a higher hourly rate (\$18-\$25 per hour), the summer internship rate is \$15 because there is more of a learning component than just performing straight work. However, we may consider bringing that rate up a bit as the labor market for interns has become more competitive.
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	The summer internship period is June through August, give or take a few weeks on each end. Students are expected to work 40 hours a week. Some students are invited to stay on as student temps.
Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	First, the employer of record is the temp agency. We also require the interns to go through Health and Safety Training, EEO Training, and any particular training they might need if they are going into the field.

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	We found that student temps that are working part-time throughout the year felt left out of the special field trips and presentations we planned for the summer interns. While we call the student temps "interns" they are not in a structured program with learning plan, mentor, capstone presentations, etc. To offset them feeling left out, we do invite them to participate in the field trips and presentations.
<i>How do you measure the success of your program?</i>	We have not created specific metrics except the satisfaction rate of the students and whether they would return to work for the district. In the coming year, we want to be able to track how many regular employees we hire that have some kind of internship or student temp experience prior to joining us as a regular employee.
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	Not enough. This will be one of our lesson learned that we need to get on to doing. The Board is very supportive of the program (we introduce the student to the Board) but they will soon be asking for these number, and we want to be able give them the results.
<i>Please share any lessons learned!</i>	We have designed a program that looks great to the students and the outside but where we need to put more work is in streamlining our internal processes. Right now we have three Sr. Management Analysts and one HR Manager running the program and it takes a lot of time to plan and implement the program. Creating the Schedule, incorporating improvements from the prior year, customizing the application, designing the job posting, posting the jobs, advertising, taking calls, PDFing the application packets from NeoGov and disseminating it to the analysts to organize by interests and get them to the mentors/manager, scheduling interviews, collecting interview packets, making offers, contacting those that did not receive an internship, preparing the materials and schedule of events in time for the orientation, scheduling the CEO and the Chiefs for the orientation and their presentations (see samples of Orientation agenda and flyer on presentations from the Chiefs), scheduling the events, having the orientation, making sure interns have their work spaces set up, IT set up, new hire training, background checks, etc. This is not a light task. We want to hire a temp to help us next year as there were a lot of things to take care of on top of all ready busy jobs. We need to design metrics. Training for new mentors.
Program Outcomes/Statistics	

Internship Informational Form (Employer)

<i>Please provide any quotes from internship participants, if available.</i>	I just wanted to let you know that I got a job offer for a water resources position at H2M, an environmental consulting firm based in the northeast. I wanted to thank you for everything last summer because my experiences at the District definitely helped; it came up with basically every person I interviewed with and they were all really pleased that I had some experience using GIS. I also applied to the Master of Engineering program at Cornell with a concentration in Environmental and Water Resource Systems and a minor in Engineering Management, but I think I'm going defer to work for a year or two before I go back just to make sure that it's something that I really enjoy before I decide to invest in an M.Eng. Thank you again for being a great mentor last summer! I hope that you and your family had a happy new year! Best, Felice
<i>Please provide any statistics of job placement for former interns, if available.</i>	This year we hired a limited term Assistant Engineer that was an intern in our pilot summer internship program. We also have at least five students that have come back as year-round student temps during the school year.
<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	Jose De Guzman, Assistant Engineer
Additional Information	
<i>Feel free to provide any additional information.</i>	

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfwater.org or Catherine Curtis at CCurtis@sfwater.org.

Internship Informational Form (Former Interns)

Internship Overview	
Name of Former Intern (not required)	Jose Ramon De Guzman
Current Email Contact of Former Intern (not required)	jdeguzman@valleywater.org
Current Phone Number of Former Intern (not required)	(408)644-5274
Host Organization Name (not required)	Santa Clara Valley Water District
Host Organization Classification (public, private, NGO, etc.)	Public
Host Organization Field/Discipline (engineering, medicine, finance, hospitality, etc.)	Water Resources/Engineering
Intern Job Title	
Grade Level During Internship (check one)	☐ Middle School ☐ Community College ☐ High School ☒ University ☐ Other: _____
Years Since Internship End (approx.)	2 years
Number of Additional Interns in Program	10
Internship Detail	
Program Overview Feedback	
<i>Please list key lessons that you learned from your internship.</i>	Key lessons: - Good communication skills with co-workers/supervisor/clients is important to make work easier - Good public speaking skills are important especially when you are an engineer that wants to convey their ideas or project to the public/ managers/ company owners/ clients - Time management is a very real aspect of the work environment and is important when you work on multiple projects

Internship Informational Form (Former Interns)

<i>Please suggest at least one aspect of the internship program that you would consider a success.</i>	I think that the whole internship program being structured was a success. Because it was a structured program in which there was mandatory meetings, presentations, field trips, and training that we had to attend along with specific work goals we should meet provided the interns with real insight to the Water District and allowed them to leave the internship with experience and a sense of completion and contribution to the real world.
<i>Please give at least one suggestion for improving the internship program.</i>	The hiring process should be shorter to allow more of the students vacation time to work in the internship.
Recruitment	
<i>How did you find out about the internship position?</i>	Through the MESA engineering program at San Jose State University.
<i>Please list any ideas you have for improving the recruitment efforts, if applicable.</i>	None, I found out about the opportunity with plenty of time to apply.
Selection Process	
<i>Please briefly describe the application and interview process.</i>	The application was to be completed online, along with the typical application; supplemental questions were part of the application process. The supplemental questions asked about what kind of courses and software programs I am learning at the university and how they will allow me to be a good fit for the position. The supplemental questions are graded on a scale, those that score well on the questions get called in for an interview. The interview consists of a panel of 3 people, each hiring managers, and they ask you questions such as a; Strengths? Weaknesses? How school has prepared you for position? You are graded on your responses and if you score high enough in the interview you are elected for the position.
<i>Were there any aspects of the selection process that should be continued? Please explain.</i>	Yes, I believe that the process in general is a good one. You get the opportunity to answer supplemental questions and then you are graded based on your response, and if you meet the grade requirement they will elect you for an interview in which you are graded again. It is an empirical process as long as you meet the minimum requirements you always have a chance to get the position without bias or preference.

Internship Informational Form (Former Interns)

<i>Were there any aspects of the selection process that could be improved? Please explain.</i>	The process was a long process it took nearly 3 months to complete the whole process. It was a little too long and the summer program was short because of this long hiring process.
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Internship Informational Form (Former Interns)

Orientation and Training	
<i>Did you receive an orientation?</i> <i>If yes, did you feel appropriately informed after your orientation? Why or why not?</i>	Yes the orientation was a very good one. Many staff members from the water district was present at the orientation to give the new interns insight to the history and the role of the water district within the community. The presentations and videos given at the orientation were very helpful in conveying the purpose, mission, and goals of the water district.
<i>Did you feel qualified to carry out the tasks assigned to you? Why or why not?</i>	Yes, I believe that San Jose State University does a great job of identifying the needs of engineering organizations in the field and addressing those needs by teaching the students the basic courses they need to be capable of carrying out tasks that will be assigned to us.
<i>Please list any training you were required to complete prior to your internship.</i>	Safety training, Ethics training
<i>If you completed training, did you feel appropriately prepared after your training? Why or why not?</i>	Yes, the safety and ethics training were very useful on a daily basis. The safety training included office safety, field safety, work place violence, defensive driving, confined space, hazardous materials, and fire prevention. All of these safety procedures are useful on daily basis to ensure the safety of all workers.

Internship Informational Form (Former Interns)

Guidance	
<i>Did you feel challenged in your internship? Why or why not?</i>	Yes, there were challenges that I faced in this internship. For instance I was asked to identify certain sections of a flood wall in a set of blue prints to estimate construction cost and I did not have much experience with reading blue prints. A co-worker suggested that I color code the different sections in the blue prints. I found this technique very useful and helped ease the learning curve of learning how to read the blue prints.
<i>Did you feel that you were given enough guidance or direction to complete your assignments?</i> <i>Please explain how the guidance/direction was provided and how it could have been improved, if applicable.</i>	Yes, my supervisors were very good at following up with all the questions I had. I had a lot of meetings with my supervisors to track the progress of my work, and to identify my next assignments. In general this process of having project meetings was very effective and kept me on the right track to complete my tasks.
<i>Did you feel comfortable asking your supervisor or coworkers questions when they arose? Why or why not?</i>	Yes, my supervisor and co-workers were very open to questions and responsive to my questions.
<i>Did you have a mentor in the internship program? If yes, what effect did your mentor have on your internship experience?</i>	I had many mentors/guiders that influenced my internship experience. I spoke with many people that had been working at the Water District for a long time and they all gave me advice on how to complete tasks where to go for help.

Internship Informational Form (Former Interns)

Purpose	
<i>Did you understand how your assignments were connected to the mission of the organization? Why or why not?</i>	Yes, I had the opportunity to work on a recycled water pipeline system in Gilroy, CA. And this project definitely highlighted the mission of the Water district to provide sustainable water to the community.
<i>Did you feel your work was meaningful? Why or why not?</i>	Yes, I had the opportunity to speak with land owners in order to acquire permits to complete preliminary investigations for the project, and some instances I had to convey the mission of the water district and the importance of the project I was working on. I had to convey to the land owner that they would be helping improve their community by allowing us to conduct investigations on their land.
Compensation	
<i>What compensation was provided to you, if any? (e.g., monetary, course credit, other)</i>	The internship was a paid internship. We were paid on an hourly basis and we received our pay bi-weekly.
<i>Did you feel that the compensation was appropriate for the level of services you provided as an intern? Why or why not?</i>	Yes

Internship Informational Form (Former Interns)

Career Path	
<i>What is your current occupation?</i>	I am an Assistant Engineer at the Water district working in the Design and Construction Unit
<i>Have you pursued a career in the field of your internship (for any duration)? Please explain.</i>	Yes, I am currently working in the field of my internship which is water resources.
<i>Did your internship inspire or dissuade you from pursuing a career in that field? Why or why not?</i>	Yes the internship did open my eyes to the water resources field in engineering. I enjoyed the type of work I did as an intern and inspired me to apply for a position within the same organization after I graduated from the University.
<i>Did you feel that your internship gave your necessary skills for your field? How so?</i>	Yes, since my internship was at the same organization that I currently work in, it was very helpful because once I got hired I was already familiar with the different processes that occur at the water district, with the resources that employees have available to them to complete tasks, and who to go to whenever you have questions.
Additional Information	
<i>Feel free to provide any additional information.</i>	Great internship program at the water district, even if you do not choose to go into the water resources field it is a great experience and there are many knowledgeable people to learn from at the water district that deal with other disciplines such as structural, geotechnical, and construction engineering.

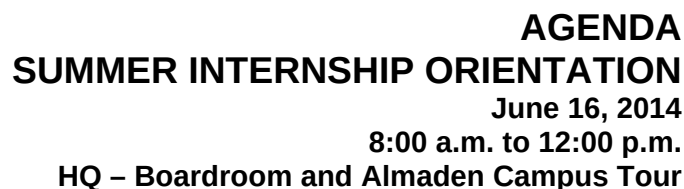
We would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfwater.org or Catherine Curtis at CCurtis@sfwater.org.



2014 SUMMER INTERNSHIP EVENTS CALENDAR

Summer Internship Orientation	Monday, June 16, 2014 HQ Boardroom 8AM – 12 PM
Brown Bag with Chief Administrative Officer (Jesus Nava) on Careers in Local Government	Tuesday, July 8, 2014 HQ Boardroom 12- 1 PM
Brown Bag with Chief Operating Officer of Watersheds (Norma Camacho)	Wednesday, July 9, 2014 HQ Boardroom 12-1 PM
ERG Ice Cream Social	Thursday, July 10, 2014 HQ Cafeteria Patio Area 12-1 PM Meet representatives from our Employee Resources Group (part of our Diversity and Inclusion Program). Complete a survey and be entered for a drawing and yummy ice cream too!
Brown Bag with Chief Operating Officer of the Water Utility Enterprise (Jim Fiedler) “Invest in Water” Presentation	Thursday, July 17, 2014 HQ Boardroom 12-1
Tour of the Santa Teresa Water Treatment Plant	Thursday, July 24, 2014 Santa Teresa Water Treatment Plant 7011 Graystone Lane, San Jose, CA 95120 9AM to 11AM Meet at the plant at 9AM Bring I.D. and Badge
Tour of the Water Quality Lab	Thursday, July 31, 2014 SCVWD Water Quality Lab HQ Campus
Summer Internship Capstone Presentations	August 12, 2014 from 12-1 in the HQ Boardroom Presentations by Water Utility Enterprise Interns August 13, 2014 from 12-1 in the HQ Boardroom Presentations by Watersheds and Administration Interns

[illegible]

Safety Training (10:25–10:30 a.m.) 1. Overview & Upcoming Scheduling	Paul Burnett
Almaden Campus Tour (10:30 – 11:30 a.m.) 1. Campus Vegetation 2. Drought Response & Water Conservation Efforts 3. Impact of Fish & Birds on Campus due to Drought 4. Solar Panels & Green Business	Marynka Rojas Subject Matter Experts: 1. Jennifer Codianne 2. Karen Koppett 3. Joe Chavez 4. Sarah Young
Obtain Security ID Badges (11:30-12:00)	Marynka Rojas
End of Orientation (12:00)	

2014 SUMMER INTERN ORIENTATION WALKING TOUR

June 16, 2014

10:30am-11:30am

TIME	WHO	LOCATION	TOPIC
10:30	Jennifer Codianne	Sidewalk near plant signs Walk to down path to bench next to recharge pond near HQ patio	Campus vegetation (drought resistant or tolerant and low water use plants, native species) – what work has been done regarding the types of plants we use for landscaping, water use reduction efforts
10:45	Karen Koppett	Recharge pond by bench near HQ patio Follow path to Guad (point out Water Quality Lab)	Drought and response –effects to recharge ponds and other district facilities, what District is doing in relation to the drought Water conservation efforts
11:00	Joe Chavez	Guad River (where flashboard dam was) Walk back down path to solar panels	Fish and birds around campus – what do we typically see? Effects of drought on campus wildlife
11:15	Sarah Young	Solar Panels and vehicle charging station, Admin parking lot	Green Business (solar panels, carbon emissions, electric vehicle charging station, etc) – what the District is doing to reduce carbon foot print, promote efficient energy usage Climate change response



SUMMER INTERNSHIP BROWN BAG SERIES

All District Employees, Interns, and Temps are welcome to bring a lunch and attend the following Brown Bag Presentations by the Chiefs. These presentations are part of the 2014 Summer Internship Program.



Jesus Nava, Chief Administrative Officer
Presenting on *Careers in Local Government*
Tuesday, July 8, 2014

HQ Boardroom
12-1 PM



Norma Camacho, Chief Operating Officer, WS
Presenting on *Watersheds*
Wednesday, July 9, 2014

HQ Boardroom
12-1 PM



Jim Fiedler, Chief Operating Officer, WUE
Presenting on *Invest in Water*
Thursday, July 17, 2014

HQ Boardroom
12-1 PM

☒ 1st Posting ☐ 2nd Posting ☐ 3rd Posting		Reason for Repost:	
Classification/Title: Summer Internship Program		Job Code:	Position Code:
Hiring Unit: Recruitment		Hiring Manager:	Analyst:
Appointing Authority:		Date Posted:	Final Filing Date:
EEO Category:	Labor Market Breakdown:	Total Cost: \$315.00 \$2,500 maximum per recruitment	
Employment Services Unit Manager Approval: Angelica Cruz			
Sign		Date	
SOURCES		ESTIMATED COST	ACTUAL COST
WEBSITES (ONLINE ADVERTISING) - Sites Used for All Recruitments as of 7-1-13			
☐ Craigslist.org.....	\$75.00		12-mo membership expires 4-16-14 No cost - Automatically posts (Contract with NeoGov)
☐ Hireveterans.com.....	\$0.00		
☒ Governmentjobs.com.....	\$0.00	\$0.00	
☐ Diversity.com.....	\$160.00		
☐ Recruitdisability.org.....	\$99.00		
SUBTOTAL			\$0.00
OTHER PUBLICATIONS/SITES			
BayWork website		\$0.00	
CalOpps.org		\$300.00	
Mustang Jobs (CalPoly)		\$15.00	
LinkedIn		\$0.00	
ICMA			
Next Generation			
Frank Benest - AC will send		\$0	
City of Palo Alto (Cash) - AC will send		\$0	
Industry Initiatives for Science & Math Education (IISME) - AC will send		\$0.00	
Local Publications (Communications Unit to provide listing)		\$0.00	
See attached for colleges/universities - AC will send		\$0.00	
TOTAL			\$315.00
Additional Advertising (automatic for all recruitments):			
◆ Placed on Twitter and Facebook by District Communications Unit (Marty Grimes)			
◆ Linked to our website: The Black Perspective, Hispanic Today, Veterans Enterprise, Women in Business & Industry			

CalOpps Agency Application for posting only

Name of Agency: Santa Clara Valley Water District

Address: 5750 Almaden Expressway, San Jose, CA 95118

Contact Name: Recruitment

Contact Phone: 1-408-630-2260

Contact Email: recruit@valleywater.org

Agency URL: <http://agency.governmentjobs.com/scvwd/default.cfm#search>

Agency Population:

Number of Employees: 731

Number of Job Classifications: 267

Initial Agency Profile (you may change the description at any time): The Santa Clara Valley Water District supplies clean, safe water, and provides flood protection and stewardship of streams, on behalf of Santa Clara County's 1.8 million residents.

The Santa Clara Valley Water District is the primary water resource agency for Santa Clara County, supplying wholesale water, providing flood protection and serving as environmental steward for clean, safe creeks and healthy ecosystems.

It serves approximately two million people in 15 cities: Campbell, Cupertino, Gilroy, Los Altos Hills, Milpitas, Monte Sereno, Morgan Hill, Mt. View, Palo Alto, San Jose, Santa Clara, Saratoga and Sunnyvale, and the towns of Los Altos and Los Gatos.

- As the county's water wholesaler, the water district makes sure there is enough **clean, safe water** for homes and businesses.

- As the agency responsible for local **flood protection**, the water district works diligently to protect Santa Clara Valley residents and businesses from the devastating effects of flooding.

- Our **stream stewardship** responsibilities include creek restoration and wildlife habitat projects, pollution prevention efforts and a commitment to natural flood protection.

CALOPPS Services Agreement

This Agreement is made and entered into as of the 6th day of February, 2014 by and between the Santa Clara Valley Water District, hereinafter referred to as "CLIENT" and the City of Foster City/Estero Municipal Improvement District, a Municipal Corporation, hereinafter referred to as "CITY/DISTRICT". CLIENT and CITY/DISTRICT shall be referred to hereinafter as the "PARTIES."

RECITALS

This Agreement is entered into with reference to the following facts and circumstances:

- A. That CLIENT has the need to secure expert consulting services to provide CLIENT with a system of posting a job announcement on an Internet employment website; and
- B. That CITY/DISTRICT is specially experienced and qualified to perform the specialized consulting services desired by the CLIENT and is willing to perform such services which shall be known as CalOpps; and
- C. That CLIENT has elected to engage the services of CITY/DISTRICT upon the terms and conditions as hereinafter set forth.

AGREEMENT

- 1. Services. The services to be performed by CITY/DISTRICT under this Agreement shall include those services listed above.
- 2. Term; Termination. (a) The term of this Agreement shall commence upon the date hereinabove written and continue until **June 30, 2014**.
- 3. Compensation; Expenses; Payment. CITY/DISTRICT shall provide CalOpps services to CLIENT annually pursuant to the following fee:
 - A. **Per posting fee of two hundred and fifty (\$250.00)** for summer internship postings.
 - B. Payment shall be due thirty (30) days after billing for same.
- 4. Authorization. This Agreement becomes effective when endorsed by both Parties in the space provided below.
- 5. Reliance on Professional Skill of CITY/DISTRICT. CITY/DISTRICT represents that it has the necessary professional skills to perform the services required and the CLIENT shall rely on such skills of the CITY/DISTRICT to do and perform the work. In performing services hereunder CITY/DISTRICT shall adhere to the standards generally prevailing for the performance of expert consulting services similar to those to be performed by CITY/DISTRICT hereunder.
- 6. Relationship of Parties. It is understood that the relationship of CITY/DISTRICT to the CLIENT is that of an independent contractor and all persons working for or under the direction of CITY/DISTRICT are its agents or employees and not agents or employees of the CLIENT.
- 7. Defaults/Remedies. The occurrence of any one or more of the following events shall constitute a material default or breach of this Agreement by CLIENT:

A. Failure by the CLIENT to make any payment of fees required under this Agreement where such failure shall continue for a period of fifteen (15) business days after written notice by CITY/DISTRICT.

In the event of a material default or breach by CLIENT, the CITY/DISTRICT may, without limiting the CITY/DISTRICT's rights or remedies, terminate CLIENT access to CalOpps website and all other services provided herein.

8. Indemnity. CLIENT hereby agrees to defend, indemnify, and save harmless CITY/District, its Council, boards, commissions, officers, employees and agents, from and against any and all claims, suits, actions, liability, loss, damage, expense, cost (including, without limitation, costs and fees of litigation) of every nature, kind or description, which may be brought against, or suffered or sustained by, CITY/DISTRICT, its Council, boards, commissions, officers, employees or agents caused by, or alleged to have been caused by, the negligence, intentional tortuous act or omission, or willful misconduct of CLIENT, its officers, employees or agents in the performance of any services or work pursuant to this Agreement.

CITY/DISTRICT hereby agrees to defend, indemnify, and save harmless CLIENT, its Council, boards, commissions, officers, employees and agents, from and against any and all claims, suits, actions, liability, loss, damage, expense, cost (including, without limitation, costs and fees of litigation) of every nature, kind or description, which may be brought against, or suffered or sustained by, CLIENT, its Council, boards, commissions, officers, employees or agents caused by, or alleged to have been caused by, the negligence, intentional tortuous act or omission, or willful misconduct of CITY/DISTRICT, its officers, employees or agents in the performance of any services or work pursuant to this Agreement.

PATENT INFRINGEMENT

CITY/DISTRICT shall indemnify and defend the CLIENT in any actions against the CLIENT to the extent that they are based on a claim of infringement for the use of CalOpps related to this Agreement, provided that CITY/DISTRICT is notified in writing of such claim. CITY/DISTRICT shall have the right to control the defense of all such claims, lawsuits and other proceedings. CLIENT shall use its best efforts to aid CITY/DISTRICT in conducting any such defense.

In case of a judgment adverse to the CLIENT or CITY/DISTRICT, CITY/DISTRICT shall make reasonable efforts to purchase the right to continued use of any infringing software on the CLIENT's behalf, or to modify CalOpps to make it non-infringing.

9. Notice. All notices required by this Agreement shall be given to the CITY/DISTRICT and CLIENT in writing, by first class mail, postage prepaid, addressed as follows:

CITY: City of Foster City
610 Foster City Boulevard
Foster City, CA 94404
Attention: HR Director

CLIENT: Santa Clara Valley Water District
5750 Almaden Expressway
San Jose, CA 95118-3686
Attn: Employee Recruitment Unit

10. Non-Assignment. This Agreement is not assignable either in whole or in part.
11. Amendments. This Agreement may be amended or modified only by written agreement signed by both Parties.

12. Validity. The invalidity in whole or in part of any provision of this Agreement shall not void or affect the validity of any other provision of this Agreement.
13. Governing Law. This Agreement shall be governed by the laws of the State of California and any suit or action initiated by either party shall be brought in the County of San Mateo, California. In the event of litigation between the Parties hereto to enforce any provision of the Agreement, the unsuccessful party will pay the reasonable attorney's fees and expenses of litigation of the successful party.
14. Mediation. Should any dispute arise out of this Agreement, the Parties shall first meet in mediation and attempt to reach a resolution with the assistance of a mutually acceptable mediator. Neither party shall be permitted to file legal action without first meeting at least once in mediation and making a good faith attempt to reach a mediated resolution. The costs of the mediator, if any, shall be paid equally by the Parties. If a mediated settlement is reached neither party shall be deemed the prevailing party for purposes of the settlement, and each party shall bear its own legal costs.

IN WITNESS WHEREOF, the PARTIES hereto have caused this Agreement to be executed on the date first above written by their respective officers duly authorized in that behalf.

CITY OF FOSTER CITY
A Municipal Corporation

Dated: _____

James C. Hardy, City Manager

ATTEST:

Dated: _____

Doris L. Palmer, City Clerk

Agency: Santa Clara Valley Water District

Dated: 2/6/14

Kelly Wright
PRINT NAME

Kelly Wright, Program Administrator
(SIGNATURE & TITLE)

Dated: _____

PRINT NAME

(SIGNATURE & TITLE)

CLIENT's Obligation

CLIENT shall provide to the CITY/DISTRICT a designated contact Administrator "the CLIENT Administrator". All communications from the CITY/DISTRICT to CLIENT will be through the CLIENT'S Administrator, or, in his/her absence, a designated alternate. The CLIENT'S Administrator will be responsible for minor maintenance work, including but not limited to, setting up and maintaining CLIENT's agency profile interface. The CLIENT'S Administrator shall disseminate all communication from the CITY/DISTRICT to the CLIENT as necessary.

CLIENT shall meet all deadlines for review of date timelines and database information. CLIENT shall not hold the CITY/DISTRICT liable for any database records deleted from system due to missed deadlines for review and download of database records.

Ownership of Hardware / Non CITY/DISTRICT Licensed Software

Hardware and software to support the CalOpps website is owned by the CITY/DISTRICT. CITY/DISTRICT shall obtain sufficient licenses for all software in use by all participating public agencies (CLIENTs) and public visitors using the CalOpps site. CLIENT's initial costs will allow the CITY/DISTRICT to invest in the technology under this Agreement. CITY/DISTRICT shall obtain and use an annual maintenance contract to fund maintenance and replacement costs for the hardware and software.

Ownership of CITY/DISTRICT Developed Software

All Cold Fusion code and database structure developed, as part of this Agreement is the property of the CITY/DISTRICT and shall be retained by CITY/DISTRICT if this Agreement is terminated. CLIENT is not permitted to use the ideas and code developed by CITY/DISTRICT for its own use.

All data entered into the database is the property of the CLIENT. CITY/DISTRICT shall have no right to use data stored and/or maintained in the CLIENT's database for any purpose other than testing as part of the development or maintenance of the web site as provided by this Agreement.

Domain Name

The CITY/DISTRICT owns and must maintain registration of the domain name CalOpps.org at all times. The CITY/DISTRICT shall be listed as the 'technical contact' for said domain name. The IP address assigned to CLIENT domain shall be owned by the CITY/DISTRICT and may be changed at anytime at the CITY/DISTRICT's discretion. CITY/DISTRICT shall maintain the domain registration and IP address at no additional cost to CLIENT.

Security Agreements

An administrator password will be provided to the Administrator. In addition, CLIENT shall be assigned passwords to update and access the site. It is the responsibility of the CLIENT to keep this information confidential. If any damage is done to the website via an assigned account, it is the responsibility of the CLIENT.

CITY/DISTRICT shall abide by the data privacy policy as established on the CalOpps website. CITY/DISTRICT shall use commercially reasonable best efforts to ensure the security and integrity of CLIENT's data, and shall use its best efforts to notify CLIENT of any known or suspected security breach within four business hours of occurrence of such breach.

Content Agreements

CLIENT shall be responsible for all content posted to the website by its authorized users.

CLIENT agrees to use its best efforts to ensure its content posted on the CalOpps site will not violate

any intellectual property rights, resell the services set forth in this Agreement, or engage in any illegal or fraudulent activities.

CLIENT shall not post any content that is (covered above) obscene, defamatory, harassing, abusive or threatening. CLIENT shall not be deemed to have violated this provision if CLIENT determined in good faith, after consulting legal counsel, that such content was not obscene, defamatory, harassing, abusive or threatening.

CITY/DISTRICT will cooperate fully with any law enforcement agency in connection with any and all illegal activities occurring on or through this service.

INSURANCE

(a) WORKERS' COMPENSATION. During the term of this Agreement, CITY/DISTRICT shall fully comply with the terms of the law of California concerning workers' compensation,

(b) GENERAL LIABILITY INSURANCE. CITY/DISTRICT shall obtain at its sole cost and keep in full force and effect during the term of this agreement commercial general liability insurance in the amount of \$1,000,000 per occurrence for bodily injury, personal injury, and property damage. Said insurance shall operate as primary insurance. Except as provided in Section 9 (Indemnity) of this agreement, no other insurance effected by the CLIENT or other named insureds will be called upon to cover a loss covered thereunder.

(c) AUTOMOBILE LIABILITY INSURANCE. CITY/DISTRICT shall obtain at its sole cost and keep in full force and effect during the term of this agreement automobile liability insurance in the amount of \$1,000,000 per occurrence covering bodily injury and property damage per occurrence. Said insurance shall operate as primary insurance for City/District employees. No other insurance effected by the CLIENT or other named insureds will be called upon to cover a loss covered thereunder.

(d) CERTIFICATES OF INSURANCE. CITY/DISTRICT shall provide that no cancellation, expiration, or nonrenewal will be made during the term of this agreement, without thirty (30) calendar days advance written notice to the Director of Human Resources.

(e) SELF-INSURANCE CERTIFICATION. It is understood that CITY/DISTRICT may be insured for one or more of the above insurance coverages by a self-insured program, and that evidence of coverage from such program, in lieu of commercial insurance, shall be satisfactory, provided all other conditions of coverage are satisfied.

2015 Paid Summer Internship Opportunities

Are you looking for a fun and unique internship opportunity?

Application Period: February 23-27, 2015

The Santa Clara Valley Water District is an excellent place where you can explore your chosen career path, develop industry specific skills and knowledge, and increase your professional network. If you are keen to convert your skills, ambition and academic accomplishments to real-world success, the Santa Clara Valley Water District would like to invite you to participate in our Summer Internship Program and become part of our network of like-minded current and future business leaders.

Summer internship assignments will be available June to August. The pay rate is \$15.00 per hour full time.

The Summer Internship is open to students enrolled in an accredited community college, undergraduate (Junior and Senior), graduate program and must be enrolled in the Fall 2015 session.

A total of 28 summer internship opportunities are available in various disciplines, such as:

- Accounting
- Biology
- Business
- Chemistry
- Engineering
- Environmental Services
- Finance
- Geology
- Hydrology/Hydrography
- IT and Computer Science Technology
- Planning (Environmental/Urban)
- Political Science

For more information and to apply, please visit www.valleywater.org/SummerInternships

The Summer Internship Program provides students with a work experience to give him/her a realistic exposure to an organizational public sector environment as well as to provide students seeking careers in the water industry an opportunity to enhance their academic background. This experience should develop the student's awareness of the internal dynamics of an organization and of the value and attitudes of public employees to both their clientele and their administrative-political superiors. The internship also gives the student the opportunity to become aware of his/her obligations as a professional and to the public.

In addition, interns are assigned mentors, receive professional development training, participate in networking events, attend meetings with executives, and tour a water treatment plant and water quality lab. Interns are expected to prepare a Capstone presentation at the end of their internship.

This program is designed to broaden the intern's knowledge of the Santa Clara Valley Water District and how we serve our community. To ensure the Summer Internship Program remains beneficial to the district and interns, ongoing feedback will be solicited on the program's effectiveness which will help improve the program for future participants.

Eligibility

- Be enrolled in an accredited community college or university program as an undergraduate (Junior or Senior) or graduate level and not have participated in the district's Summer Internship Program in past years
- Have an overall GPA of 2.75 or higher
- Be enrolled in the Fall 2015 session
- Proof of enrollment will be required prior to start of assignment
- Be fluent in both written and spoken English to be eligible to participate in the program
- Provide proof of legal right to work in the United States
- Pass a pre-employment screening process to include reference checks and a background/criminal check
- Be able to work full-time (40 hours/week) during the Summer Internship Program (June to August)



	FY15 SUMMER INTERNSHIP PROGRAM (WATER UTILITY ENTERPRISE)						
	DIVISION <i>each Division can have 2 summer interns paid from HR Central Budget. Add another line if you have WUE projects where you would like to pay for extra summer interns and indicate project number.</i>	UNIT MANAGER AND MENTOR <i>Please indicate which unit this intern will work in and who the mentor will be for the term of the assignment .</i>	FIELD OF STUDY <i>Field of study you expect potential interns to be majoring in</i>	POTENTIAL ASSIGNMENT <i>Please describe the major body of work the intern will perform. This information will be used to post the job on the Internet and other recruitment sources.</i>	REQUIRED COURSES <i>Please list classes that potential interns should have completed to be considered for the summer internship</i>	MINIMUM SOFTWARE KNOWLEDGE <i>Indicate software or equipment that they should show they have sufficient experience/knowledge in for this internship</i>	PROJECT TO BE PAID FROM
1	Water Utility Operations & Maintenance	Laboratory Services Mentor - Greg Gibson	Chemistry, Biology, Microbiology, Environmental Science, Toxicology	The position will assist in the collection of water samples in the field and perform basic analysis for the purpose of operational and compliance support. May prepare microbiological media and clean various types of glassware and sample bottles. The person would need to have a clean California Drivers License to drive district vehicle.	Chemistry 1A & 1B, Biology or Microbiolgy with labs	Basic - Word, Excel, Power Point	HR - 60291042
2	Water Utility Technical Service	John Brosnan, Arvind Tailor	Electrical engineering, mechanical engineering, computer engineering, and computer science	This poistion will assist in updating engineering records, assett managmeent, and field vereifcation. The person would need to have a clean California Drivers License to drive district vehicle.	electric circuits, digital logic	Visual basic, MS office tools,	HR -0 60291042
3	Water Utility Technical Service	John Brosnan, James Bohan	Electrical engineering, mechanical engineering, computer engineering, and computer science	This poistion will assist in updating engineering records, engineering lab testing, and field vereifcation. The person would need to have a clean California Drivers License to drive district vehicle.	electric circuits, digital logic	Visual basic, MS office tools,	93761006
4	Water Utility Operations & Maintenance	566, Steve Twitchell	Water Treatment, environmental engineering, civil engineering,	Assist in the day to day activities within the operation of a water treatment plant. Major construction support on the ongoing construction project that are taking place here at the plant. Record keeping, filing.	Hydrology, chemistry, water treatment, civil classes, environmental.	Microsoft office, adobe,	HR - 60291042

	FY15 SUMMER INTERNSHIP PROGRAM (WATER UTILITY ENTERPRISE)						
	DIVISION <i>each Division can have 2 summer interns paid from HR Central Budget. Add another line if you have WUE projects where you would like to pay for extra summer interns and indicate project number.</i>	UNIT MANAGER AND MENTOR <i>Please indicate which unit this intern will work in and who the mentor will be for the term of the assignment .</i>	FIELD OF STUDY <i>Field of study you expect potential interns to be majoring in</i>	POTENTIAL ASSIGNMENT <i>Please describe the major body of work the intern will perform. This information will be used to post the job on the Internet and other recruitment sources.</i>	REQUIRED COURSES <i>Please list classes that potential interns should have completed to be considered for the summer internship</i>	MINIMUM SOFTWARE KNOWLEDGE <i>Indicate software or equipment that they should show they have sufficient experience/knowledge in for this internship</i>	PROJECT TO BE PAID FROM
5	Water Utility Technical Support Division	Hemang Desai, Nina Merrill	Civil engineering, geotechnical engineering, geology	This position will prepare updates to Emergency Action Plans (EAPs) for ten earthen dams and distribute to local emergency management agencies. Assist with dam maintenance task identification and dam condition assessments in the field.	Civil engineering, geology, geotechnical, environmental	Microsoft Office (Word, Excel, PowerPoint)	HR - 60291042
6	Water Supply Division	Unit 410 - Recycled and Purified Water Manager: Hossein Ashktorab Mentor: Ray Wong	Civil engineering, Chemical Engineering, Environmental Engineering	Assist in the day to day activities within the Recycled Water and Purified Water Unit. Support the ongoing projects that are taking place in the Unit.	Chemistry, civil, Chemical, or environmental.	Microsoft office (Word, Excel, PowerPoint)	HR - 60291042
7	Water Supply Division	Unit 455 - Raw Water Operations; Manager: Aaron Baker; Mentor: Samina Shaikh	Civil Engineering, Mechanical Engineering, or Environmental Engineering	Updating Asset Management Information in ArcGIS; Updating Water Supply Asset Inventory and Maintenance Costs; Updating Monthly Average Reservoir Storage Graphs; Creating a WIKI Page for Raw Water Documentation; Organizing and Updating Raw Water Electronic Storage Directories; Assisting with Water Balance Accounting; Assisting with Various Reservoir Operations Planning Procedures.	Water resources and/or hydraulics class that provided basic knowledge of dams, channels, and pipelines.	Microsoft Word and Excel required. AutoCAD, GIS, and Acrobat preferred.	HR - 60291042
8	Water Utility Technical Support Division	Unit 411 Manager: Erin Baker Mentors: Ed Drury, Suzanne Remien	Civil Engineering, Mechanical Engineering, or Environmental Engineering	Adding watershed assets to GIS database; Updating District asset registries in MAXIMO; Maintaining Unit website; Assisting with field condition assessments	Water resources and/or hydraulics class that provided basic knowledge of dams, channels, and pipelines. General Computer Science or Engineering course a plus.	Advanced use of Microsoft Excel, General use of other MS office products; GIS experience not required but preferred.	00061045 AM Framework Implementation

	FY15 SUMMER INTERNSHIP PROGRAM (WATER UTILITY ENTERPRISE)						
	DIVISION <i>each Division can have 2 summer interns paid from HR Central Budget. Add another line if you have WUE projects where you would like to pay for extra summer interns and indicate project number.</i>	UNIT MANAGER AND MENTOR <i>Please indicate which unit this intern will work in and who the mentor will be for the term of the assignment .</i>	FIELD OF STUDY <i>Field of study you expect potential interns to be majoring in</i>	POTENTIAL ASSIGNMENT <i>Please describe the major body of work the intern will perform. This information will be used to post the job on the Internet and other recruitment sources.</i>	REQUIRED COURSES <i>Please list classes that potential interns should have completed to be considered for the summer internship</i>	MINIMUM SOFTWARE KNOWLEDGE <i>Indicate software or equipment that they should show they have sufficient experience/knowledge in for this internship</i>	PROJECT TO BE PAID FROM
9	Water Supply Division	Unit 465- Groundwater Monitoring and Analysis Interim Manager: Vanessa De La Piedra Mentor: Henry Barrientos	Civil Engineering, Environmental Engineering or Geology	Assist with domestic well testing program, nitrate rebate program and support ongoing programs related to groundwater quality and supply assessment.	Water resources and/or hydrology classes that provided basic knowledge of groundwater hydrology.	Microsoft Word and Excel required. GIS, and database experience optional.	Project in Unit 465 - Approved by Garth
10	Water Supply Division	Unit 425 - Imported Water Unit Manager: Cindy Kao Mentor: Devin Mody	Civil Engineering, Water Resources Engineering, Water Resources Planning, Law	Review and analysis of Bay Delta Conservation Plan documents. Research financial data or manage data files related to semitropic banking. Help process transfer and exchange agreements. Research water operations issues, such as coordinated operation agreement.	Candidate should have completed required course work in their curriculum	Microsoft Word, Excel and Powerpoint	Project in Unit 425 - Approved by Garth Hall
11	Water Utility Technical Support Division	Unit 435 - Utility Maintenance Engineering Manager: Jim Crowley Mentor: Luz Penilla	Civil Engineering, Mechanical Engineering	Assist with developing pump testing procedures, pipeline rehabilitation work, emergency pipeline repair plans, and hydraulic modeling.	MS Office, fluid dynamics, Introduction to Engineering	Construction Methods, Computer aided drafting	Project in Unit 435
12	Water Utility Capital	Unit 375 East Side Project Delivery Unit Manager: Karen Uyeda Mentor: Debra Butler	Electrical Engineering, Control Systems Engineering,	Identify and add appropriate equipment shop drawings references onto electrical schematics, interconnection, and loop drawings for a recently completed pump station renovation. Research and identify details of existing remote SCADA system components, including field documentation, for design of system upgrades. Local student preferred for potential continuation after summer program.	electric circuits, digital logic	AutoCadd preferred	HR - 60291042
13	Water Utility Capital	Unit 351 - Construction Services Unit Manager: Tim Bramer Mentors: Nelson Gonzales	Civil Engineering, Mechanical Engineering, Electrical Engineering	Assist civil engineers with construction management and inspections tasks. Tasks may include tracking technical contract correspondence, field measurement and investigation, and performing inspection of construction activities.	Construction management, drafting, construction materials, survey, soils	Microsoft Office Suite,	HR - 60291042

	FY15 SUMMER INTERNSHIP PROGRAM (WATER UTILITY ENTERPRISE)						
	DIVISION <i>each Division can have 2 summer interns paid from HR Central Budget. Add another line if you have WUE projects where you would like to pay for extra summer interns and indicate project number.</i>	UNIT MANAGER AND MENTOR <i>Please indicate which unit this intern will work in and who the mentor will be for the term of the assignment .</i>	FIELD OF STUDY <i>Field of study you expect potential interns to be majoring in</i>	POTENTIAL ASSIGNMENT <i>Please describe the major body of work the intern will perform. This information will be used to post the job on the Internet and other recruitment sources.</i>	REQUIRED COURSES <i>Please list classes that potential interns should have completed to be considered for the summer internship</i>	MINIMUM SOFTWARE KNOWLEDGE <i>Indicate software or equipment that they should show they have sufficient experience/knowledge in for this internship</i>	PROJECT TO BE PAID FROM
14	Water Utility Capital	Unit 376 West Side Project Delivery Unit Manager: Mike Munson Mentor: Mike Munson	Civil Engineering, Mechanical Engineering, Electrical Engineering	Assist civil engineers with design, contract documents, and construction management tasks.	Construction management, drafting, construction materials, survey, soils	Microsoft Office Suite, AutoCadd preferred	93294057
15	Water Utility Capital	Unit 385 Dams and Pipelines Project Delivery Unit Manager: Emmanuel Aryee Mentor: Marisela Benitez	Civil Engineering, Mechanical Engineering, Electrical Engineering	Assist civil engineers with design, prepare contract documents, and construction management tasks. Local student preferred for potential continuation after summer program.	Construction management, drafting, construction materials, survey, soils	Microsoft Office Suite, AutoCadd preferred	91094009



Internship Learning Plan and Evaluation

The Learning Plan will be completed during the first week of the internship assignment. The evaluation will be completed at the end of the internship assignment.

Instructions:

- Student Interns and Supervisors/Mentors will collaborate to identify learning objectives and development activities to support the learning objectives.
- Supervisors/Mentors will provide the Student Intern with ongoing feedback regarding their performance during the assignment to ensure learning objectives are met.
- Supervisors/Mentors will complete the evaluation at the conclusion of the internship assignment.

I. GENERAL INTERNSHIP INFORMATION

Student: _____

Mentor/Supervisor: _____

Division: _____

Unit: _____

Start Date: _____

End Date: _____

II. INTERNSHIP LEARNING OBJECTIVES

- **Academic Learning and Application / Skill Development:** Related to the ideas, concepts, or theories of the student's major or minor field(s) of study. Skills specific to the student's academic major or occupation, and/or general skills such as oral and written communication, critical thinking, organization, problem solving, decision making, leadership, interpersonal relationships, technical, computer, etc.
- **Professional Development:** Self-confidence, self-awareness, self-management, sensitivity and appreciation for diversity, clarification of work and personal values, career awareness, professional development, etc.

Learning objectives should include a brief description and clearly defined. Additionally, objectives should be Specific, Measurable, Achievable, Realistic, and Time Bound (**SMART**).

LEARNING OBJECTIVE #1

Learning Objective: _____

Description: _____

Activities to Achieve Learning Objective: _____

LEARNING OBJECTIVE #2

Learning Objective: _____

Description: _____

Activities to Achieve Learning Objective: _____

LEARNING OBJECTIVE #3

Learning Objective:

Description:

Activities to Achieve Learning Objective:

III. EVALUATION RATINGS

Outstanding: Work performance far exceeded expectations due to exceptional quality in all essential areas of responsibility, and/or an exceptional or unique contribution in support of the unit, division, or organizational objectives.

Commendable: Work performance consistently exceeded expectations. Demonstrated very high level performance in all areas of responsibility.

Satisfactory: Performance was good, but still has room for growth. Required occasional guidance for performance to be completely satisfactory.

Needs Improvement: Shows potential, but performance was low. Only partially achieved expected results on the performance objective.

I agree to carry out the objectives, strategies, and methods of the learning plan promptly and, to the best of my ability, fulfill my internship obligations.

Student Intern Signature: _____ Date: _____

In my judgment, the learning objectives above constitute a valid learning experience worthy of academic recognition. I agree to provide ongoing feedback to the student and conduct an evaluation at the conclusion of the internship program.

Mentor/Supervisor Signature: _____ Date: _____

IV. INTERNSHIP EVALUATION

To be completed at the completion of the internship assignment.

	Outstanding	Commendable	Satisfactory	Needs Improvement
Learning Objective #1				
Learning Objective #2				
Learning Objective #3				
OVERALL RATING				
COMMENTS				

Student Intern	Signature: _____	Date: _____
Mentor/Supervisor	Signature: _____	Date: _____

What Type of Work Does an Intern Expect?

The most essential step to a successful internship is deciding what kinds of work and projects the intern will do, and managing that process throughout the internship. Interns want to be challenged. The top issue in unsuccessful internships is not having enough work for the intern to do - rarely is the reverse true. The best way to structure the internship work is to plan for three types of work:

1. **Project work:** This can be a special analysis or project that will require the intern to use his/her skills relating to his/her major area of study. This work should be what draws the applicants to this position to give them experience for his/her future career.
2. **Background work:** This should be some general work that is not time-sensitive and may be less than exciting, but the work is important and requires some skill. The intern should be able to keep busy and feel productive with this work during times when the project work is "on hold" (i.e. waiting for approval or clarification).
3. **Unexpected work on issues that arise during the normal ebb and flow of business:** This could also be called "helping put out fires." Providing interns with a taste of the true nature of your business and the wide variety of issues that employees must handle is a valuable experience. Interns appreciate the challenge and variety that comes from helping with these new tasks. This balance of primary, background, and day-to-day work will enable the intern to be productive and have a well rounded learning experience.

Summer Internship Mentor Training

May 21 & 27, 2014



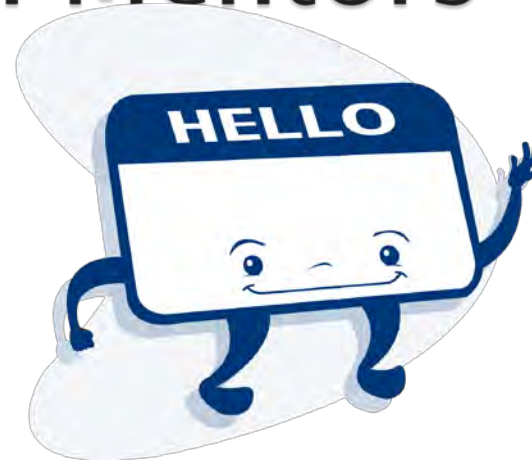
Santa Clara Valley
Water District



Welcome Intern Mentors

▶ Introduce yourself

- ❖ Name
- ❖ Position / Division
- ❖ If you have supervised an intern, what are the rewards you have experienced as a supervisor?
- ❖ If you have not supervised an intern, what are you hoping to accomplish as a supervisor?



Overview

1. The SCVWD's Summer Internship Program

- ❖ 2013 Key Learnings
- ❖ Program Purpose
- ❖ Program Structure
- ❖ Program Schedule

got internship?

2. Mentor Roles

3. What To Expect

4. Tips for Success

5. Learning Development Plan & Evaluation

6. Student Intern On-boarding

7. Save the Dates

Internship Program Contacts

▶ **HR Liaisons:**

- **Administration** – Angelica Cruz, ext. 3115/Sherry Smith, ext. 2202
- **Water Utility** – Ingrid Bella, ext. 3171 /Luz Penilla, ext. 2228
- **Watersheds** – Marynka Rojas, ext. 2815



Key Learnings and 2014 Program Enhancements

2013 Pilot Program

- ▶ Decentralized Program
- ▶ Learning Development Plan was not used
- ▶ Schedule was too tight



2014 Program

- ▶ Centralized Program
- ▶ Guidelines & R&R
- ▶ Revised Learning Development Plan & Evaluation
- ▶ Schedule allows for more planning & preparation
- ▶ Consistency
- ▶ More Outreach
- ▶ Mentor Training

Program Purpose

- Provide students with a work experience with realistic exposure to water careers in a public agency
- Support the SCVWD's entry-level succession planning efforts
- Build employment brand and pipelines with universities and colleges
- Increase interest in future SCVWD employment
- Differentiate from year-round student temp program



Summer Internship Program Structure

- ▶ Mentor Training
- ▶ Internship Orientation
- ▶ Learning Plan enhanced to include Academic Learning/Application, Skill Development and Personal Development
- ▶ Safety Training
- ▶ Field Tours, Networking Activities, Socials
- ▶ Graduation Presentation, Evaluation



2014 Summer Program Schedule

	Semester Students (11 weeks)	Quarter Students (11 weeks)
Start Date	Monday, June 2, 2014	Monday, June 16, 2014
End Date	Friday, August 15, 2014	Friday, August 29, 2014
Orientation	Monday, June 16, 2014	

Mentor Role

MENTOR

- ▶ Establishes a Learning Plan with input from the Intern
- ▶ Assists in navigating through organizational norms
- ▶ Provides career advice
- ▶ Facilitates experiences and networking
- ▶ Provides day-to-day directions
- ▶ Assigns projects and tasks
- ▶ Conducts evaluation and delivers feedback



Why take on an intern?

Professional mentoring opportunity

- ▶ Train future colleagues
- ▶ Make sure they are trained and mentored using the highest expectations

Additional support to your work team

- ▶ Interns can assist with special projects to support the SCVWD's business needs while gaining real-life experience



What to Expect from the Interns?

▶ Millennial “Me” Generation

- Special, Sheltered, Confident, Team Oriented, Achieving, Pressured, Conventional

▶ Key Characteristics of this Workforce according to Forbes:

1. Embrace Challenges & the Consequences
2. Communicate via Virtual Tools
3. Expect Quick Completion & Response Times
4. Expect A LOT
5. Diverse Thinking Process
6. Obsessed with Technology



Tips for Success

- ▶ Provide a formal welcome to the organization
- ▶ Set clear roles, responsibilities, goals and tasks utilizing a Learning Development Plan
- ▶ Provide regular feedback and recognition
- ▶ Ensure challenging and meaningful assignments
- ▶ Acknowledge work efforts continuously
- ▶ Provide team activities
- ▶ Explain internship goals to business goals
- ▶ Stay connected after internship

What Not to Do

- ▶ Use interns as “Go for's”, envelope stuffers filing, etc.
 - ▶ Leave interns unsupervised
 - ▶ Fail to integrate socialization or networking opportunities
 - ▶ Go on for days without providing feedback/recognition
 - ▶ Assign projects without explaining significance or contribution to the organization's bottom line
- 

Learning Plan and Evaluation

- ▶ **Purpose:** To support educational goals & increase awareness of water industry careers
- ▶ **Identify Learning Objectives**
 - Specific tasks, learning experiences and skills
 - Agreed upon jointly with Intern & Mentor
 - Linked to field of study
- ▶ **Complete Evaluation at the conclusion of the internship**



Internship Learning Plan and Evaluation

The Learning Plan will be completed during the first week of the Internship assignment. The evaluation will be completed at the end of the Internship assignment.

Instructions:

- Student Interns and Supervisors/Mentors will collaborate to identify learning objectives and development activities to support the learning objectives.
- Supervisors/Mentors will provide the Student Intern with ongoing feedback regarding their performance during the assignment to ensure learning objectives are met.
- Supervisors/Mentors will complete the evaluation at the conclusion of the Internship assignment.

I. GENERAL INTERNSHIP INFORMATION	
Student:	
Mentor/Supervisor:	
Division:	Unit:
Start Date:	End Date:

II. INTERNSHIP LEARNING OBJECTIVES
• Academic Learning and Application / Skill Development: Related to the ideas, concepts, or theories of the student's major or minor field(s) of study. Skills specific to the student's academic major or occupation, and/or general skills such as oral and written communication, critical thinking, organization, problem solving, decision making, leadership, interpersonal relationships, technical, computer, etc. • Professional Development: Self-confidence, self-awareness, self-management, sensitivity and appreciation for diversity, clarification of work and personal values, career awareness, professional development, etc.
Learning objectives should include a brief description and clearly defined. Additionally, objectives should be Specific, Measurable, Achievable, Realistic, and Time Bound (SMART).

LEARNING OBJECTIVE #1
Learning Objective:
Description:
Activities to Achieve Learning Objective:

LEARNING OBJECTIVE #2
Learning Objective:
Description:
Activities to Achieve Learning Objective:

Examples of Learning Plan Objectives

Review and Understand Upper Llagas Creek Project

Review Hydraulics & Geotechnical Estimates. Read plans & understand project specs. Visit site.

Conduct field audits of procedures at Water Treatment Plants & determine necessary updates

Create ways to integrate cost comparison of services, conduct benchmarking, assist with budget financials

On-boarding Interns

- ▶ Complete the On-Boarding Checklist prior to start date
- ▶ Ensure Work Station, Computer & Phone Set-up
- ▶ Prepare First Assignment
- ▶ **First Day**
 - Provide an Enthusiastic Welcome
 - Take them to Lunch
 - Provide Computer, Phone, Email Instructions
 - Review Voicemail/Email Message Protocols
 - Establish Work Schedule & Absence Procedures
 - Establish a Meeting Schedule



Save the Dates



▶ Internship Program Start Dates:

- ❖ Monday, June 2 (students on semester schedule)
- ❖ Monday, June 16 (students on quarter schedule)

▶ Monday, June 16th: Internship Orientation in the HQ Board Room, 8:00 a.m. to 11:30 a.m.

▶ Week of August 11th: Final Intern Presentations

▶ Internship Program End Dates:

- August 15th & August 29th



News You Can Use (for 2/3/15 Distribution)

The district's Summer Internship Program Team (Angelica Cruz, Ingrid Bella, Sherilyn Tran and Marynka Rojas) pre-announces the upcoming **2015 Paid Summer Internship Program!**

A total of 28 Summer Internships will be available during June through August. Pay rate is \$15 per hour; 40 hours per week.

Application period will be February 23-27, 2015

The district's Summer Internship Program has gained popularity nationwide for our comprehensive and engaging program resulting in a highly competitive selection process. The Summer Internship Program is open to newly participating students enrolled in accredited community college, undergraduate (Junior and Senior students), graduate students and must be enrolled in the Fall 2015 session. In order to provide an opportunity to a greater number of students and for the district to continue to build a pipeline of candidates, only newly participating students in the program will be eligible. Due to a large volume of applications received last year, the application period is scheduled for one week (2/23-2/27/15) and it is being pre-announced on the district's website as well as with community colleges and universities.

The Summer Internship Program provides students with a work experience to give him/her a realistic exposure to an organizational public sector environment as well as to provide students seeking careers in the water industry an opportunity to enhance their academic background. This experience should develop the student's awareness of the internal dynamics of an organization and of the value and attitudes of public employees to both their clientele and their administrative-political superiors. The internship also gives the student the opportunity to become aware of his/her obligations as a professional and to the public.

Details of the available internships, application process and additional information will be made available on the district's website soon.

SAVE THE DATE!

The Cities and Counties of Santa Clara and San Mateo

Cordially invite our 2014 Summer Interns to participate in the following learning and networking sessions...

Why Choose a Career in Local Government?

July 10

3:00pm to 5:00pm

City of Mountain View – Public Library Community Room

Ethics and Your Role as a Public Servant

3:00pm to 5:00pm

July 31

City of Campbell – Orchard Banquet Hall

So You've Been an Intern, Now What?

3:00pm to 5:00pm

August 14

City of Belmont – EOC Conference Room

www.nextgensiliconvalley.org

RSVP no later than two days before each event:

Khashayar "Cash" Alaei

650.329.2230

khashayar.alaei@cityofpaloalto.org

SUMMER INTERNSHIP PROGRAM ROLES/RESPONSIBILITIES

HR Team: Angelica, Rotational Employee - TBD

- The HR team will be responsible for the lead and oversight, as well as serving as the central point of contact to ensure consistency across the organization.

HR Liaisons: Ingrid, Marynka, HR Rotational Employee - TBD

- The HR Liaisons will be responsible for partnering with the HR Team to identify internship assignments and mentors within the respective divisions/units, as well as provide suggestions and ongoing feedback relative to the summer internship program.

Mentors: 20

- Mentors will be responsible for participating in the selection process, providing learning opportunities, identifying projects/assignments, sharing career growth experiences, and providing ongoing feedback to support the summer internship program.

Interns: 20

- Interns will be responsible for participating in developing their learning plan objectives with their mentors, participating in program activities (i.e., interactive team challenges, networking events), completing projects/assignments that align with their academic field of study, preparing/presenting a final presentation, and providing summer internship program feedback.

	Responsibility	HR Team	HR Liaisons	Mentors	Interns
1.	Oversight of internship program planning/development	X			
2.	Identify mentors to participate in the 2015 Program	X	X		
3.	Identify internship assignments, develop job descriptions that include selection criteria for each assignment	X	X		
4.	Promote and advertise summer internships (NeoGOV, websites, colleges/universities, etc.)	X			
5.	Communicate to MLT	X			
6.	Complete preliminary review of applications, including sorting and distributing to HR Liaisons based on interns major/field of study	X	X		
7.	Review and evaluate applications and supplemental questions.	X	X		
8.	Interview coordination and online scheduling	X			
9.	Conduct interviews	X	X	X	
10.	Identify and select candidates for placement	X	X	X	
11.	Extend offer	X		X	
X	Prepare and coordinate logistics for on-boarding of interns	X		X	
12.	Conduct first day orientation	X	X		
13.	Develop internship learning plan			X	X
14.	Plan and coordinate internship activities (i.e., ice cream social, interactive team challenges, etc.)	X	X		
15.	Conduct summer internship program evaluation	X			
16.	Provide feedback regarding summer internship program and provide improvement suggestions for future internship programs.		X	X	X

Schools for Summer 2014 Internship Program

School Name	Location	Contact Info	Majors (relevant)*
Cabrillo College	Aptos	Garcia Z., Mario - Transfer/Career Center Coordinator 831.479.5731; magarcia@cabrillo.edu	accounting & finance, biology, business, communication, business tech, computer & info systems, computer networking & system admin, computer science, computer support specialist, construction/energy management , digital publishing & web media, engineering, engineering tech, environmental science, geography, geology, info science, physics, public safety , real estate, welding
Cal Poly Pomona	Pomona	Internships: dkfinley@cpp.edu career center: (909) 869-2342; career center staff: http://dsa.csupomona.edu/career/career-center-staff.asp	accounting, finance, real estate, law, management, HR, computer info systems, marketing, tech and operations management ; civil engineering, computer engineering, construction engineering tech , electronics & computer tech, general engineering tech, industrial engineering; environmental design
Cal Poly San Luis Obispo	San Luis Obispo	career services: (805) 756-2501 careerservices@calpoly.edu	natural resources management & environmental sciences; city and regional planning, construction management, landscape architecture ; civil & environmental engineering, computer engineering, computer science & software engineering, industrial & manufacturing engineering, materials engineering , mechanical engineering; business admin, industrial tech
Chabot College	Hayward	career counseling email: cc-counseling@chabotcollege.edu	biology, chemistry, computer networking tech, library skills , real estate, communication, computer science, digital media, geography, machine tool technology , biological sciences environmental, business, construction electrician , engineering, industrial technology, welding tech
College of Marin	Marin	counseling department: 415.485.9432	architecture, biology, business, business office systems , communications, chemistry, computer info systems, computer science, engineering, environmental landscaping , geology, geography, journalism, library, machine & metals tech , physics, real estate, workforce development
College of San Mateo	San Mateo	Eileen O'Brien, MS, CRC Career Counselor ~ Coordinator obrien@smccd.edu (650) 574-6619	accounting, architecture, biology, business, chemistry, communication, computer info science, digital media, drafting tech (CAD, computer aided) , engineering, geological sciences, management, physical science, physics
CSU, Hayward	Hayward	Student services & admin building: (510) 885-3621; aace@csueastbay.edu; Joanna Cady-Aguilar (coordinator) - joanna.cadyaguilar@csueastbay.edu	ecology & conservation biology , biology; accounting, finance, real estate, HR, info tech management, marketing, operations & enterprise resource management ; chemistry, computer engineering, computer science, construction management , environmental science, geology, industrial engineering; communication, public communication , geography

Schools for Summer 2014 Internship Program

School Name	Location	Contact Info	Majors (relevant)*
De Anza College	Cupertino	career center building: 408.864.5400; rosenbergjerry@deanza.edu; KandulaAnita@fhda.edu; PhillipsJulie@fhda.edu	biology, environmental studies; accounting, business, computer aided design & digital imaging, computer applications & office systems, computer info systems, manufacturing & CNC tech (machining, GD&T/CMM,PLC) , real estate; chemistry, engineering, geology, math, physics
Diablo Valley College	Pleasant Hill, San Ramon	career and employment services: 925-969-2135	biological science; business admin; computer science; architecture/engineering, chemistry, physical science/physics/geology/geography
Foothill College	Los Altos Hills	Contacts, Emails, and phone #s for academic divisions: http://www.foothill.edu/contact.php	accounting, business admin; biology, environmental horticulture & design ; chemistry, computer science, engineering, physics; graphic & interactive design
Gavilan College	Gilroy	Vania Parakati, Career & Transfer Center Specialist Phone: (408) 848-4818 E-mail: vparakati@gavilan.edu	communication, journalism, media arts; biology, chemistry, ecology, engineering, geology, physical geography, physical science & engineering, physics; accounting, business, business office tech , computer science & info science, computer graphics & design, digital media
Golden Gate University	San Francisco	biz@ggu.edu ; accounting@ggu.edu ; tax@ggu.edu ; jgonzalez@ggu.edu ; nabumustafa@ggu.edu ; bfulkerth@ggu.edu	accounting, business & management, finance, HR, IT management, marketing & public relations, project management, public administration
Las Positas College	Livermore	counseling office: 925.424.1400; lpc-counseling@laspositascollege.edu	visual communications, geography; computer info systems, computer applications software, computer network technology, computer science, biology, chemistry, geology, engineering, horticulture, occupational safety & health, radiation safety ; accounting, business, business admin, business workforce proficiency , marketing
Los Medanos College	Pittsburg	career center: (925) 439-2181, ext. 3110	biological science, business, chemistry, computer science, engineering, environmental science, journalism, physical science, physics, process technology, welding technology
Mills College	Oakland	career center: 510.430.3142; career@mills.edu	biology, business economics , chemistry, computer science, environmental science, environmental studies, government , intermedia arts, physics, political/legal/economic analysis, public policy
Mission College	Santa Clara	counseling center: 408-855-5030	accounting, marketing, business, management, communication studies, computer applications, computer science & info tech, graphic arts/graphic design & multimedia, biology, chemistry, engineering, physics, real estate

Schools for Summer 2014 Internship Program

School Name	Location	Contact Info	Majors (relevant)*
Ohlone College	Fremont	school number: (510) 659-6000	accounting, biology, business, business admin, business communication, business supervision/management , chemistry, computer engineering, computer programming, computer science, data communications & web programming, database administration, engineering, engineering/manufacturing tech, environmental science, environmental stewardship , environmental studies, graphic arts/computer graphics, graphic design, journalism, leadership communication , physics, real estate, renewable energy & sustainable development , web design
Peralta Colleges	Berkeley, Alameda, Oakland(Laney, Merritt Colleges)	merritt: One Stop Shop @ Merritt College; alameda: (510) 748-2208	finance (Laney), business, chemistry, computer info systems, construction management (Laney), engineering (Laney), environmental control tech (Laney), environmental design & energy tech (Merritt), environmental management & restoration tech (Laney), geography, geology, journalism (Laney), labor studies (Laney), landscape horticulture (Merritt), library info studies (Laney), management & supervision (Laney), media comm (Laney), physics, physical science (berkeley), public & human services (berkeley), real estate (Laney, Merritt), welding (Laney)
Saint Mary's College of CA	Moraga	career center: (925) 631-4600 careers@stmarys-ca.edu	communication, leadership & org studies ; biology, chemistry, environmental & earth science, environmental science & studies, math & computer science, physics; accounting, business admin
San Francisco State University	San Francisco	career center: (415) 338-1761; sicc@sfsu.edu	accounting, finance, info systems, labor & employment studies , management, marketing; urban studies & planning , environmental studies; communication, journalism; biology, chemistry, computer science, engineering, geography & environment , physics
San Jose City College	San Jose	(408)-288-3763 sjcctrans@sjcc.edu	accounting, business, computer applications, computer info systems, real estate; labor studies ; communication, journalism; biology, chemistry, physical sciences, physics
San Jose State University	San Jose	careerhelp@sjsu.edu ; (408) 924-6031	accounting, finance, mgmt info systems , marketing, management; chemical/materials engineering , civil/environmental engineering, industrial/systems engineering, general engineering, mechanical engineering; biology, chemistry, geology; environmental studies, psychology, urban/regional planning , communication

Schools for Summer 2014 Internship Program

School Name	Location	Contact Info	Majors (relevant)*
Santa Clara University	Santa Clara	Courtney Budziak, Assistant Director, Employer Relations, 408-554-2189, cbudziak@scu.edu	accounting, accounting & info systems, biology, chemistry, civil engineering, communication, computer science & engineering, computer science (math), engineering physics, environmental science/studies, finance, management, management info systems , marketing, web design & engineering, mechanical engineering, public health science
Sonoma State	Rohnert Park	school number: 707.664.2880	biology, chemistry, communication, environmental studies, geography, physics, accounting, finance, financial management, marketing, chemistry, computer science, environmental studies, geology

2014 STATE OF THE INTERNSHIP REPORT

Published by:



InternMatch

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For questions or comments, please contact:
Nathan Parcels | CMO | nathan@internmatch.com

Introduction

InternMatch is the leading website for Millennials to discover employment at amazing companies. Over 10 million students, 40 thousand employers, and 1,000 universities use InternMatch each year to connect. Access to InternMatch is completely free for students, who can build rich profiles to jumpstart their professional online brand, apply for internships and jobs, and access hundreds of cutting edge resources. Employers can promote their unique employment brand and recruit from the most active and robust Millennial network in the United States.

Report Highlights

While the benefits of internships are plentiful and well-documented, what do students themselves have to say? Do they believe internships are valuable? What constitutes a dream internship? Should interns be paid, and if so, how much? The *2014 State of Internships* provides these answers and more based on input from more than 9,000 students across the country.

Creating an edge.

Students with prior internship experience overwhelmingly recommend that other students complete internships, at 97.6 percent. 82.0 percent of students say that internships provide extremely valuable experience and 68.5 percent believe internships should be mandatory when working on a college degree. This year 93.9% of students will look for internships.

Furthermore, study results clearly show that internship experience translates into having an edge in the job market. Among the 16.6 percent of seniors who had already received full-time job offers when this study fielded in April of 2014, there is a strong correlation between receiving full-time job offers and...

- **Having done paid internships:** 24.9 percent of seniors whose most recent internship was paid already have full-time job offers in hand as compared with 8.2 percent of those with unpaid internships.
- **Having done multiple internships:** 10.4 percent of seniors with just one internship had already received job offers, compared with 24.0 percent of those with four or more internships.
- **Higher-than-average GPA scores:** 22.2 percent of seniors with GPA of 3.5 or higher on a 4.0 scale had job offers compared with 14.3 percent of those with lower GPA.

The sophomore year is key in starting to build internship experience, with 58.9 percent of students starting on their first internship before their junior year.

Living the dream.

The top internship factors that students care about are relevance to students' majors/minors and the long-term job and career potential of a role. Second-tier factors that are deemed "very important" include access to mentorship, a good work/life balance and clearly defined assignments. Students believe an ideal internship length averages between two and three months, and most prefer midsize, for-profit companies. Popular industries across respondents include PR/marketing/advertising agencies, technology companies, government, professional services and healthcare.

The analysis of students' descriptions of their dream internships clearly shows, however, that organizations of all sizes and in all industries are desirable. Dream organizations ranged from Fortune 500 companies to local businesses, government and non-profit organizations.

To pay or not to pay.

There has been much discussion surrounding whether interns should get paid. Compensation falls just outside of the top five most important internship attributes ranked by students, but is still a major factor, with 47.4 percent of students deeming it very important. Students provided insight into what they consider a fair hourly wage, which averaged to \$12.45. As stated above, students who held paid internships are more likely to have an edge when looking for employment post graduation, which will likely prompt increased scrutiny on intern compensation in the future.

Leaving no stone unturned.

Students leverage a wide range of tools and resources in their annual search for internships. To start, 83.4 percent of students maintain online career profiles — a share that goes up as students near graduation. With a host of options, LinkedIn and InternMatch are the platforms of choice. Nearly two-thirds of students use social media in their search; predominantly to research companies and network. Additionally, students conduct many online searches, leverage personal networks, ask faculty members and alumni for help and attend career fairs. Personal networks, especially friends and family, are key resources used by students who have completed two or more internships.

Demand outpaces internship offering.

Among the 41.5 percent of respondents who have not yet participated in any internship, 71.5 percent have searched for opportunities. Students unsuccessful in landing an internship certainly tried hard — leveraging five to seven different tools and resources, ranging from internship and career websites, university career centers, personal networks, alumni, career fairs and more. Along with learning how to search more effectively, interview practice and guidance are among the top three resources students desire to be better prepared for future internship searches. A full 91.4 percent of prior interns had to interview for their most recent internships. In-person interviews were most prevalent at 64.6 percent, followed by phone at 20.2 percent.

The job hunt.

To enhance their chances of landing full-time employment, seniors are generally very willing to move to other cities (76.4 percent). Likewise, they are willing to do internships to get a foot in the door. However, seniors are less willing to accept jobs in industries that are not among their top choices, work at companies whose mission or culture is not an ideal match, or accept a work/life balance that they may consider less than ideal. Much has been written about the importance of work/life balance among Millennials compared with their older counterparts. Our study found that work/life balance when doing internships makes the list of top five most important attributes with 49.2 percent of students considering it “very important.”

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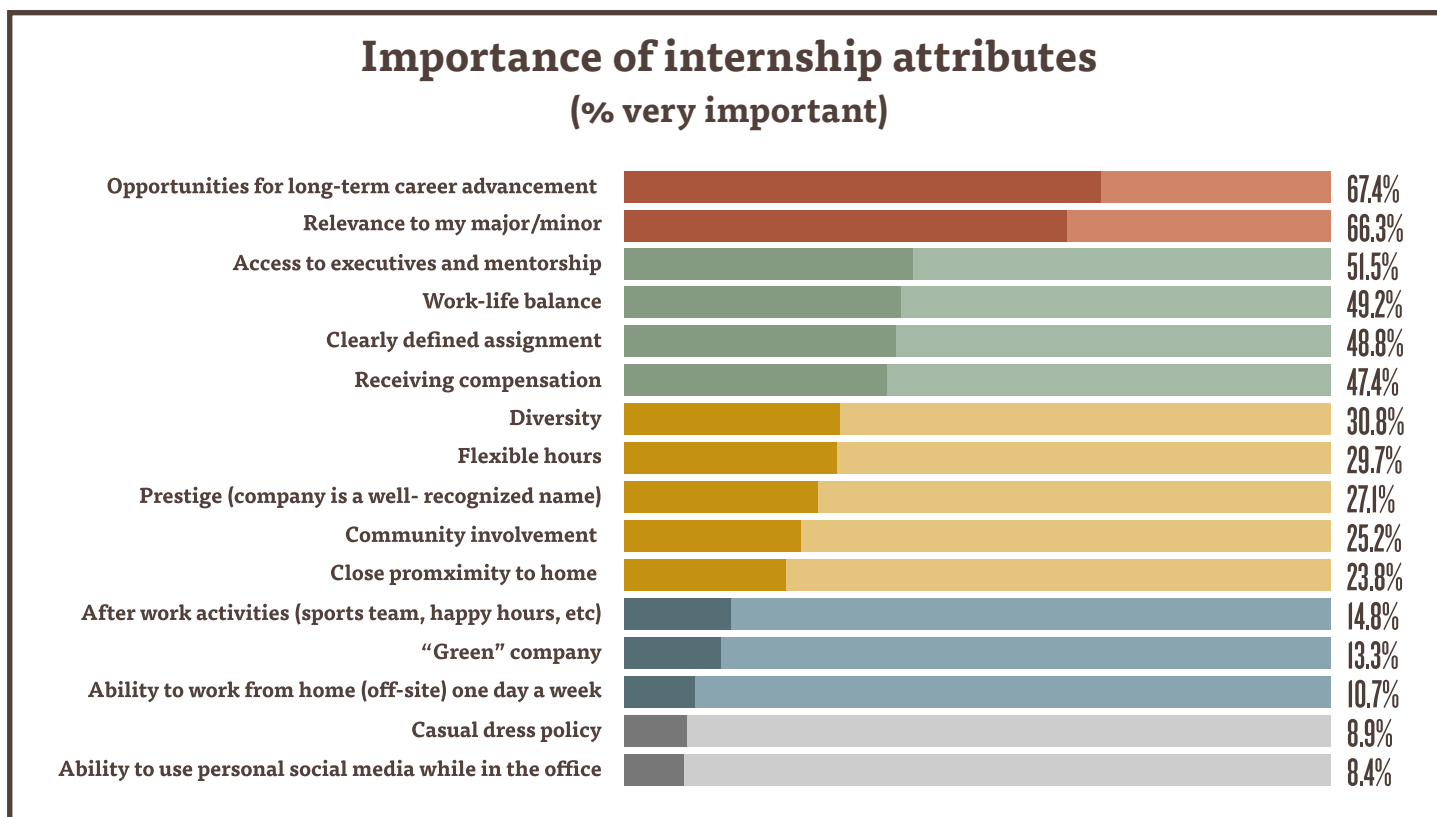
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Chapter Highlights

- Students seek major-relevant internships that will help them get a foot in the door for later job and career opportunities. This finding is particularly true for juniors and seniors in career-oriented majors.
- Other top five internship attributes endorsed by about five in 10 students include access to mentorship and company executives; a good work/life balance; and clearly defined assignments. Receiving compensation falls just outside of the top five, but should be considered a strong second-tier attribute, voted as “very important” by 47.4 percent of students.
- Students consider two to three months as the ideal length for internships. Students with prior internship experience are more likely proponents of longer durations of three or more months.
- About two-thirds of students believe internships should be a mandatory component of any college degree. This belief becomes more prevalent with more years of education. For example, 67.7 percent of seniors believe internship should be mandatory, as opposed to 74.4 percent of graduate students.
- While opinions are somewhat divided, midsize companies draw the greatest interest among students looking for internships. These are defined as companies with 50-250 employees and receive 42.2 percent of the student vote. Small and large companies follow, at 20.2 percent and 18.6 percent respectively.
- Across three business types, students prefer internships at for-profit companies, at 67.1 percent. Non-profits are second at 19.1 percent, with the remaining students preferring government internships. Preferences are highly influenced by degree, major, gender, ethnicity, region and other variables.
- Across a host of industries, marketing/advertising/PR agencies are the top pick for internships with 36.9 percent of the vote. This preference is highly driven by female students, at 43.6 percent. Other top picks are technology, including hardware, software and web companies (driven by male students at 43.1 percent), government, professional services and healthcare. Industry choices are highly influenced by majors and gender.
- An analysis of students’ “dream internships” clearly shows that there is student interest in organizations of all industries and sizes. Ideas ranged from very detailed descriptions of projects to specific companies, mentors, job functions and projects. Dream organizations include Fortune 500 companies right along with small businesses, government, community groups and other organizations. Dream mentors include legends in all industries, from sports and music to business and engineering. Projects range from inventing products at a startup to being part of the next Apple product. A full list of dream internships can be obtained by emailing nathan@internmatch.com.

Career Opportunity & Relevance Top Internship Attributes

Out of a host of factors, students deem opportunities for long-term career advancement and relevance of a position to their majors or minors to be the most important when thinking about internships. Both received “very important” ratings among more than two-thirds of respondents. Second-tier factors include access to executives and mentors, work-life balance, clearly-defined assignments and compensation. Towards the bottom of the list are access to personal social media, casual dress and working off-site one day a week.



Work/life balance

Much has been written about the importance of work/life balance among Millennials. While not a top-tier attribute, work/life balance does easily make the top five with 49.2 percent of students considering a good work/life balance when doing internships very important. Female students place greater emphasis on work/life balance, at 50.9 percent, versus 46.9 percent of males.

Career advancement opportunities

- Career-oriented majors such as accounting and business administration place more importance on internships that offer long-term job and career opportunities, at 69.4 percent versus 60.9 percent among academic-oriented majors (which include English, foreign languages, etc). Likewise, career-oriented majors are much more focused on finding opportunities that match their major/minor at 69.4 percent versus 56.4 percent.
- Career opportunities are more important for interns in junior and senior years, than those in the first couple of years of college. For example, 61.6 percent of combined freshman and sophomore respondents find long-term career opportunities very important versus 68.6 percent of seniors and 73.2 percent of graduate students.

Receiving compensation

Another hotly debated internship topic is that of compensation. Falling just outside the top five, being paid is still very important to students.

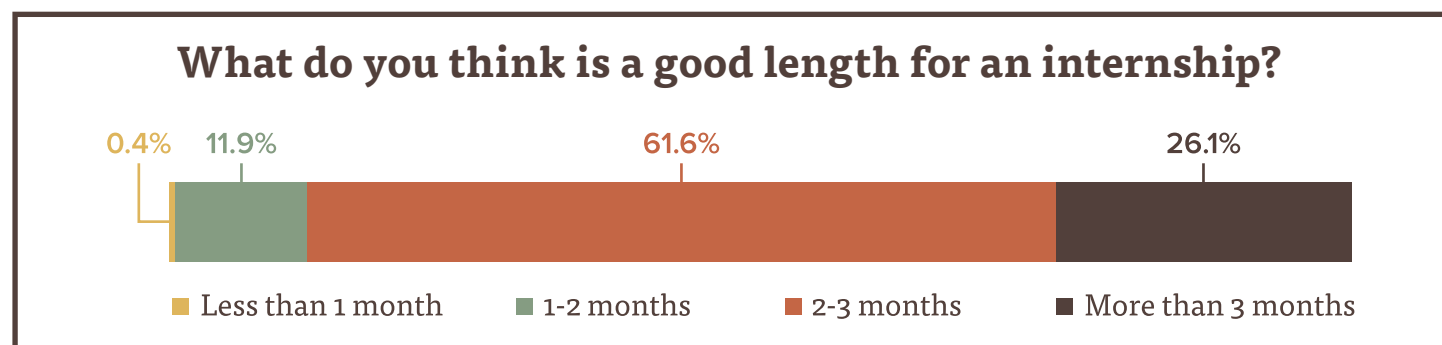
- Being paid becomes more important as students get closer to obtaining their college degrees. For example, 40.2 percent of combined freshmen and sophomore students find getting paid very important, compared with 48.9 percent of seniors and 52.7 percent of graduate students.
- Receiving compensation is also more important among students who have already completed one or more internships, at 49.5 percent versus 44.6 percent among those who have not done any.

The chart below details the list of internship attributes and their importance ratings.

Internships attributes	Very important	Somewhat important	Not too important	Not at all important	Average score
Opportunities for long-term career advancement	67.4%	28.0%	4.0%	0.6%	3.62
Relevance to my major/minor	66.3%	26.6%	5.7%	1.4%	3.58
Access to executives and mentorship	51.5%	39.9%	7.3%	1.3%	3.42
Work-life balance	49.2%	39.5%	9.3%	2.1%	3.36
Clearly defined assignment	48.8%	42.0%	8.2%	1.0%	3.39
Receiving compensation	47.4%	38.6%	11.7%	2.3%	3.32
Diversity	30.8%	38.9%	21.8%	8.5%	2.92
Flexible hours	29.7%	44.2%	22.0%	4.1%	3.00
Prestige (company is a well-recognized name)	27.1%	46.7%	22.1%	4.1%	2.97
Community involvement	25.2%	42.4%	25.8%	6.6%	2.86
Close proximity to home	23.8%	44.5%	22.1%	9.7%	2.82
After work activities (sports team, happy hours, etc)	14.8%	32.0%	36.7%	16.5%	2.46
“Green” company	13.3%	36.5%	35.6%	14.6%	2.49
Ability to work from home (off-site) one day a week	10.7%	22.9%	39.9%	26.5%	2.18
Casual dress policy	8.9%	26.3%	41.3%	23.5%	2.21
Ability to use personal social media while in the office	8.4%	13.9%	37.4%	40.3%	1.91

Two-Three Month Internship Duration Seen As Ideal

More than six in 10 students believe two to three months is a good length for an internship, followed by 26.1 percent who believe it should be a minimum of three months.



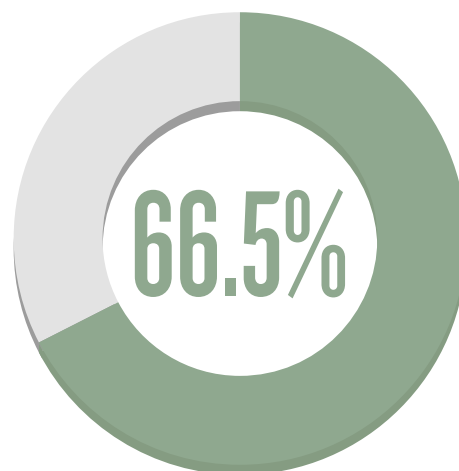
- A notable difference in opinion is measured among community college students: 37.4 percent believe a good length would be a minimum of 3 months, and only 48.9 percent voted 2 to 3 months.
- Students' perceived ideal length of internships grows along with the number of years they've spent in college. Students in their freshman and sophomore years are much more likely to believe one to two months is sufficient (19.0 percent); 69.2 percent of juniors believe it should be 2-3 months; and 30.9 percent of seniors and 39.8 percent of graduate students believe it should be upwards of 3 months.
- Students with prior internship experience also believe in the benefit of more time: 29.5 percent voted three months or longer versus 21.3 percent among those without internships.

Two-Thirds Of Students: Make Internships Mandatory

Some further insights:

- 75.8 percent of Hispanic and 72.3 percent of African American students believe internships should be part of the curriculum.
- Career-oriented students are slightly more likely to believe internships should be a requirement at 67.9 percent.
- The belief in making internships mandatory grows along with the number of years spent in college: 62.6 percent of freshman/sophomore students believe in mandatory internships versus 67.7 percent of seniors and 74.4 percent of graduates.
- Students with above-average GPAs (upwards of 3.5 on the 4.0 scale) are less likely to feel internships should be mandatory, at 63.9 percent.
- Students with prior internship experience also come in above average, at 68.5 percent.

Should Internships be Mandatory?



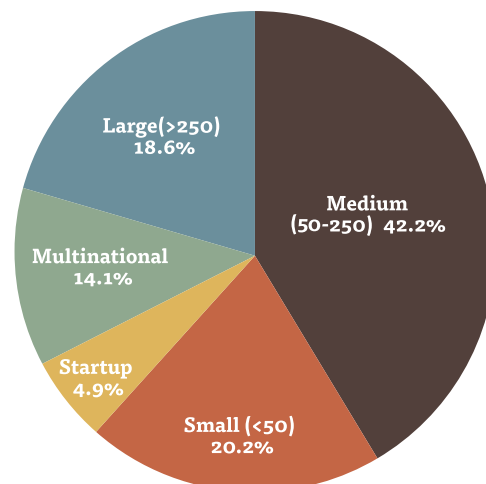
say yes

Midsize Companies Draw the Greatest Interest

While companies of all sizes have a solid fan base, it is midsize companies with 51 to 250 employees that are most preferred for internship opportunities, getting 42.2 percent of the vote. Coming in second are small companies of fewer than 50 employees, followed by large companies employing more than 250 people.

- Male students are more interested in startups (6.9 percent) and large multi-nationals (17.3 percent).
- 18.0 percent of Asian American students have an interest in working at large multi-national companies.
- Students in academic majors are much more likely to have an interest in small companies, at 29.8 percent.
- Regionally, interest in startups is highest among students on the West Coast (6.8 percent).

Company size preferences.

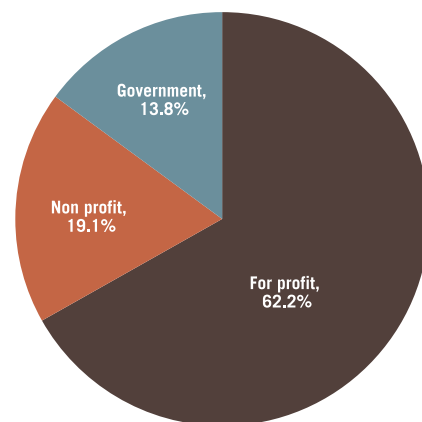


For-Profits Receive Top Preference

With a large margin over their nonprofit and government counterparts, students declared for-profit businesses as their preferred type of organization for internships.

- With a margin of 10 percentage points, male students are even more interested in doing internships at for-profits, at 77.4 percent. Female students have an above average interest in non-profit internships, at 25.4 percent.
- Government internships (federal, state or local) are the second-strongest preference among African-American students, at 23.6 percent of the vote — surpassing nonprofits at 20.5 percent.
- 19.9 percent of Hispanic students prefer internships with the government.
- Students with career-oriented majors prefer for-profits by an even greater margin (72.5 percent). Academic-oriented majors have above-average interest in nonprofit internships (31.7 percent) and government (18.2 percent).
- Students attending community college are also more likely to favor internships with the government, at 20.4 percent.
- Regionally, students in the South Census region are more likely to cite preference for a government internship (17.4 percent), versus the Midwest favoring for-profit opportunities (70.9 percent).

Preference for type company.



Marketing/PR Agencies and Technology Companies Are Top Picks

Students in the career-oriented and academic-oriented tracks agree on one thing: marketing, advertising and PR agencies are the industry of choice when it comes to internships. From there, the top five vary, with academic-oriented majors favoring government, community organizations, professional services and education; and career-oriented majors favoring technology companies and banks/financial institutions.

A look at top industry picks by gender shows quite a different picture as well, with 43.1 percent of male students placing technology, including hardware, software and web companies, among their top three choices. In contrast, only 19.0 percent of women put technology in their top three picks. On their end, female students are much more likely to have picked marketing and PR agencies, healthcare, education, community organizations and the hospitality industry.

	All students	Career-oriented	Academic-oriented	Male students	Female students
Marketing/PR agencies	36.9%	37.5%	26.9%	26.9%	43.6%
Technology (hardware, software, web)	29.2%	33.9%	18.6%	43.1%	19.0%
Government (Federal, state, local)	28.8%	28.0%	35.3%	27.8%	29.6%
Professional services (consulting)	25.9%	27.1%	25.6%	26.9%	25.1%
Healthcare, including pharmaceutical industry	18.6%	19.9%	17.3%	14.5%	21.7%
Community organizations	17.9%	14.8%	30.1%	8.7%	34.7%
Banks/financial institutions	16.8%	20.3%	8.2%	22.7%	12.4%
Green tech	14.4%	16.1%	11.2%	17.7%	12.0%
Education (K12-College)	13.1%	10.5%	23.3%	9.5%	15.9%
Retail trade	10.4%	11.3%	9.1%	8.1%	12.1%
Manufacturing industry	9.9%	12.6%	2.6%	15.7%	5.6%
Hospitality	9.6%	9.9%	10.1%	5.5%	12.7%
Legal services	7.4%	6.0%	13.1%	5.9%	8.6%
Oil and gas extraction and utilities	6.0%	7.5%	1.9%	9.7%	3.2%
Services companies (phone, insurance, etc)	5.1%	6.0%	3.2%	6.6%	4.1%
Construction, incl. architectural design	4.8%	4.7%	1.5%	6.5%	1.8%
Transportation	4.3%	5.3%	1.7%	7.2%	2.3%
Agriculture	3.5%	3.7%	3.2%	3.1%	3.8%

Industries and/or specific fields that were mentioned multiple times under “other” include:

- Editorial/journalism/writing/publishing/media (205 times)
- Film/Movie/animation/gaming industry/broadcasting/production companies (142 times)
- Advertising agencies and design agencies (112 times; coded into Marketing/PR agencies)
- Entertainment industry (85 times)
- Apparel design and fashion (76 times)
- Fitness and sports (64 times)
- Graphic design/visual arts and photography (49 times; coded into marketing/PR agencies)
- Music industry, theater and performing arts (42 times)
- Engineering (any industry) (24 times)
- Museums (14 times)
- Accounting/auditing/CPA firms (11 times, coded into professional services)
- Aerospace
- Academic, including think tanks and scientific research
- Animal care/wildlife conservation/zoology
- Art/Fine arts
- Environmental sciences
- Event planning
- NGOs or other nonprofits
- Real estate

“Dream Internships” Span Across All Industries and Company Sizes

College students shared their dream internships. Ideas ranged from detailed descriptions to specific companies, such as Zappos and The International Olympic Committee, specific mentors, including Tory Burch and President Obama, to job functions and projects.

The range of examples spanned across all industries and company sizes. Many included examples of internships for some of the world’s biggest brands, such as Microsoft, Google, Apple, Coca-Cola, Amazon, Disney, and the New York Yankees, but others referred to local hospitals, zoos, legal and accounting firms, to name just a few of the thousands of examples.

Regardless of the company of choice, most students focused on finding internships that allow them to put the knowledge they acquired at school into practice, develop new skills, build their network and start getting prepared for the workplace.

Below are a few verbatim quotes to illustrate the breadth of ideas when describing the dream internship:

Specific mentors:

- Work with James Dyson.
- Work with President Obama.
- Working with Lilly Pulitzer; doing anything.
- Working with Sam Presti; learning what goes in to being a great NBA General Manager.
- Working under Hans Zimmer.
- Working for Mona Scott.
- Interning with Pat Parelli.
- Interning for David Tutera.

Specific organizations:

- Working with the industrial design team at Cupertino on the next Apple, Inc. product.
- Working with the FBI to make sure I like the field I’m studying.
- A Children’s medical center hospital nursing internship. My goal is to become a pediatric APRN one day and I would love to see what I would be doing and learning more as an undergraduate student.
- My dream internship is the community relations position at the World Wrestling Entertainment Company (WWE). I absolutely love the company. I love the work they do to promote different causes.
- Interning with a speech language pathology practice that might contract to schools for speech therapy or working closely with an organization providing speech therapy to underfunded/poverty stricken areas.
- My dream internship is working for Ford Motor Co. and help design their engines in the most efficient and powerful way.
- My dream internship is to work for the SEC, particularly because I’m working towards a career in securities regulation.

Specific ideas:

- An environment where I could demonstrate what I know, and at the same time be able to learn as I work on different projects.

- Working with top of the line inventors, engineers and scientists in an R&D setting, learning while helping among brilliant minds.
- Working with professionals in my field, Chem E, to see what I can do with my degree and education.
- A graphic design internship for someone with little to no experience. It would be a chance to get real, on-the-job experience and learn more about applying art to business.
- A flexible internship with the opportunity to work extremely hard for civil and human rights. The environment shouldn't be controlling and strict. I'll work harder if I feel that I'm trusted.
- Working for a company whose goals were a sustainable future, such as a conservation biology company, clean energy (i.e. solar, wind, hydro) company, or working on government policy.
- Interning under someone who really wants me to grow and achieve in my field and will give me responsibilities and projects that regular employees are given.

A list of all descriptions can be provided upon request. Please email nathan@internmatch.com.

Chapter Highlights

- Online career profiles are a given for most students, especially as they approach graduation: 86.2 percent of seniors have online profiles for career purposes. This share is even higher among graduate students at 89.2 percent.
- With a host of options, LinkedIn (76.7 percent) and InternMatch (40.6 percent) are the career profiles of choice, but students named dozens of other examples demonstrating wide engagement with online profiles, and internship and job search sites.
- As to being contacted regarding internship opportunities, students prefer email (78.4 percent) and phone (19.8 percent), but some indicated equal preference for all methods.
- With nearly half of students rating “being compensated” a very important factor when considering internships, the survey probed into students’ thoughts on a fair hourly wage. Across respondents, this amount averaged to \$12.45, with slightly higher averages in the Northeast and West. Other variables impacting the amount include gender, year in college, major and the type of college.

Students Are Highly Engaged in Online Career Profiles

The vast majority of students, 83.4 percent, have started to develop online profiles for career purposes. The further along in their college education, the higher the likelihood of having an online career profile.

1st/2nd year: 74.9%

Juniors: 83.1%

Seniors: 86.2%

Grad Students: 89.2%

LinkedIn and InternMatch Are Career Profiles of Choice

Among the more than seven thousand respondents who maintain career profiles online, LinkedIn and Internmatch are the most frequently used, at 76.7 percent and 40.6 percent, respectively. Many students maintain more than one profile and 9.0 percent also have personally-built websites to showcase their career profile.

	All students	Career-oriented	Academic-oriented	Male students	Female students
Have online profile	83.4%	84.3%	80.3%	84.1%	82.9%
LinkedIn	76.7%	81.2%	75.1%	77.3%	76.1%
InternMatch	40.6%	42.1%	38.5%	38.9%	41.8%
Github	3.4%	4.2%	1.1%	6.4%	1.1%
About.Me	3.0%	3.2%	2.9%	3.4%	2.8%
Personally-built website	9.0%	8.6%	11.7%	8.3%	9.5%

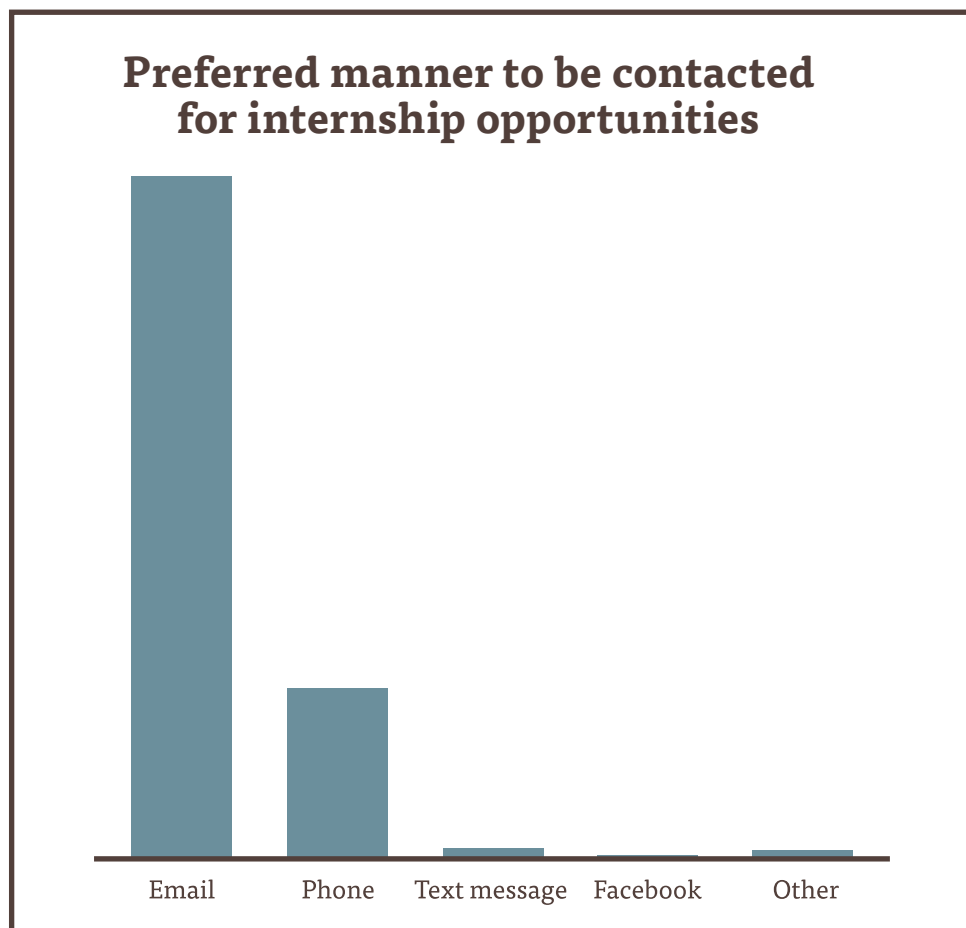
Just over three percent of students mentioned other sites to establish their online profiles. An analysis of the examples shows student engagement in job search websites, blogs, social media, professional associations and career services sites offered through university networks.

Examples include:

- | | | |
|----------------------|--------------------------------|------------------------------|
| • Issuu | • Monster | • JobMate |
| • Cargocollective | • CareerAthletes | • JobTrack |
| • Yahoo | • Indeed | • Tumblr |
| • Google and Google+ | • Careershift | • Facebook |
| • AIGA | • Collegefeed | • USAjobs |
| • Coroflot | • Dice | • USAcareers |
| • Angel list | • State websites, such as | • Vimeo |
| • College websites | Employ Florida | • Weebly |
| • Archinet | • Profiles at company websites | • Wix |
| • Backstage | • Glossom | • Wordpress |
| • Behance (41 times) | • InternSushi (9 times) | • Professional associations, |
| • BridgeMyCareer | • Internships.com (21 times) | such as American Society of |
| • Career Builder | • Simplyhired.com | Mechanical Engineers |

Email and Phone Top Ways to Contact Students

While some stated equal preference for any method of contact, email received top preference among 78.4 percent of students for being contacted by internship recruiters. This is followed by a wide margin by phone, at 19.8 percent.

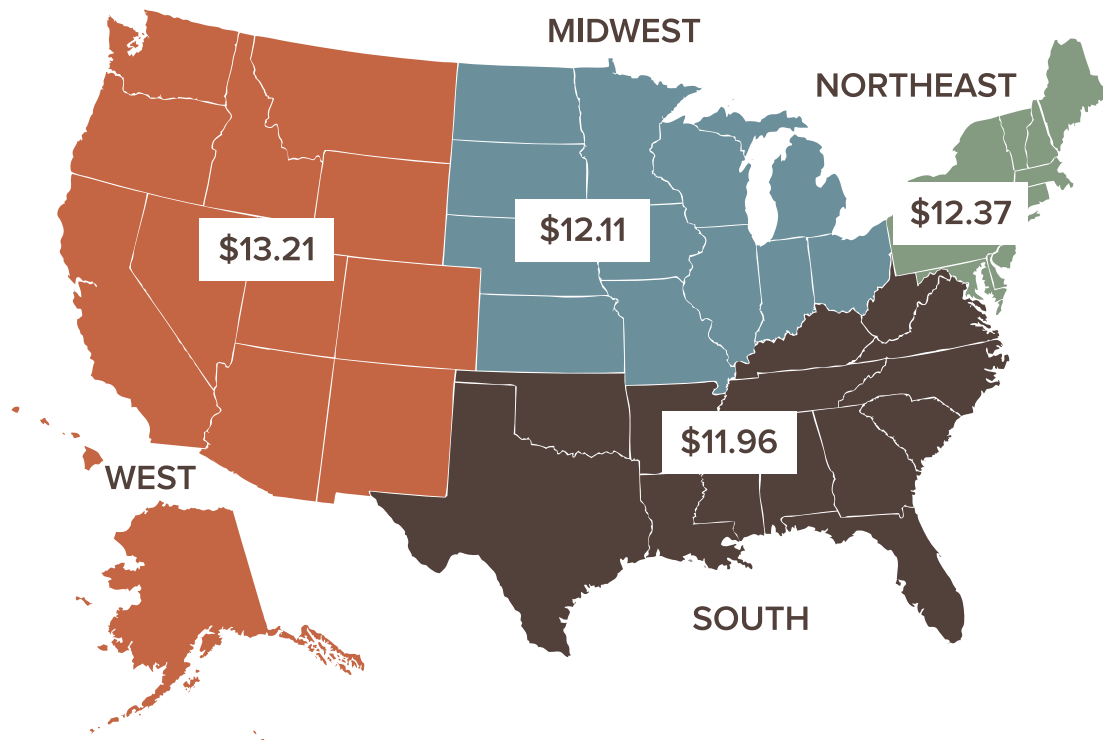


Other ways include:

- Any!
- LinkedIn
- Equal preference for all methods listed
- Online profile on various internship websites

Students' Input on Fair Hourly Wage Averages to \$12.45

The survey probed into the amount students believe constitutes a fair hourly wage. Amounts ranged from zero to \$80 an hour and included descriptions such as 1.2 or 1.5 times the minimum wage. Some also noted that a fair amount would depend on responsibilities.



With 6,866 students providing input into dollar amounts, the hourly wage considered fair averages \$12.45, with a median of \$11.00.

Averages differ widely across gender, regions, year in school, etc.

- Male students: \$14.00
- Female students: \$11.15
- Career-oriented majors: \$12.98
- Academic-oriented majors: \$10.64
- First/second year students: \$11.35
- Juniors: \$12.00
- Seniors: \$11.63
- Grad students: \$15.15
- State college: \$12.59
- Community college: \$11.43
- Private college: \$12.42

Pay and hourly wage levels are an important part of internship negotiations. Recently, some interns have filed lawsuits against companies where they were doing internships because they were unpaid and felt exploited. The survey probed into students' opinions of these lawsuits: 29.4 percent feel that these interns were right in suing. The remaining 70.6 percent believe the interns should have just terminated the assignment if they were unhappy with the conditions.

Students in academic programs are more likely to believe the students were right to sue, at 35.6 percent, as do students attending college in the Northeast (32.6 percent) and West (30.3 percent) and those who have already completed at least one internship, at 32.0 percent.

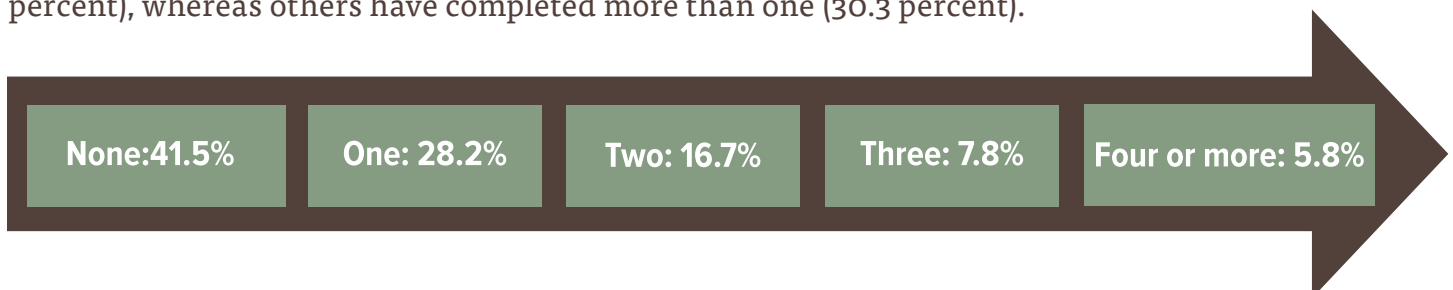
Insights among Past Interns

Chapter Highlights

- About four in 10 respondents have not yet completed any internships, with the majority being freshmen or sophomores. By the time students are in their final year of college, 68.9 percent of seniors will have completed one or more internships and 39.3 percent have completed two or more. Those shares go up to 72.2 percent and 44.8 percent respectively among graduate students.
- The second year of college is key in starting to build job experience through internships: 58.9 percent of students will have completed internships by the end of their sophomore year.
- The search for a fitting internship encompasses many different steps and resources, including online searches, leveraging personal networks consisting of friends, faculty members and family, internship websites and career fairs. Students who have completed a minimum of two internships show higher usage across tools and resources, particularly internship websites and personal networks, including friends and family.
- Nearly two-thirds of students use social media when searching for internships. Among those who do, popular uses include researching employers (67.2 percent) and networking (65.2 percent).
- 91.4 percent of students had to interview for their most recent internship. In-person interviews were most prevalent at 64.6 percent, followed by phone at 20.2 percent.
- Students with prior internship experience overwhelmingly recommend other students to do internships, at 97.6 percent. Fully 82.0 percent say internships are an extremely valuable

Intern Profile

While the majority of students believe internships should be a mandatory part of obtaining a college degree, actual intern experience varies widely. Some respondents have yet to do an internship (41.5 percent), whereas others have completed more than one (30.3 percent).



Certain students are more likely to do internships than others, with the likelihood of having completed at least one internship growing along with the number of years spent in college. For example, 38.0 percent of freshmen and sophomores have completed internships, as opposed to 72.2 percent of graduate students. Additionally, the chances of students completing more than one internship are also much higher among seniors and grad students than those students in the first few years of college.

Completed internships	All students	Freshmen	Sophomore	Juniors	Seniors	Grad students
None	41.5%	71.5%	59.10%	44.2%	31.1%	27.8%
At least one	58.8%	28.5%	40.9%	55.8%	68.9%	72.2%
More than one	30.3%	1.8%	16.1%	24.2%	39.3%	44.8%

Across all respondents, the number of internships averages 1.1 per student. This average is pulled down by the 41.5 percent who have not yet done an internship. When looking at those who have done at least one internship, the average increases to 1.9 — indicating that completing one internship often leads to doing multiple.

Other factors influencing internship experience:

- Gender also plays a role with 55.6 percent of male students and 60.6 percent of women completing one or more internships.
- Regionally, 64.2 percent of students in the Northeast have done internships compared with 55.5 percent in the Midwest, 54.6 percent in the South and 58.6 percent in the West.
- GPA averages also directly relate to internship experience. Those with average GPAs of less than 3.0 on the 4.0 scale are the least likely to have done internships (50.0 percent), whereas those with above-average GPAs of 3.5 or higher are the most likely (62.9 percent).
- Asian American students are the most likely to have completed at least one internship at 62.5 percent, versus 52.6 percent of African American and 53.8 percent of Hispanic students.

Sophomore Year Key in Starting to Build Work Experience

Of students who reported having done multiple internships, more than half completed their first internship before their junior year. About one-quarter wait to do their first internship until their junior year and 6.2 percent wait until after graduation or when in post-graduate programs. Among seniors specifically, 61.5 percent did their first internship in the second or third year of college.

Year first internship was completed	Students with 1+ internships completed	Cumulative percentage	Seniors
High school/pre-college	16.4%	16.4%	10.0%
Freshman year	16.9%	33.3%	10.2%
Sophomore year	25.6%	58.9%	23.8%
Junior year	23.6%	82.5%	37.7%
Senior year	11.3%	92.8%	18.3%
After college graduation or in grad school	6.2%	100.0%	N/A

Internship Search Encompasses Multi-Prong Outreach

Students use a combination of four to six tools and resources to find internships. Google or other online searches for opportunities leads the list at 48.0 percent of students who have completed at least one internship, followed by leveraging friends, asking faculty members for help, internship websites (including InternMatch) and visiting career fairs.

	+1 Internships	2+ Internships	Net difference
Google/online searches	48.0%	53.9%	+5.9%
Friends	43.3%	49.9%	+6.6%
Faculty members (professors, teachers)	36.5%	39.9%	+3.4%
Internship websites, including InternMatch	36.1%	59.9%	+23.8%
Career fairs	36.0%	40.0%	+4.0%
University career center	34.4%	39.4%	+5.0%
Family	31.2%	39.7%	+8.5%
General job sites (Indeed, Monster, etc)	24.0%	28.7%	+4.7%
Specific employer/company websites	23.1%	25.8%	+2.7%
Professional social network platforms/events (LinkedIn, etc)	18.0%	22.4%	+4.4%
Alumni network (incl. fraternity/older year students)	17.4%	21.6%	+4.2%
Craigslist	10.1%	11.4%	+1.3%
Study and work abroad organizations	6.0%	7.7%	+1.7%

Students who have completed a minimum of two internships show higher usage across tools and resources, particularly making greater use of internship websites and personal networks, including friends and family.

Other approaches included:

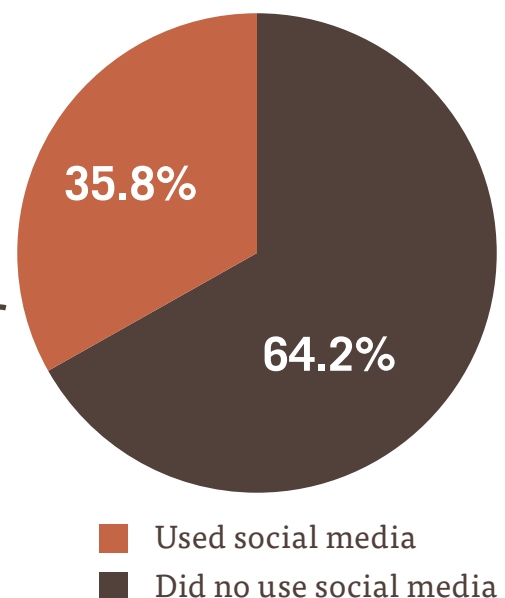
- Targeted company outreach through cold calling, walk-in or email.
- Getting a foot in the door through volunteering.
- Government (federal, state, local) programs, such as Student Youth Employment Program.

Nearly Two-Thirds of Students Use Social Media in Internship Search

The majority, 64 percent of students, used some form of social media during the internship search process. Among those who did, researching employers and networking were the chief ways in which students used social media.

About one-third actually discussed internship opportunities with potential employers using social media. The gap between intern usage of social media and the share using it to communicate with employers would indicate room for improvement in leveraging the best tools to reach interns.

Use of social media in internship search.



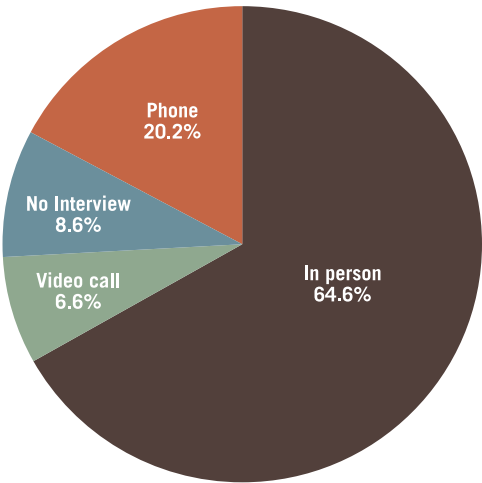
67.2% Research employers
65.2% Network
34.9% Discuss opportunities

In-Person Interviews Most Prevalent When Seeking Internships

While 8.6 percent of students did not need to interview at all, nearly two-thirds of students (64.6 percent) interviewed in person when competing for their most recent internship. This is followed by phone interviews, at 20.2 percent.

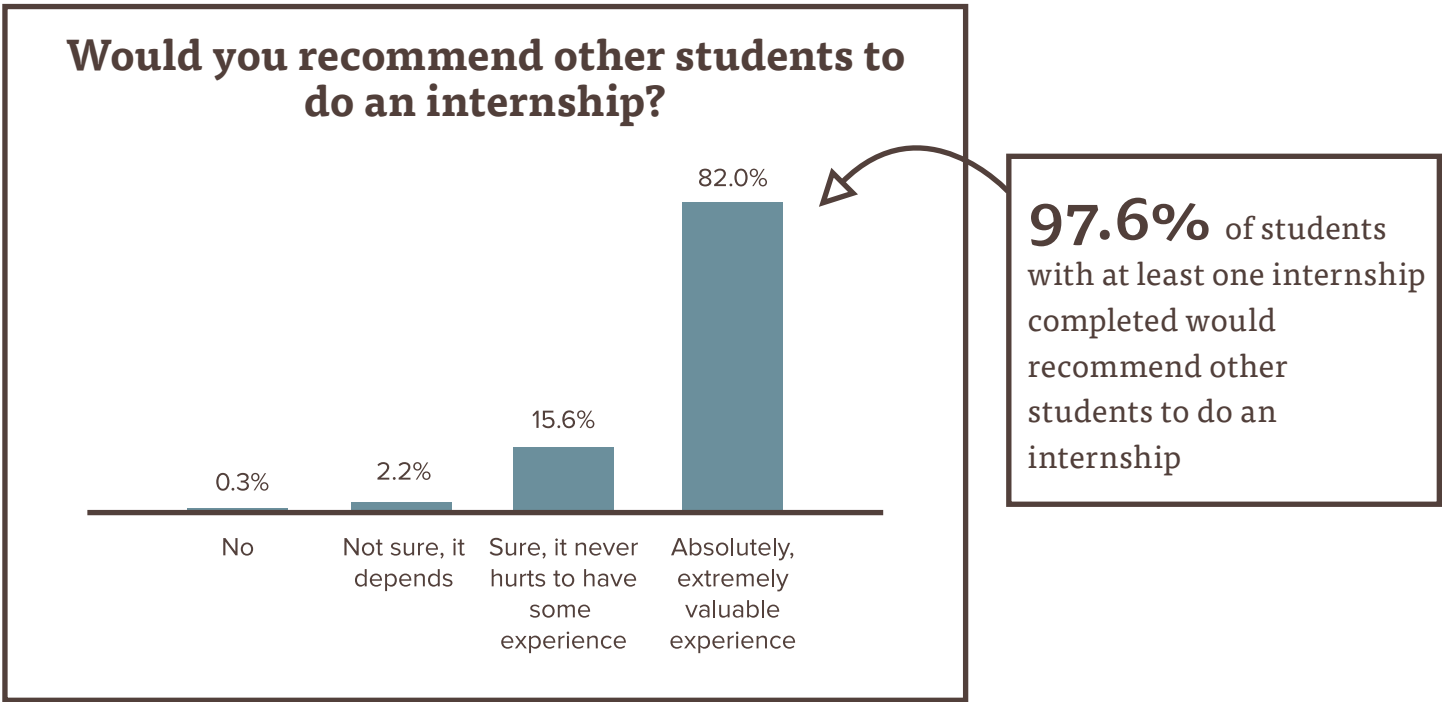
Interview types are fairly consistent across demographics, with the exception of region. Students attending college in the South were more likely than average to interview by phone (23.5 percent) versus in person (61.4 percent).

Interviewing for most internships



Interns Overwhelmingly Recommend Other Students to Do Internships

The survey asked students with at least one internship under their belts whether they would advise other students to do internships. Overwhelmingly, 82.0 percent of them absolutely recommend doing internships, considering the experience extremely valuable. In contrast, only 2.5 percent said no or not sure.



Some further insights:

- The share of students “absolutely” recommending internships to others goes up even more among those who have completed at least two internships, to 83.8 percent.
- Career-oriented interns are especially likely to value internships, with 84.5 percent recommending the experience to other students, compared with 74.6 percent of academic-oriented students.
- Past interns in the Midwest and South are also more likely than average to recommend other students to do internships, at 84.1 percent and 84.2 percent, respectively.

Internship Insights by Seniors

Chapter Highlights

- More than seven in 10 seniors work or worked a paid side job, such as cashier, sales clerk or fast food associate, while in college. More than half also collaborated on meaningful side projects to include on their resumes.
- While being compensated is very important to nearly half of students, paid internships are not yet the norm, according to seniors who described their most recent internship experience. Just under half, 48.3 percent, were paid, whereas 28.3 percent were completely unpaid. The remaining students received stipends or course credit.
- 65.3 percent of seniors had started looking for jobs at the fielding of this survey in April of 2014, but 48.7 percent had not yet received offers.
- Importantly, among the 16.6 percent of seniors who have received job offers, there is a strong correlation between receiving full-time job offers and...
 - Higher than average GPAs.
 - Completed internships, particularly more than one.
 - Completed paid internships.
- To enhance their chances of landing full-time employment, seniors are generally very willing to move to other cities (76.4 percent). Likewise, they are willing to do internships to get a foot in the door. However, seniors are less willing to accept jobs in industries that are not among their top choices, work at companies whose mission or culture is not an ideal match or accept a work/life balance that they may consider less than ideal.
- Students with over two internships are twice as likely to have a job offer before graduation. Students who did a paid internship are three times as likely to have a job offer before graduation than students who did an unpaid internship.

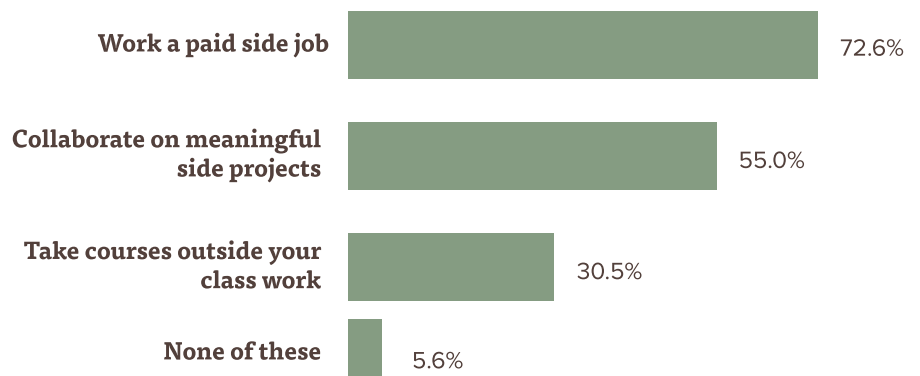
Majority of Seniors Have Held Paid Side Job While in College

By the time students are ready to graduate, most will have held a side job (72.6 percent) or will have collaborated on meaningful side projects to help build the resume (55.0 percent). About three in 10 students have also taken online or other courses outside of their class work to improve their experience.

Worked a paid side job

- Male students: 66.3%
- Female students: 76.7%
- Below-average GPAs: 75.5%
- Above-average GPAs: 68.8%
- One internship: 75.9%
- Two internships: 70.3%
- Three+ internships: 65.5%

Importance of internship attributes



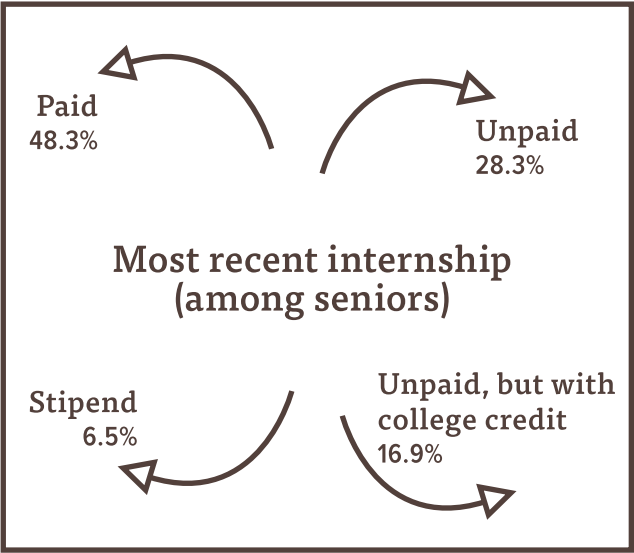
The latter is an important finding: students are more likely to do multiple internships when they are not working paid side jobs. This underscores the paid internship argument and providing students with a career-relevant paid internship over a likely career-irrelevant side job.

Paid Internships Not Yet the Norm

Describing their most recent internship, 48.3 percent of seniors were paid and 6.5 percent received a stipend.

More likely to have held paid internships are:

- Male students: 60.6 percent versus 40.2 percent of females.
- Career-oriented majors: 54.2 percent versus 31.4 percent of academic-oriented majors.
- Students attending private and state colleges, at 48.6 percent and 48.4 percent versus community college at 37.5 percent.
- Students in the Midwest (54.6 percent) and West (51.5 percent) versus Northeast (43.5%) and South (45.6 percent).

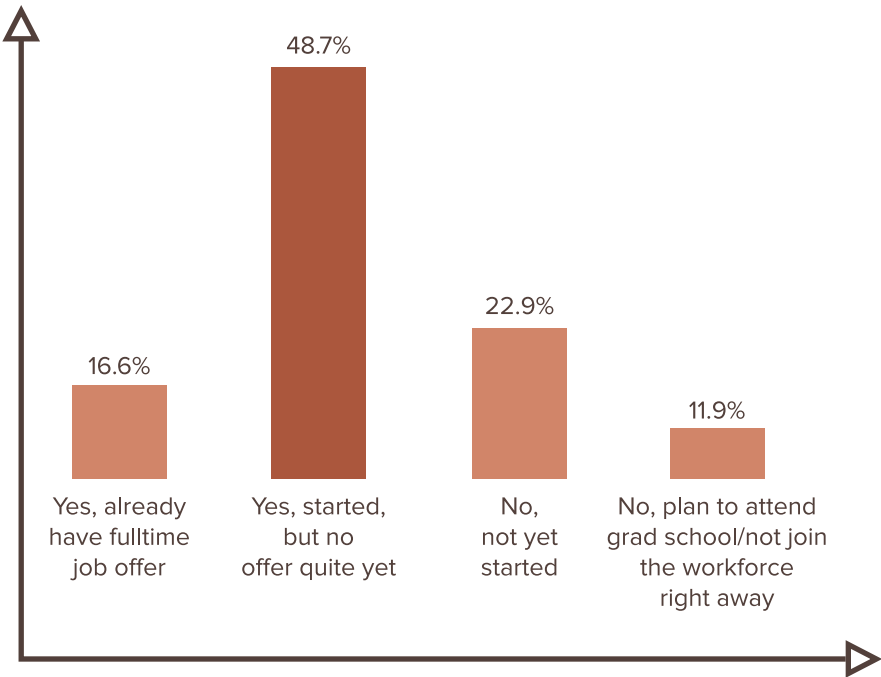


Paid Internships Help Students Lock in Jobs Early

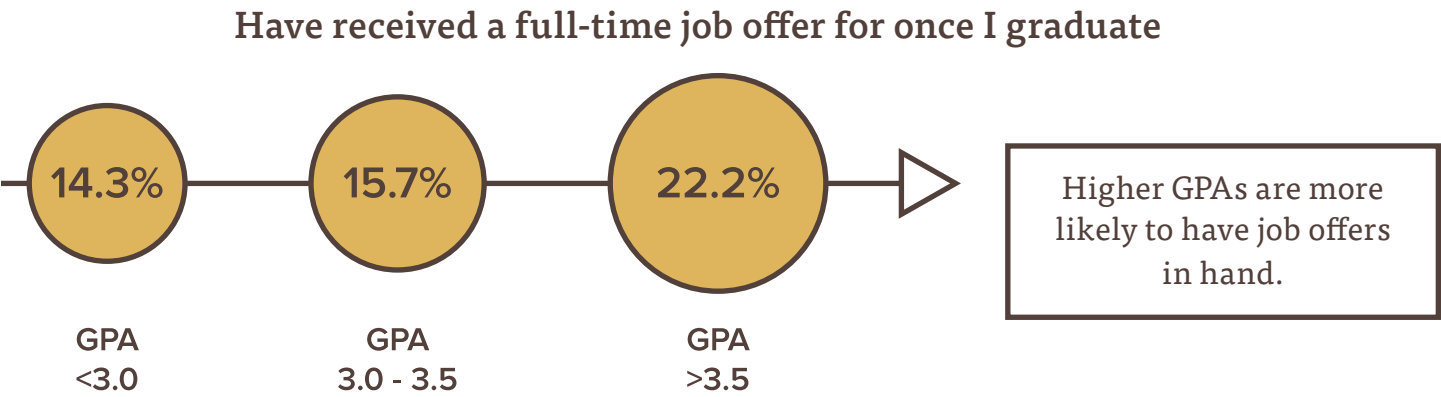
In April 2014, when this survey was fielded, 65.3 percent of seniors had started to look for jobs. Others either had not yet started the search or plan to attend grad school or not join the workforce right away. The majority of those already searching for jobs had not yet received offers.

As can be expected given the uneven job market across the country, regional differences exist with students in the South being less likely to already have job offers in hand (13.3 percent).

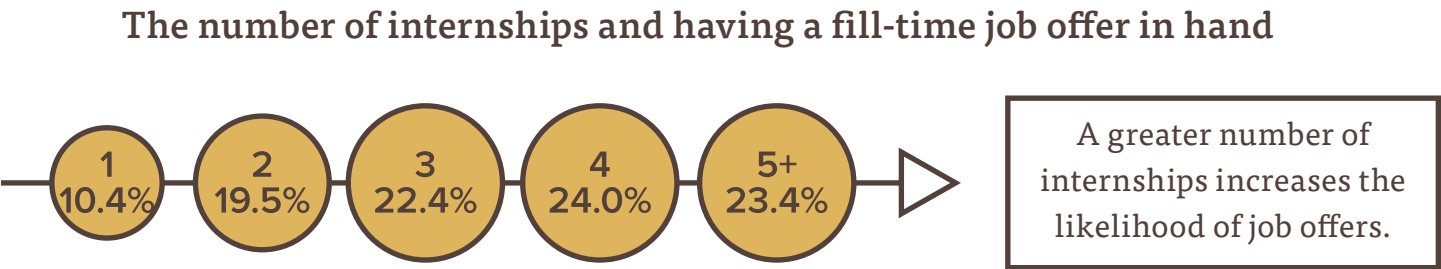
Have you been applying for jobs for once you graduate?



Importantly, there is a direct correlation between GPA and full-time job offers:



Likewise, having multiple internships directly correlates to having full-time job offers pre-graduation as well. Seniors with two internships are nearly twice as likely to have job offers in hand as those with only one internship.

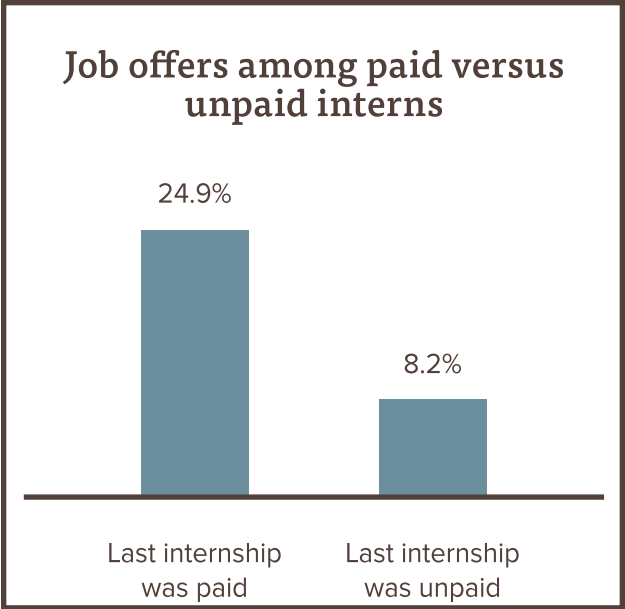


Furthermore, paid internships have a high influence on early job offers. Among seniors whose last internship was paid, 24.9 percent have job offers, compared with only 8.2 percent of students who had unpaid internships.

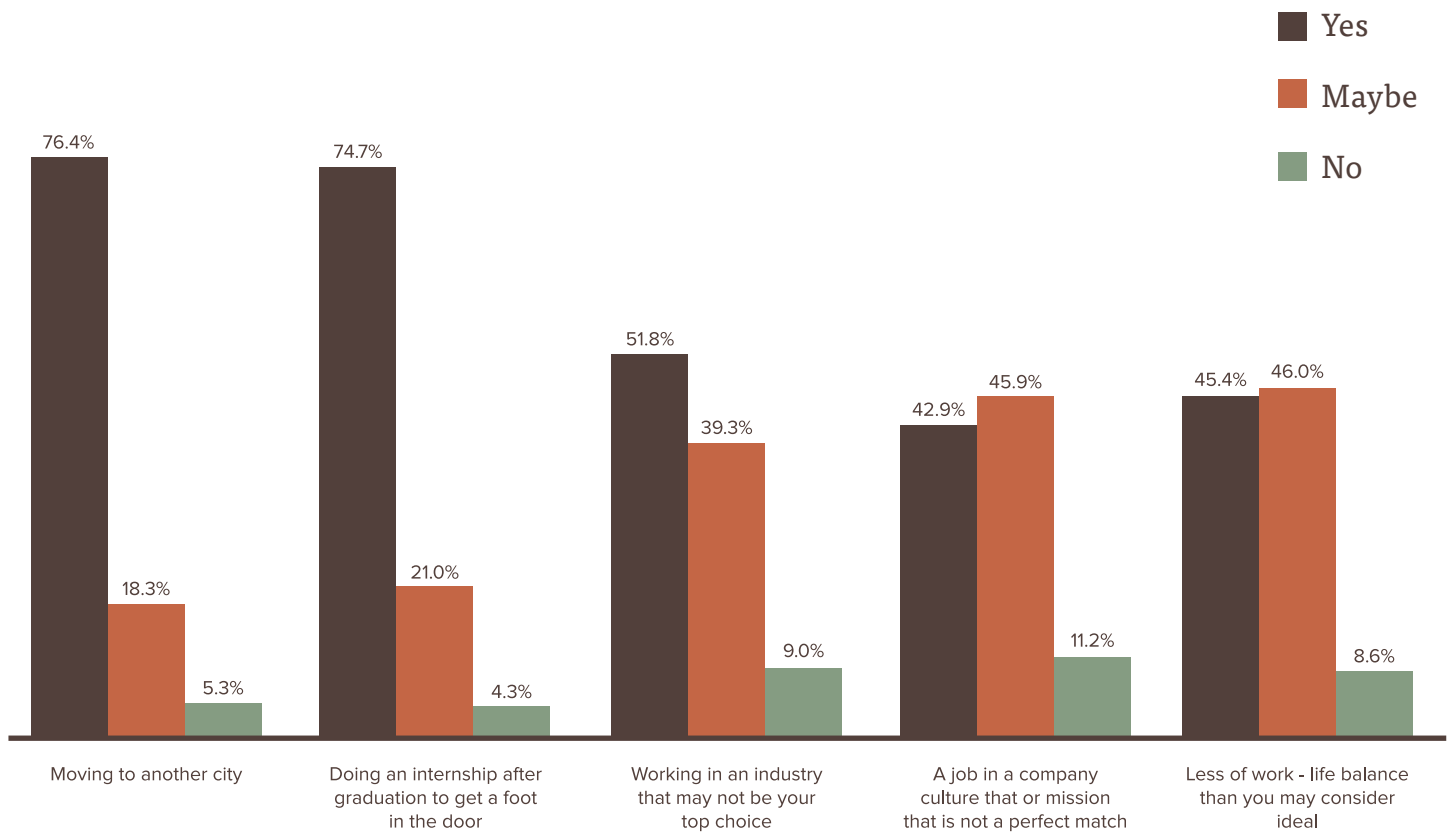
Side jobs, online course work and meaningful side projects had some influence on job offers, but not quite to the extent of GPA scores, internship experience and paid internships.

Seniors Are Willing to Move to Enhance Job Chances, But Less So to Settle

Three-quarters of seniors would be willing to move to another city or to do internships to get a foot in the door if it were to enhance their chances of landing full-time employment. This share drops off significantly when considering job offers in industries that are not among their top choices (51.8 percent), in organizations with company cultures or missions that are not a perfect match (42.9 percent) or jobs that offer less of a work-life balance than students may consider ideal (45.4 percent).



If it were to improve your chances of landing a job, would you consider?



Across the genders, men are slightly more likely to move, do internships to get a foot in the door and work in a company culture or mission that may not be a perfect match. Women are more likely to accept a work-life balance that they may not consider ideal.

Insights from No-Internship Students

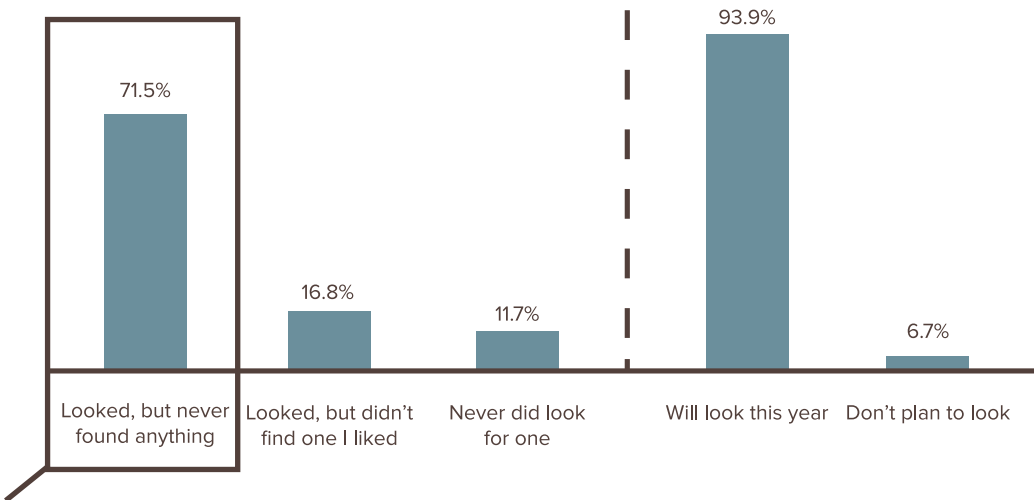
Chapter insights

- Among the 41.5 percent of respondents who have not yet completed any internships, 71.5 percent did search, but never locked in internships. This would imply that demand outpaces the internship supply.
- Summer classes are the main reason why some students are not planning to look for internships this year.
- Students who unsuccessfully looked for internships certainly tried their hardest to find opportunities: they leveraged five to seven different tools and resources, including internship and job websites, career centers and career fairs. When comparing their search tools with those who have completed two or more internships, the main differences are frequency of leveraging personal networks, including friends and family.
- To be better prepared for future internship searches, students say they could use help in how to most effectively search for internships and how best to prepare for interviews.

Internship Demand Appears to Outpace Offering

Among the 41.5 percent of respondents who have not completed internships to date, it is not for lack of trying. In fact, 71.5 percent of these students indicate they looked, but never managed to lock in an opportunity. Another 16.8 percent looked and found something, but not anything they liked well enough to accept the offer. More than nine in 10 students looked or plan to look for internships this summer — a figure that is consistent across demographics, but does increase for students in their junior and senior years.

Internship search efforts among students without internships to date



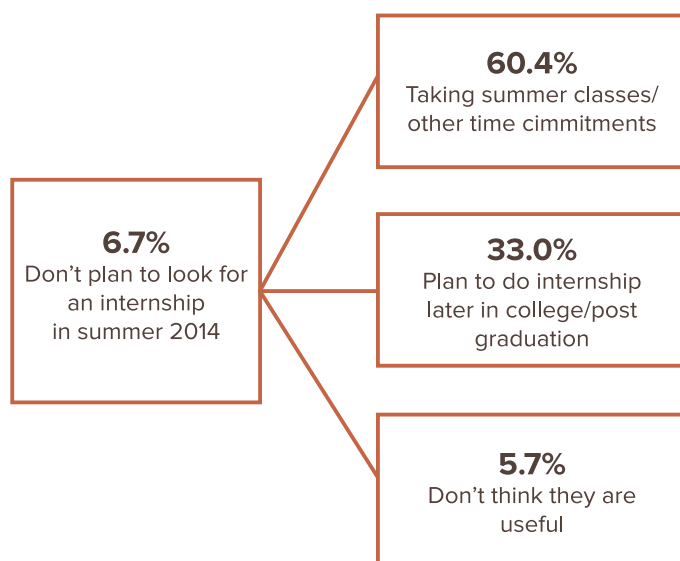
A few more insights:

- The likelihood of students searching for an internship increases as they get further along in their education. For example, 14.4 percent of freshman never searched versus 6.8 percent of seniors. As found earlier, the sophomore year is a key year for students to start building internship experience.

- Students in academic-oriented programs are less likely to say they did not find a program (63 percent), but more likely to say they did not find one to their liking (23.8 percent).
- Students with below-average GPAs were much more likely to say they looked but were not successful in securing internships, at 76.2 percent versus 68.9 percent of students with above-average GPAs.
- Regionally, students in the Northeast and Midwest had a harder time finding opportunities with above-average shares of students looking for internships but failing to find them, at 73.2 percent and 74.2 percent. In contrast, a much lower 66.6 percent in the West were unable to find internships after looking.

Summer Classes Main Barrier for Not Seeking Internships

Among the small number of students who do not plan to look for internships, the predominant reason is scheduling conflicts: 60.4 percent say they are taking summer classes or have other time commitments that prevent them from doing internships. The second reason is planning to do an internship later, cited by 33.9 percent.



Tools and Resources Used

As the report stated earlier, the lack of success in securing internships among the 71.5 percent who looked for opportunities was not for lack of trying. As illustrated below, these students used five to seven different resources, oftentimes more than those who did land two or more internships.

When comparing the tools of choice, students who were successful in landing internships were more likely to leverage personal networks, particularly family connections (+7.1 percentage points), friends and their alumni network.

	Sought for, but didn't land internships	2+ Internships	Net difference
Internship websites, including InternMatch	69.2%	59.9%	-9.3%
Google/online searches	62.4%	53.9%	-8.5%
University career center	55.9%	39.4%	-16.5%
General job sites (Indeed, Monster, etc)	50.6%	28.7%	-21.9%
Career fairs	49.3%	40.0%	-9.5%
Specific employer/company websites	46.4%	25.8%	-20.6%
Friends	46.3%	49.9%	+3.6%
Faculty members (professors, teachers)	40.6%	39.9%	-0.7%
Professional social network platforms/events (LinkedIn, etc)	32.6%	39.7%	+7.1%
Study and work abroad organizations	32.2%	22.4%	-9.8%
Alumni network (incl. fraternity/older year students)	19.5%	21.6%	+2.1%
Craigslist	17.5%	11.4%	-6.1%

Hands-On Search Tips and Interview Preparation Top Needs

More than six in 10 students looking for internships with no success to date say they could use help in learning more on exactly how to search for opportunities. As seen above, different ways of leveraging connections or resources may make them more successful in locking in opportunities.

Another area where students say they could use help is interview preparation. This topic is particularly relevant as the report found that nearly 65 percent of prior interns did in-person interviews. Other top areas of improvement include preparing a more effective resume and leveraging personal networks. The latter is particularly important with friends and family connections being a key resource among those who have completed at least two internships.

These numbers are fairly consistent across demographics.

	Could use help to improve chances of landing an internship
How to search for opportunities	61.4%
Preparing for an interview	47.3%
Preparing a resume	44.5%
How to best leverage personal networks	43.3%
Preparing an online presence	42.0%
Tips on what to wear for an interview	14.7%
None of these	4.7%

Methodology

The data for the State of Internships 2014 were collected through a 35-question online survey, conducted between March 27 and April 13, 2014. The 9,001 respondents used a self-administered, online questionnaire via web-assisted interviewing software. To maintain the reliability and integrity of the sample, each student was limited to one survey completion.

The sample was tested on key demographics, such as gender, region and ethnicity and slight statistical adjustments were made to ensure respondents accurately mirrored the student population. The resulting sample is a reliable nationwide cross-section of college students ranging from freshmen to graduate students, as well as a small share of high school students. The margin of error associated with the survey is 1.0 percent at the 95 percent confidence level. Percentage may not always add to 100 percent due to rounding.

All survey results are subject to sampling error — the difference between obtained results and those that would have been obtained by studying the entire population. The percentage difference varies with the size of the sample and with the percentage of respondents giving a particular answer. The table below shows the minimum percentage difference that must occur to be considered real for varying sample sizes.

Sample Size and Margin of Error				
9,000	6,000	3,000	1,000	600
↓	↓	↓	↓	↓
1.0%	1.3%	1.8%	3.1%	4.0%

Geographic regions are based on the Census with states falling into one of four regions:

- Northeast: CT, RI, MA, VT, NH, ME, NJ, PA, NY
- Midwest: IA, IL, IN, KS, MI, MN, MO, NE, ND, OH, SD, WI
- South: AL, AR, DC, DE, FL, GA, KY, LA, MD, MS, NC, OK, PR, SC, TN, TX, VA, WV
- West: AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY

Sample

	100.0% based on N=9,001
Gender Male Students Female Students	42.1% 57.9%
Regions Northeast Midwest South West	22.8% 21.8% 31.5% 23.9%
Ethnicity White Hispanic or Latino Black or African American Asian American Other	55.1% 9.9% 13.6% 11.6% 9.9%
Year High school College Freshmen year College Sophomore College Junior year College Senior year Graduated college recently Graduate student	1.1% 8.3% 16.0% 26.4% 24.8% 14.8% 8.5%
Type of degree Career-oriented (incl. accounting, business administration, communications, computer science, engineering, healthcare and environmental sciences) Academic-oriented (incl. English, foreign language, liberal arts/humanities, history/political science, psychology, sociology and visual/performing arts)	75.7% 24.3%
GPA categories <3.0 3.0 - 3.5 >3.5	27.4% 39.5% 33.0%
Type of university State college Community college Private college	51.5% 6.5% 42.1%
Number of internships completed None 1 2 3 4 5+	41.5% 28.2% 16.7% 7.8% 3.3% 2.5%

Santa Clara Valley Water District 2014 Summer Internship Program Evaluation

Thursday, September 18, 2014

20

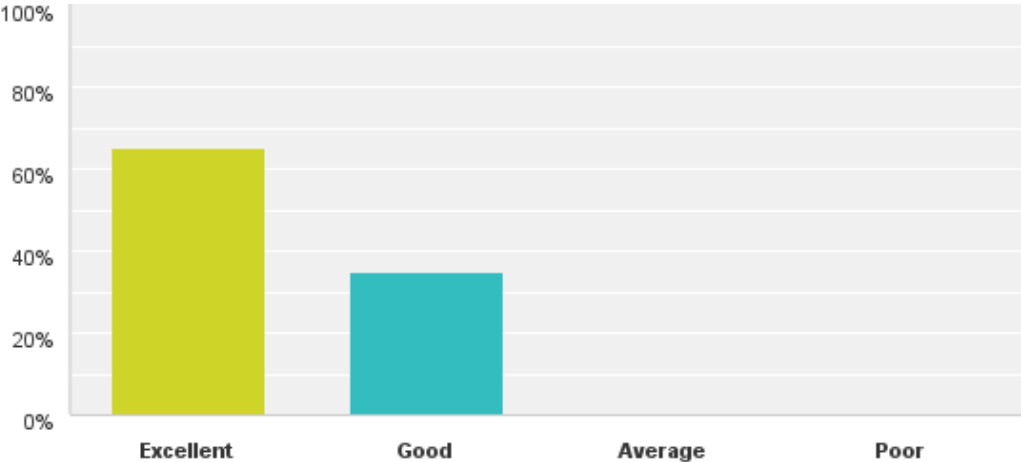
Total Responses

Date Created: Tuesday, August 12, 2014

Complete Responses: 20

Q1: Overall, my experience as a Santa Clara Valley Water District intern was:

Answered: 20 Skipped: 0



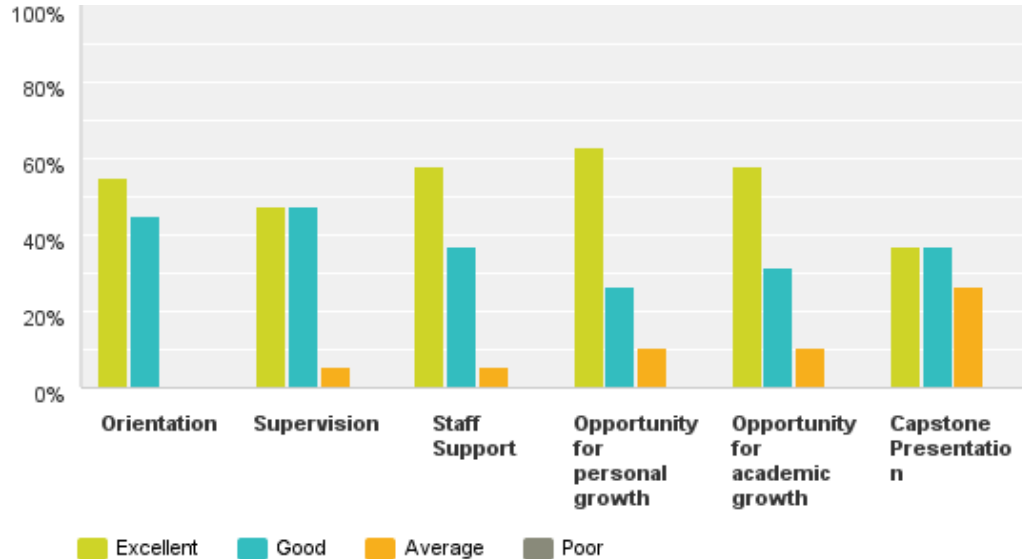
Q1: Overall, my experience as a Santa Clara Valley Water District intern was:

Answered: 20 Skipped: 0

Answer Choices	Responses	
Excellent	65.00%	13
Good	35.00%	7
Average	0.00%	0
Poor	0.00%	0
Total		20

Q2: Please rate the following elements of the internship program.

Answered: 20 Skipped: 0



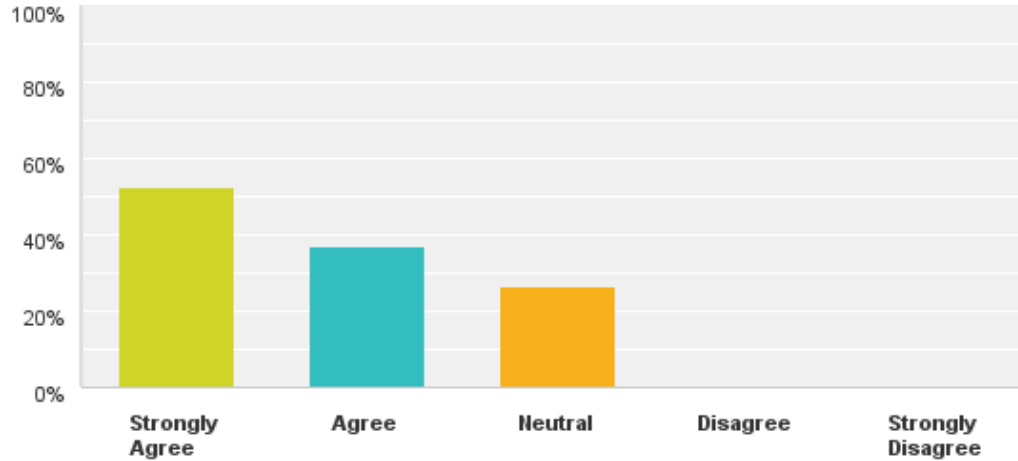
Q2: Please rate the following elements of the internship program.

Answered: 20 Skipped: 0

	Excellent	Good	Average	Poor	Total
Orientation	55.00% 11	45.00% 9	0.00% 0	0.00% 0	20
Supervision	47.37% 9	47.37% 9	5.26% 1	0.00% 0	19
Staff Support	57.89% 11	36.84% 7	5.26% 1	0.00% 0	19
Opportunity for personal growth	63.16% 12	26.32% 5	10.53% 2	0.00% 0	19
Opportunity for academic growth	57.89% 11	31.58% 6	10.53% 2	0.00% 0	19
Capstone Presentation	36.84% 7	36.84% 7	26.32% 5	0.00% 0	19

Q3: My mentor provided me with challenging work related to my field of study.

Answered: 19 Skipped: 1



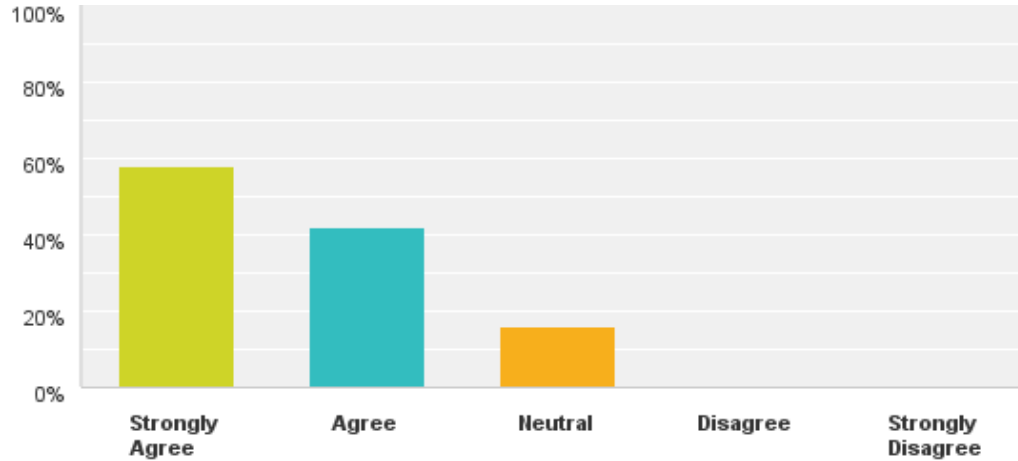
Q3: My mentor provided me with challenging work related to my field of study.

Answered: 19 Skipped: 1

Answer Choices	Responses
Strongly Agree	52.63%10
Agree	36.84%7
Neutral	26.32%5
Disagree	0.00%0
Strongly Disagree	0.00%0
Total Respondents: 19	

Q4: I feel the work I completed contributed to the overall success of my unit.

Answered: 19 Skipped: 1



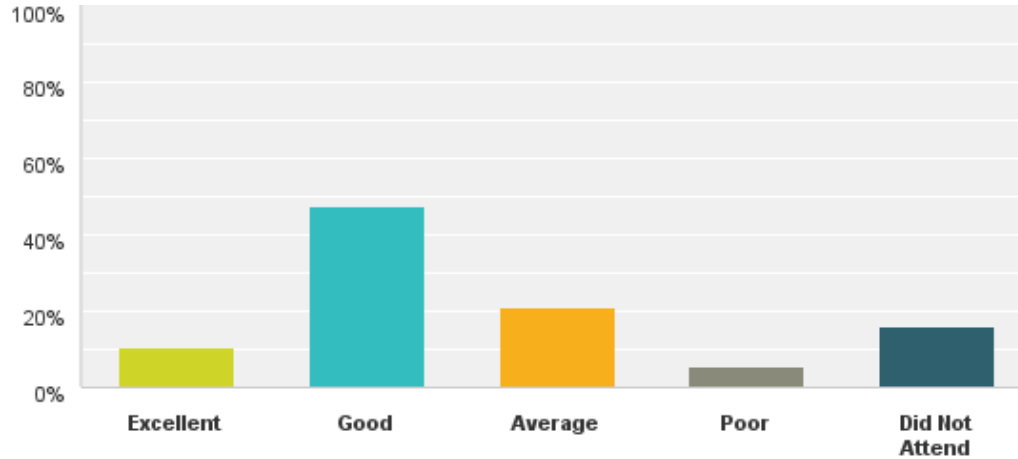
Q4: I feel the work I completed contributed to the overall success of my unit.

Answered: 19 Skipped: 1

Answer Choices	Responses	
Strongly Agree	57.89%	11
Agree	42.11%	8
Neutral	15.79%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Total Respondents: 19		

Q5: How would you rate the Santa Teresa Water Treatment Plant tour?

Answered: 19 Skipped: 1



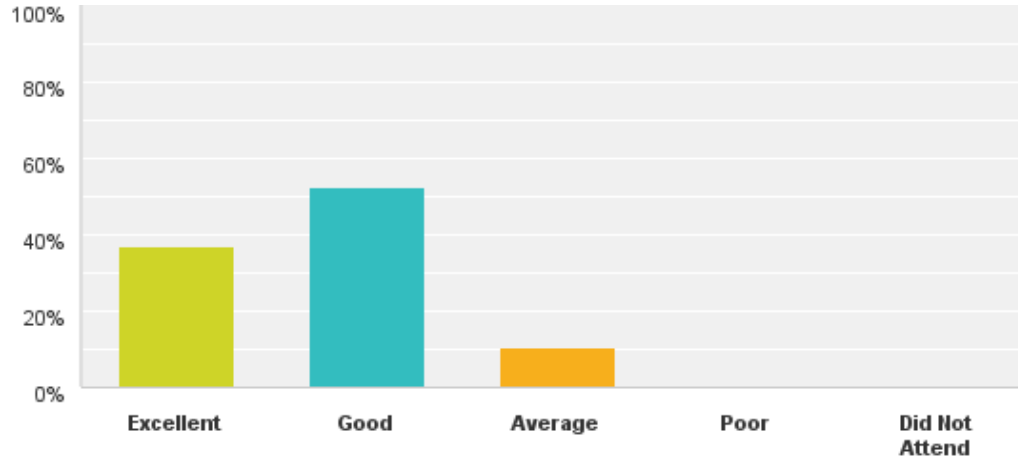
Q5: How would you rate the Santa Teresa Water Treatment Plant tour?

Answered: 19 Skipped: 1

Answer Choices	Responses
Excellent	10.53% 2
Good	47.37% 9
Average	21.05% 4
Poor	5.26% 1
Did Not Attend	15.79% 3
Total Respondents: 19	

Q6: How would you rate the Water Quality Lab tour?

Answered: 19 Skipped: 1



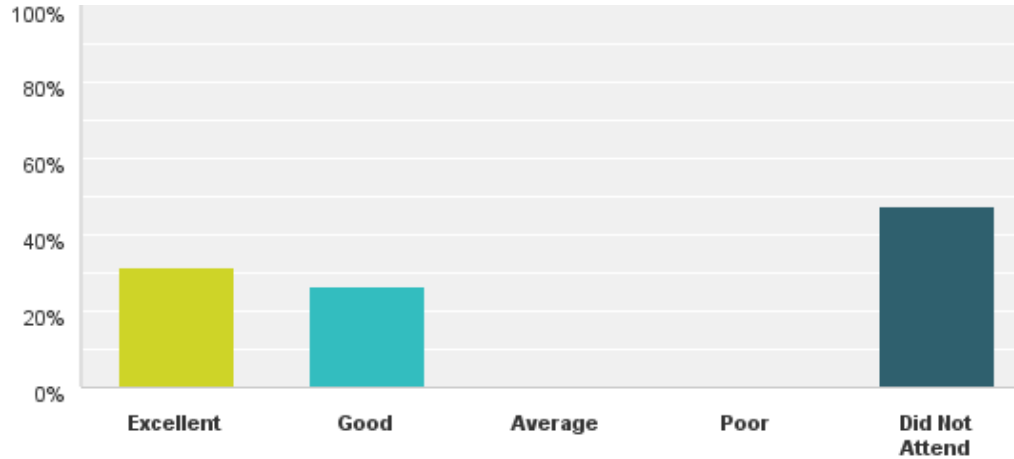
Q6: How would you rate the Water Quality Lab tour?

Answered: 19 Skipped: 1

Answer Choices	Responses
Excellent	36.84%1
Good	52.63%10
Average	10.53%2
Poor	0.00%0
Did Not Attend	0.00%0
Total Respondents: 19	

Q7: How was the Silicon Valley Advanced Water Purification Center tour?

Answered: 19 Skipped: 1



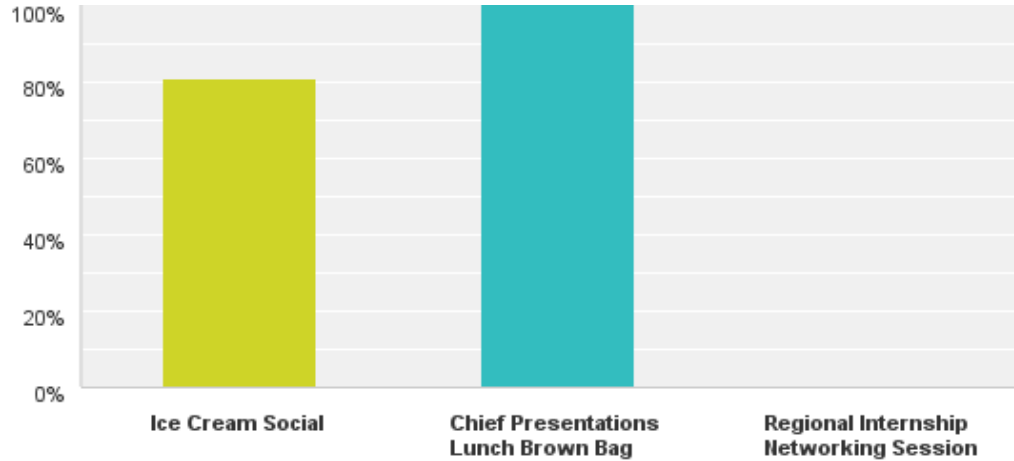
Q7: How was the Silicon Valley Advanced Water Purification Center tour?

Answered: 19 Skipped: 1

Answer Choices	Responses	
Excellent	31.58%	6
Good	26.32%	5
Average	0.00%	0
Poor	0.00%	0
Did Not Attend	47.37%	9
Total Respondents: 19		

Q8: Check which additional events you attended:

Answered: 16 Skipped: 4



Q8: Check which additional events you attended:

Answered: 16 Skipped: 4

Answer Choices	Responses	
Ice Cream Social	81.25%	13
Chief Presentations Lunch Brown Bag	100.00%	16
Regional Internship Networking Session	0.00%	0
Total Respondents: 16		

Q9: How would you rate the following training in equipping you for your internship?

Answered: 19 Skipped: 1



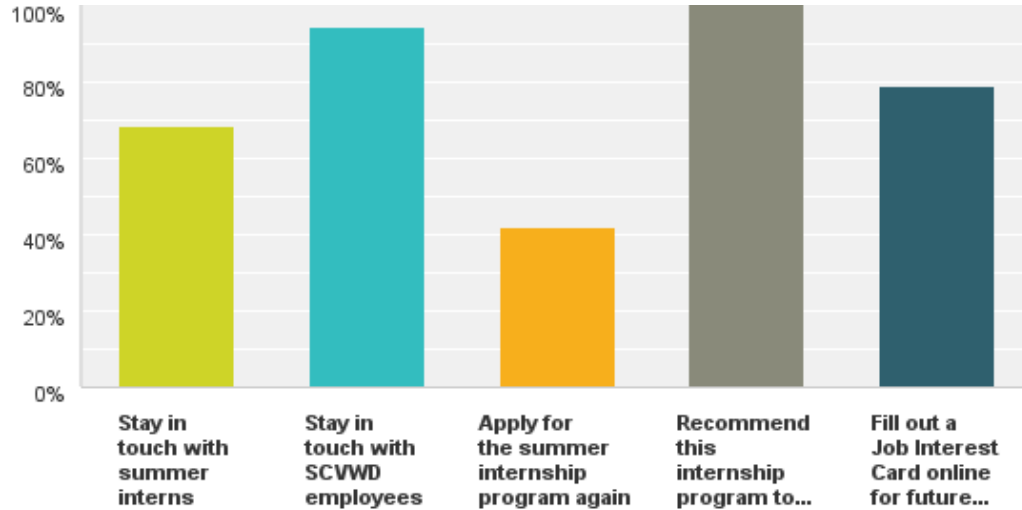
Q9: How would you rate the following training in equipping you for your internship?

Answered: 19 Skipped: 1

	Excellent	Good	Average	Poor	N/A	Total
EEO Discrimination Complaint Procedure	36.84% 7	26.32% 5	31.58% 6	5.26% 1	0.00% 0	19
Safety Training Courses for my specified field	36.84% 7	47.37% 9	15.79% 3	0.00% 0	0.00% 0	19
Workers Compensation Program	21.05% 4	42.11% 8	21.05% 4	0.00% 0	15.79% 3	19
Self-Service Training Courses	15.79% 3	47.37% 9	31.58% 6	0.00% 0	5.26% 1	19
Serious Injury Reporting Protocol	26.32% 5	47.37% 9	21.05% 4	0.00% 0	5.26% 1	19

Q10: As a result of this internship program, I am likely to do the following. (Mark all that apply)

Answered: 19 Skipped: 1



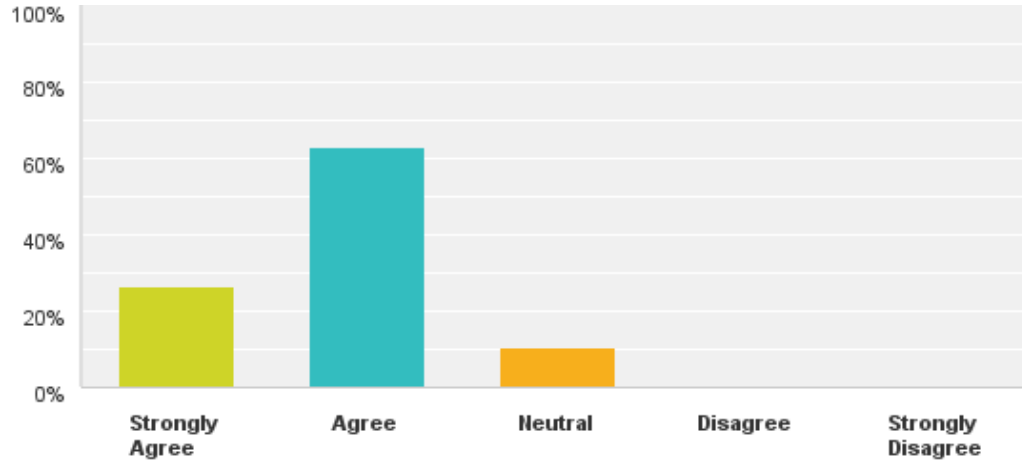
Q10: As a result of this internship program, I am likely to do the following. (Mark all that apply)

Answered: 19 Skipped: 1

Answer Choices	Responses	
Stay in touch with summer interns	68.42%	13
Stay in touch with SCVWD employees	94.74%	18
Apply for the summer internship program again	42.11%	8
Recommend this internship program to fellow students	100.00%	19
Fill out a Job Interest Card online for future career opportunities	78.95%	15
Total Respondents: 19		

Q11: The Learning Plan was an effective tool to clearly identify my work assignments and career guidance.

Answered: 19 Skipped: 1



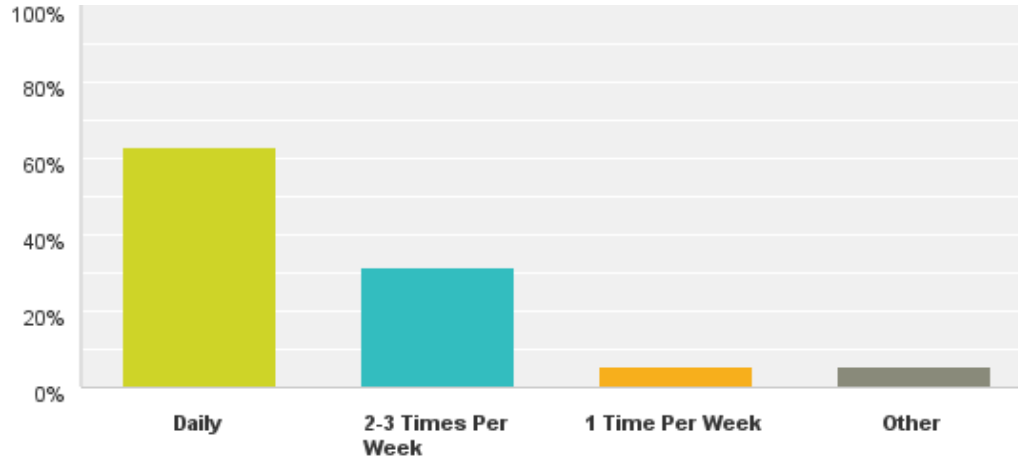
Q11: The Learning Plan was an effective tool to clearly identify my work assignments and career guidance.

Answered: 19 Skipped: 1

Answer Choices	Responses
Strongly Agree	26.32%5
Agree	63.16%12
Neutral	10.53%2
Disagree	0.00%0
Strongly Disagree	0.00%0
Total Respondents: 19	

Q12: My mentor checked in with me:

Answered: 19 Skipped: 1



Q12: My mentor checked in with me:

Answered: 19 Skipped: 1

Answer Choices	Responses	
Daily	63.16%	12
2-3 Times Per Week	31.58%	6
1 Time Per Week	5.26%	1
Other	5.26%	1
Total Respondents: 19		

Summer Internship Capstone Presentation



- ▶ Each summer intern must prepare a **3 to 5 minute (max)** presentation on their summer internship experience
- ▶ Presentations are **due to your HR Liaison by Thursday, August 8, 2014**
- ▶ District staff will be invited to attend the presentations on **Tues. August 12 (WUE Interns) and Wed. August 13 (Watershed & Admin) in HQ Boardroom.**
- ▶ Detailed information on how to prepare your presentation can be found **X:/Summer Internship Program_2014/Internship Presentation Guidelines.**

SUMMER INTERNSHIP PROGRAM INFORMATION AND GUIDELINES

Introduction

The Santa Clara Valley Water District's (district's) summer internship program provides students with a work experience to give him/her a realistic exposure to an organizational public sector environment as well as to provide students seeking careers in the water industry an opportunity to enhance their academic background. This experience should develop the student's awareness of the internal dynamics of an organization and of the value and attitudes of public employees to both their clientele and their administrative-political superiors.

The internship should give the student the opportunity to become aware of his/her obligations as a professional and to the public.

Although the intern should handle real work assignments, mentors should keep in mind that the major reason for the internship is to provide a learning experience.

General Guidelines

1. Duration / Timeframe

- June to August 2015

Summer Internship Program Schedule	Semester Students (11 weeks)	Quarter Students (11 weeks)
Start Date	Monday, June 1, 2015	Monday, June 15, 2015
End Date	Friday, August 14, 2015	Friday, August 28, 2015
Orientation	Monday, June 15, 2015	

2. Compensation

- \$15 per hour

3. Work Schedule

- Assignments are full-time (40 hours per week)

4. Placement

One of the most important components of internships is the nature of the assignment given to the student. One of the goals is to establish continuous interest with colleges/universities and new students seeking careers in public service and the water industry. This will aid in the District's development of significant and large future applicant pools. The primary responsibility for evaluating the adequacy of the placement of the intern should rest with the district's Human Resources Staff and HR Liaisons. Ideally, the district's HR staff in coordination with the HR Liaisons will determine which position would give a particular student the best learning experience, given the student's interests and educational background that are submitted in the application package. Internship assignments may be available in each of the District's divisions. Each division will establish their selection criteria.

5. Supervision

- Interns will have a mentor within the work unit that they are assigned to.

6. Learning Plan

- During the first week of the internship, the participating students will meet with their mentor to develop a clear internship learning plan. The learning plan will identify at least three or more objectives and specific strategies for meeting each objective. Learning objectives should be related to the following areas:
 - a. **Academic Learning and Application:** Related to the ideas, concepts, or theories of the student's major or minor field(s) of study and ideas or concepts related to the major.
 - b. **Skill Development:** Skills specific to the student's academic/major or occupation, and/or general skills such as oral and written communication, critical thinking, organization, problem solving, decision making, leadership, interpersonal relationships, technical, computer, etc.
 - c. **Personal Development:** Self-confidence, self-awareness, self-management, sensitivity and appreciation for diversity, clarification of work and personal values, career awareness and professional development, etc.
- Students will also have an opportunity to work collaboratively with other interns on an interactive team challenge to address real world issues.
- At the conclusion of the internship program, each student will be required to develop and deliver a capstone presentation that will highlight their learning experience and specific project(s) that were completed.

7. Evaluation

- Mentors will evaluate students on a continuous, on-going aspect of the internship program. The evaluation will include statements on each student from the intern's mentor, preferably during as well as at the conclusion of the internship.
- Interns will be required to submit an online survey (via Survey Monkey) of their experiences at the conclusion of the program.
- Intern surveys should include statements of the program's effectiveness.

2015 Summer Internship Program

(Tentative Timeline)

Summer Internship Program Schedule	Semester Students (11 weeks)	Quarter Students (11 weeks)
<i>Start Date</i>	Monday, June 1, 2015	Monday, June 15, 2015
<i>End Date</i>	Friday, August 14, 2015	Friday, August 28, 2015
<i>Orientation</i>	Monday, June 15, 2015	

	Task	Assigned To	Start	End
1	Internship Program	HR Team	1/1/15	8/28/15
1.1	Planning/Development	HR Team	1/1/15	2/28/15
1.1.1	Review guidelines for selection process	HR Team	1/15/15	1/15/15
1.1.2	Review program structure and details	HR Team	1/15/15	1/15/15
1.1.3	Review contact list of colleges/universities	HR Team	1/15/15	1/15/15
1.1.4	Identify SCVWD managers to participate in 2015 Summer Internship Program. Notify the HR Team.	HR Liaisons	1/15/15	1/30/15
1.1.5	Develop job postings and confirm selection criteria	HR Team and HR Liaisons	2/2/15	2/6/15
1.2	Marketing	HR Team and HR Liaisons	2/2/15	2/28/15
1.2.1	Finalize Pre-Announcement Notification Flyer	HR Team and HR Liaisons	1/15/15	1/30/15
1.2.2	Pre-announce internship program on District Website, LinkedIn, CalOpps, BayWorks, colleges/universities, etc.	HR Team	2/2/15	2/22/15
1.2.3	Application Period	HR Team	2/23/15	2/27/15
1.3	Application Review/Selection Process	HR Team and HR Liaisons	3/2/15	3/31/15
1.3.1	Application review and evaluation	HR Team and HR Liaisons	3/2/15	3/13/15
1.3.2	Notification to selected and non-selected intern applicants	HR Team	3/16/15	3/20/15
1.3.3	Schedule and coordinate interviews	HR Liaisons	3/16/15	3/20/15
1.3.4	Conduct interviews	HR Team and HR Liaisons	3/23/15	4/10/15
1.3.5	Identify selected candidates and extend offer	HR Team and HR Liaisons	4/10/15	4/15/15
1.4	On-boarding Preparation	HR Team and HR Liaisons	4/21/15	5/23/15
1.4.1	Develop orientation/first day program details	HR Team and HR Liaisons	4/20/15	5/15/15
1.4.2	Notify IT and Facilities of interns	HR Team and HR Liaisons	4/13/15	4/30/15
1.4.3	Coordinate training logistics with EEO and Health & Safety	HR Team	4/13/15	4/30/15
1.4.4	Develop interactive activities	HR Team and HR Liaisons	4/20/15	5/23/15

1.4.5	Provide participating Supervisors/Mentors with on-boarding checklist for interns and ensure completion	HR Team and HR Liaisons	4/20/15	5/23/15
1.4.6	Supervisor/Mentor training & orientation	HR Team	5/18/15	5/22/15
1.5	Implementation of Summer Internship Program	HR Team, HR Liaisons, and Mentors	6/1/15	8/29/15
1.5.1	Start date for interns on semester schedule	Interns	6/1/15	
1.5.2	Start date for interns on quarter schedule	Interns	6/15/15	
1.5.3	Conduct orientation	HR Team and HR Liaisons	6/15/15	
1.5.4	Develop internship learning plan	Mentors and Interns	6/1/15	6/19/15
1.5.5	Interactive team challenge	Interns	6/1/15	7/31/15
1.5.6	Ice cream social/networking activity/Chief Brown Bags, etc.	HR Team, HR Liaisons, and Interns	6/16/15	8/15/15
1.5.7	Capstone Presentations	Interns	8/3/15	8/13/15
1.5.8	Introduce the interns to the Board of Directors	HR Team	8/11/15	
1.6	Program Evaluation	HR Team	8/1/15	8/29/15
1.6.1	Administer surveys for interns at the conclusion of the program	HR Team	8/3/15	8/10/15
1.6.2	Conduct program evaluation meeting	HR Team and HR Liaisons	9/15/15	

[Careers and Job Openings](#) > Paid Summer Internships

Paid Summer Internships



2015 Paid Summer Internship application period is Feb. 23 - 27, 2015

The Santa Clara Valley Water District offers 28 paid summer internship opportunities (\$15 per hour) in various disciplines, such as:

- Accounting
- Biology
- Business
- Chemistry
- Engineering
- Environmental Sciences
- Finance
- Geology
- Hydrology/Hydrography
- IT and Computer Science Technology
- Planning (Environmental/Urban)
- Political Science

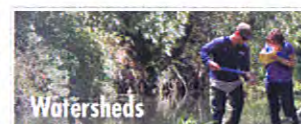
The duration of this Summer Internship Program is between June and August and is open to students enrolled in an accredited community college, undergrad (Junior and Senior), graduate programs and must be enrolled in the Fall 2015 session.

The Summer Internship Program provides students with a work experience to give him/her a realistic exposure to an organizational public sector environment as well as to provide students seeking careers in the water industry an opportunity to enhance their academic background. This experience should develop the student's awareness of the internal dynamics of an organization and of the value and attitudes of public employees to both their clientele and their administrative-political superiors. The internship also gives the student the opportunity to become aware of his/her obligations as a professional and to the public.

In addition, interns are assigned mentors, receive professional development training, participate in networking events, attend meetings with executives, and tour a water treatment plant and water quality lab. Interns are expected to prepare a Capstone presentation at the end of their internship.

This program is designed to broaden the intern's knowledge of the Santa Clara Valley Water District and how we serve our community. To ensure the Summer Internship Program remains beneficial to the district and interns, ongoing feedback will be solicited on the program's effectiveness which will help improve the program for future participants.

Internship opportunities are available in three business areas of the district: Administration, Water Utility and Watersheds:



Click buttons above to learn more about each area and the specific positions and requirements

Eligibility

- Be enrolled in an accredited undergraduate (Junior or Senior) or graduate level community college or college/university program and not have participated in the district's Summer Internship Program in past years
- Be enrolled in the Fall 2015 session
- Be fluent in both written and spoken English to be eligible to participate in the program
- Have an overall GPA of 2.75 or higher
- Provide proof of legal right to work in the United States
- Pass a pre-employment screening process to include reference checks and a background/criminal check
- Proof of enrollment will be required prior to start of assignment
- Be able to work full-time (40 hours/week) during the Summer Internship Program (June to August)

Summer Internship Program Schedule	Semester Students (11 weeks)	Quarter Students (11 weeks)
Start Date	June 1, 2015	June 15, 2015
End Date	Aug. 14, 2015	Aug. 28, 2015
Orientation	June 15, 2015 (attendance required)	

Application Process

- Apply online Feb. 23-27, 2015
 - Complete the online Employment Application (required).
 - [APPLY ONLINE HERE](#)
 - (Select either Administration, Water Utility or Watersheds Summer Intern)
 - Resume required
 - Include a PDF of unofficial transcript of all institutions attended
 - Provide responses to the Supplemental Questions listed in the online application

Please note:

- *The schedule above may be subject to change*

Additional Information

- Participation in the Summer Internship Program does not automatically guarantee full-time employment
- The district does not provide medical benefits, vacation pay, or holiday pay

Questions?

For more information, please contact the Santa Clara Valley Water District Recruitment Hotline at: (408) 630-2260, or email recruit@valleywater.org.
