WOW Reader’s Guide

Learning Goals
- Student articulates personal, academic, and career goals (citing specific tasks/projects/responsibilities for ALL three).
- Essays contain clear, realistic, and measurable learning goals for the experience. Goals are attainable within the time period and based upon the proposed activities/responsibilities/job description.
- Learning Goals essay is well-written and demonstrates thoughtfulness and intention.

Strength of Invitation
- The proposed internship site is equipped to host and adequately supervise the student.
- Host organization clearly acknowledges an understanding of the student’s learning goals. The Letter of Offer appears personalized for this student’s summer experience.
- Organization agrees to take an active role in the student’s internship experience in ways that support the WOW program’s mission.
- The Letter of Offer details the student’s responsibilities and sufficient time commitment.

Student Preparedness & Maturity for the Experience
- Student demonstrates a readiness via prior experience (courses, campus involvement, internship) or substantial career exploration that relates to the internship site and/or industry.
- Student possesses skills, attitudes and/or values likely to help him/her be successful in internship.
- Student demonstrates a mature understanding of the organization’s work and the nature of the work they are about to undertake.
- Letters of Recommendation demonstrate maturity and preparedness, responsibility, flexibility, curiosity, motivation, initiative, field interest.
- Student indicates readiness to enter the working world through thoughtful, well-prepared materials including a professional resume.
- Preparedness essay is well written and shows care and attention to detail.

Match Between Student Goals and Host Organization
- The Essays and Letter of Offer indicate that the learning goals were developed in partnership between student and host organization.
- The internship clearly furthers learning goals identified in student essays.
- Student articulates clearly his or her interest in the proposed industry.
- Student’s goals clearly align with the work, mission and focus of the agency.

Other
- The internship will provide the student with an experience he or she might not be able to explore without financial support.
- Student shows initiative and creativity in finding the internship.
- Student requires a professional experience in order to become a desirable candidate in subsequent job searches.
- Student adds diversity to pool of selected applicants.
- Overall impression of all materials.
<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Invitation</th>
<th>Preparedness &amp; Maturity</th>
<th>Match</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rating 5 (highest)</strong>&lt;br&gt;Strong interest in field; can articulate well how experience will be beneficial in career development; all three goals are clearly defined and supported by specific responsibilities from job description/Letter of Offer.</td>
<td><strong>Rating 5 (highest)</strong>&lt;br&gt;Indicates: solid communication with student around purpose and goals. Details responsibilities of the internship. Strong evidence of supervision and support. Specific dates and time commitment confirmed.</td>
<td><strong>Rating 5 (highest)</strong>&lt;br&gt;Academic or past work to support goals. Strong evidence of career exploration. Professional-looking and tailored resume. Strong letters of recommendation indicate flexibility, maturity, and readiness.</td>
<td><strong>Rating 5 (highest)</strong>&lt;br&gt;Strong overall match between goals and organization. Clear correlation between learning goals and letter of offer.</td>
</tr>
<tr>
<td><strong>Rating 4</strong>&lt;br&gt;States interest in the field; can state good reasons for experience; has standard set of goals for the job; has done some research.</td>
<td><strong>Rating 4</strong>&lt;br&gt;Indicates: good communication with student, willingness to support student's goals, an outcome or product of the experience, specific dates and times.</td>
<td><strong>Rating 4</strong>&lt;br&gt;Some past experience to support goals; a good understanding of proposed internship. Resume is good, but not tailored. Strong, but not outstanding letters of recommendation.</td>
<td><strong>Rating 4</strong>&lt;br&gt;Good overall match between goals and organization. Correlation between learning goals and letter of offer can be intuited but is not explicit.</td>
</tr>
<tr>
<td><strong>Rating 3</strong>&lt;br&gt;Some interest in the field; states generally how the experience will be helpful; provides vague goals or omits one of the learning goals categories.</td>
<td><strong>Rating 3</strong>&lt;br&gt;Indicates: general communication with student, confirmation that the student can work, general outline of the student's duties, dates and times missing or general.</td>
<td><strong>Rating 3</strong>&lt;br&gt;Student is somewhat organized or realistic about what he or she is taking on. Resume is lacking focus; slight to few errors. Letters of recommendation not detailed enough.</td>
<td><strong>Rating 3</strong>&lt;br&gt;Satisfactory match between goals and organization. Some correlation possible between learning goals and letter of offer, but is not explicit.</td>
</tr>
<tr>
<td><strong>Rating 2</strong>&lt;br&gt;Provides little evidence of understanding or researching the field; unable to identify solid goals. Unable to articulate career trajectory.</td>
<td><strong>Rating 2</strong>&lt;br&gt;Form letter explains the nature of the work, but does not include personalized details for the particular student.</td>
<td><strong>Rating 2</strong>&lt;br&gt;Scant experience to support either the proposed work or goals. Poor resume; many errors.</td>
<td><strong>Rating 2</strong>&lt;br&gt;Weak overall match between goals and organization; weak or absent correlation between stated goals and letter of offer.</td>
</tr>
<tr>
<td><strong>Rating 1 (low)</strong>&lt;br&gt;Limited sense of the duties being taken on and responsibility as a fellowship recipient.</td>
<td><strong>Rating 1 (low)</strong>&lt;br&gt;Cursory invitation to the student to work at the organization; few details about the experience.</td>
<td><strong>Rating 1 (low)</strong>&lt;br&gt;Resume not up to Hiatt standards. Letters of recommendation vague or negative, or not applicable to work student will be doing.</td>
<td><strong>Rating 1 (low)</strong>&lt;br&gt;No indication that conversation occurred between student and host organization to discuss learning goals.</td>
</tr>
</tbody>
</table>