

The Value of Credit Bearing Internships for Students, Employers, and  
Institutions of Higher Education

by

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For my son, Jack. Let this dissertation and degree be an inspiration to you.

Never let anyone tell you that you can't do something.

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## **ABSTRACT**

A well-educated workforce is critical for the economic development and success of this country. Colleges and universities are challenged to demonstrate effective ways for contributing to the development of a successful workforce. Many in academe believe that experiential education provides ample opportunities for students as they transition into the world of work. However, relatively little research regarding how experiential education benefits individual students' development has been made available. Internships, one form of experiential education, have been designated high-impact educational practices by many colleges and universities throughout the United States. The study purpose was to determine the value of credit-bearing internships received by college students. This archival study examined survey data collected from approximately 27,500 undergraduates from 298 colleges and universities throughout the United States between September and December of 2011. The results of this study might help higher education administrators, specifically those who administer internship programs, understand the perceptions and outcomes of students engaged in credit-bearing internships. Furthermore, the results might help employer partners who host interns within their company the primary benefits of assisting students with earning academic credit for their internship experience.

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## **CHAPTER I INTRODUCTION**

Postsecondary education in the United States includes a variety of educational opportunities for students. When students graduate from high school in the United States, they have the opportunity to attend for-profit, public, and private institutions that offer occupational training of less than one year to baccalaureate, graduate, and professional degrees (Horn, Peter, & Rooney, 2002). For a majority of high school graduates, the next step in their personal development is postsecondary education (Warburton, Bugarin, & Nunez, 2001). Between 1972 and 2001, the percentage of 16- to 24-year-old high school graduates immediately entering college increased from 49% to 62% (Planty et al., 2008). These enrollment fluctuations ranged as high as 64% to 69% from 2002 to 2006 (Planty et al., 2008). With this increase in the number of students entering some form of postsecondary education, it is important to evaluate the efficacy of these educational programs.

The missions of higher education institutions reflect some of society's most cherished goals: opportunity through education, progress through research, and cultural enrichment (Duderstadt & Womack, 2003). Higher education cannot fully reach these goals until its students are successfully placed into functioning positions in society upon graduation. As a result, one of the factors used to measure success in a higher education institution is that college or university's ability to place students into the workforce. Even though government funding for higher education has decreased during this time of increased regulation, institutions do rely on these funds for fiscal sustainability (Padro, 2007). The public has taken considerable interest in student performance measures. One

of the primary publications that annually ranks American colleges and universities, *U.S. News and World Report*, regularly uses the placement rates of graduates as part of its system of evaluating baccalaureate and graduate level institutions (Jassal, 2008). In 2010, 1,400 schools were included in the exclusive rankings in the categories of baccalaureate colleges, liberal arts colleges, engineering programs, business programs, national universities, and master's universities (U.S. News & World Report, 2010). Although these rankings are often controversial and receive widespread criticism, parents and prospective students place a great deal of emphasis on the results (McCormick, 2007).

To increase rankings in such publications as listed above, many colleges and universities have designated internships as *high-impact educational practices*, meaning internships bestow substantial educational benefits to the students who participate in them (Kuh, 2008; O'Neill, 2010). However, the term *internship* can have a variety of definitions. In common vernacular, the term internship can mean anything from students volunteering their time to gain experience in a field of interest to working full-time and earning an hourly wage.

The National Association of Colleges and Employers (NACE) sought to identify a common definition for the term internship. In a position paper released in August of 2011, NACE stated that an internship is:

A form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; *and give employers the opportunity to guide and evaluate talent* [emphasis added]. ("Definition of 'Internship' and Consistent Criteria," para. 3)

This statement defined the parameters of what an internship should be in terms of the content and what the experience provides both to students and employers. However, it failed to illustrate several key components that surround the internship debate. Most notably, the definition did not identify whether students earn college credit or are paid a wage for the work that they do for the host company during the internship.

As the debate over internships being paid experiences or unpaid experiences rages on in the opinion editorials of some of the nation's leading news publications like the *New York Times* and *The Washington Post*, one of the fastest growing trends in higher education is to award academic credit to students for completing an internship. The number of students earning credit through internships appears to be increasing. This rise might have resulted from several factors: (a) address an unpaid internship situation; (b) the growth of internships as a degree completion requirement; and (c) the belief that organizations can reduce their compensation liability for student workers (Gardner, 2011).

For students who register for credit for an on-campus class, the expectation is that the student will have a faculty member guide the learning process, provide feedback, and be available outside of class for assistance. However, in experiential education courses in which students register for credit these experiences are often not the case. In more traditional cooperative education (co-op) programs, co-op students can expect a pre-assignment orientation, a visit from faculty or other campus representative at the work site (or some form of regular communication), feedback on performance, and a concluding reflection on the experience with commentary from the faculty advisor

(Gardner, 2011). In the world of internships, these factors can be present but often are not.

In the United States today, internships and other forms of experiential learning that integrate academic coursework with “real-world” work experience have become popular with currently enrolled students in higher education, employers, and students for a variety of reasons. For currently enrolled students participating in internships, the following benefits have been cited: higher starting salaries (Coco, 2000; Gault et al., 2008; Taylor, 1988); higher job satisfaction (Gault et al., 2008; Devine et al., 2007; Taylor, 1988); job offers sooner (Gault et al., 2008; Taylor, 1988; Thiel & Hartley, 1997); more job offers (Coco, 2000; Devine et al., 2007); higher extrinsic success (Gault et al., 2008; Taylor, 1988); development of communication skills (Knemeyer & Murphy, 2002); better career preparation (Gault et al., 2008); improved job-related skills (Devine et al., 2007; Knemeyer & Murphy, 2002); and improved creative thinking (Gault et al., 2008). A summary of employer benefits include the following: first choice of best students (Gault et al., 2008); best selection of future employees (Devine et al., 2007); better hiring decisions (Knemeyer & Murphy, 2002); exposure to new ideas (Knemeyer & Murphy, 2002); creating a college network (Thiel & Hartley, 1997); fulfilling social responsibilities (Thiel & Hartley, 1997); and receiving part-time help (Divine et al., 2007). For higher education institutions, the benefits cited in the literature include the following: improved reputation (Divine et al., 2007; Thiel & Hartley, 1997); improved student recruiting (Divine et al., 2007); smarter students (Gault et al., 2008; Thiel & Hartley, 1997); new scholarships; other forms of funding (Gault et al., 2008; Thiel &

Hartley, 1997); networking to the local community (Gault et al., 2008; Divine et al., 2007; Thiel & Hartley, 1997); external curriculum assessment (Divine et al., 2007; Thiel & Hartley, 1997) and practitioner input (Thiel & Hartley, 1997).

To illustrate the rise in popularity of internships, consider that in 1980 only 1 in 36 students completed an internship, compared to 3 out of 4 students completing an internship just 20 years later (Cook, Parker, & Pettijohn, 2004). Today, 94% of business colleges offer some form of internship opportunity to students, but only 6% require students to participate in an internship program (Weible, 2010). The reasons why students participate in internships generally include, with some variation, the following: earn income to pay for tuition and other college expenses, gain a preview of the workplace, develop important skills and competencies to fulfill college graduation requirements, and complete community service obligations. For employers, internships and work-based learning opportunities are viewed as a cost-effective way to effectively support the business operations or mission of the organization (Weible, 2010).

Both for-profit and not-for-profit organizations utilize internships as a means to access future talent through the recruitment of students from colleges and universities. Personnel management research is studied extensively by academics and industry experts in an attempt to identify employee characteristics desired most by corporate executives (e.g., Boatwright & Stamps, 1988; Gaedeke & Tootelian, 1989; Kelley & Gaedeke, 1990; Raymond & McNabb, 1993). Although researchers might not agree on the rankings of the characteristics, the inclusion of employee attributes are similar among studies. Enthusiasm, motivation, interpersonal skills, work experience, initiative, oral

communication skills, leadership, and maturity are important criteria in the decision to hire an employee (Boatwright & Stamps, 1988; Gaedeke & Tootelian, 1989; Kelley & Gaedeke, 1990). An in-depth look at the impact of internships might also be helpful for academic departments and institution-wide faculty committees to make informed plans for institutionalizing internships into the curriculum.

### **Need for the Study**

Research into the nature of internships is relatively limited, and most of it comes from the business literature. Positive learning outcomes of internships include enhanced communication and interpersonal skills, the development of critical thinking and problem solving capabilities, greater maturity, and exposure to real world work situations. Other student benefits include opportunities for employment with the host company, quicker employment upon graduation, higher starting salaries, and higher job satisfaction (Divine et al., 2007; Wesley & Bickle, 2005). On the whole, students rate their internship experiences positively, but most studies reveal areas in need of improvement (Rothman, 2007). An effective internship program is a collaborative effort that balances the needs of the three key actors: the student, the university, and the business (Narayanan, Olk, & Fukami, 2010).

### **Statement of the Problem**

With the rising costs of higher education in the United States, more and more the “value” of a college degree comes into question (Gardner, 2010). Many colleges and universities have begun to examine the perceived and realized value of the services they

provide as students' progress through degree requirements. One of the latest trends in higher education has been the requirement of academic programs of an internship or other type of experiential education as a component of the curricula (Perlin, 2011). Many of these programs require that a student register for a class and pay for this experience, like any other academic class that the student would attend on a regular basis during an academic semester. At the completion of the internship class, the earned hours are calculated as part of the degree requirements for that specific program.

The rise in the number of internships that are attached to academic credit seems to be tied to the increase of the number of programs that require an internship as part of the completion requirements. The number of students earning credit through internships seems to be increasing; however, this number is very hard to document. Students, employers, faculty, and parents are calling into question what students receive for the credit they earn as part of internship assignments. As in most other credit-based courses, students expect to have faculty members who guide the learning process, provide feedback, and are available outside of class for assistance (Gardner, 2010).

The feedback students receive in experiential education programs varies by host employer, school attended, specific major, and the industry in which hosting the internships. For example, in traditional cooperative education programs, most notably focused in the disciplines of engineering, students can expect pre-assignment orientation, a visit from faculty or other campus representative at the work site (or some form of regular communication), feedback on performance, and a concluding reflection on the experience with commentary from the faculty advisor. Whereas students engaged in co-

op experiences, as illustrated above, might have a very high level of interaction and support from a faculty member, a liberal arts student participating in an internship with a non-profit organization might not receive any of the aforementioned benefits. It is this discrepancy in the supervision and oversight of the experiential educational process that frustrates many, especially when students are paying for the internship experiences through the purchasing of academic credit via tuition and fees.

### **Purpose of the Study**

The purpose of this study was to (a) assess the level of satisfaction between students who earn academic credit for their internship versus and those who do not; (b) assess the job placement effectiveness of those who earn academic credit and those who do not; and (c) determine the effectiveness of criteria set forth by colleges and universities that lead to higher job placement in regards to credit bearing and non-credit bearing internships. The goal of this study illustrated the value of credit bearing internships to the three actors involved in the internship relationship: the student, the employer, and the institution (Narayanan et al., 2010). Furthermore, the systemic goal is to establish the role played by credit-bearing internships in assisting students to secure full-time jobs at or before graduation.

### **Significance of the Study**

This research contributed to the overall academic knowledge base of the effectiveness of the services provided to students engaging in credit-bearing internships. The purpose of academic research was to gain a better understanding of and/or



perspective on a certain subject. This study was especially relevant in the field of the higher education administration in general, and more specifically to the disciplines of student affairs, academic affairs, and career services. It contributed to a deeper comprehension of students' expectations and needs as they transition through the college experience to life after college. This study contributed to the overall discussion and understanding of experiential education of all types and explicitly to those students who earn academic credit. The benefit of this study was not exclusive to the domain of higher education, career services, or student affairs.

### **Theoretical Framework**

A century ago, John Dewey made a compelling case for the integration of academic and experiential learning in the educational curriculum (Steffes, 2004; Swail & Kampits, 2004). In Dewey's perspective, presenting students with experiential learning opportunities would mean that "the whole pupil is engaged, the artificial gap between life in school and out is reduced," and students draw motivation from exposure "to a large variety of materials and processes distinctly educative in effect," (Dewey, 1916, cited in Swail & Kampits, 2004, p. 1) within the context of the larger society.

Scholars in the field of student learning outcomes or any discipline in which the academic knowledge provided in the classroom can be transferred to the world of work can acquire further understanding of the expectations of students seeking internships. Internships and other forms of experiential learning are key elements of the educational process in the United States today. The transfer of knowledge from classroom to worksite, regardless of the academic major, is a key component to student satisfaction.

Experts in this field can eventually contribute in creating a meaningful link between the academic realm and the world of work.

Experiential learning experiences that combine academic learning with work experience have a long history in American education. A century ago, Dewey envisioned a fusion of classroom and community learning. Over the last 20 years, internships have become exceedingly popular, and a growing number of colleges and universities require students to take unpaid internships for credit. This trend has generated some controversy. There is evidence that students who take part in paid internships are more likely to be given challenging and relevant work and to have an advantage in gaining employment (Chatzsky & McGrath, 2011). By design, an internship is meant to provide students with learning opportunities for developing the skills and competencies sought after by employers.

### **Research Questions**

The research questions guiding this study were:

**Research Question 1.** Do students who earn academic credit for their internship, cooperative education, or other work-based learning opportunity, have a higher level of satisfaction than those who do not?

**Research Question 2.** Is there a significant difference in job placement between students in credit-bearing and noncredit bearing internships?

**Research Question 3.** Of the criteria set forth by colleges and universities in regards to earning academic credit for an internship, which factors contributed to job placement for students?

### **Assumptions**

The researcher made the following assumptions in regard to this study:

1. Participants of the study responded honestly and candidly to the questions in the survey.
2. The universities that participated in the study sent the survey to their entire student population at their individual schools.

### **Limitations**

The study was limited by the following:

1. Data collection was limited to those students responding to the emails sent to them from their institutions.
2. Students might have changed their opinions about the questions asked in the survey from the time in which they answered the questions.
3. The responding and accessible population might not be representative of all students who participated in both paid and unpaid internships throughout the entire country.
4. Participation in the study was voluntary for both the students who received the email prompting them to participate and for the schools choosing to be a part of the study.

### **Delimitations**

There were three delimitations relevant to this study. First, although students who participated in this study were frequently studied collectively along with other groups of students, recommendations and generalizations in this study were made specifically for those students who indicated participating in an internship for which they received

college credit or for which they received no college credit and those students who indicated no participation in an internship at all. Second, because of the large data set generated from the study of students from a variety of institutions, generalizations should only be made to institutions with similar characteristics. Third, the scope of this research has been reduced to include only participating students indicating that they earned academic credit for their internship, did not earn academic credit for their internship, or did not participate in an internship at all.

### **Definition of Terms**

**Internship** – “An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting” and affording “students the opportunity to gain valuable applied experience and make connections in the professional fields they are considering for career paths and employers the opportunity to guide and evaluate talent” (NACE, 2011, “Definition of ‘Internship’ and Consistent Criteria,” para 3).

**Cooperative Education** – Cooperative education programs are structured programs sponsored and supervised by the educational institutions in which students engage in paid work experiences, organized via collaboration between the institution and the employer, designed to fulfill occupational goals (Swail & Kampits, 2004).

**Service Learning** – Service learning (or community service) programs represent an experiential learning approach in which students engage in a community project that is directly linked with the academic curriculum. Service learning is distinguished from

volunteerism in that clearly defined academic goals are intrinsic to the service learning experience (Cross, 1994).

**Experiential Education** – Experiential learning is defined by the faculty at Southeast Missouri State University (SEMO) as “structured, student-centered, integrated curriculum based educational experiences utilizing practical applications and active involvement that extend beyond the traditional classroom setting” (Beard, 2007, pp. 208-209).

**Career Center** – A career center is a department within a university or college that offers free counseling for students and alumni of the institution.

**Faculty Advisor** – Faculty advisors are experts who are knowledgeable about the academic and career opportunities in their fields, who advise students in course selection and degree requirements, and who help students to explore their available educational pathways.

**Intern Advisor** – The intern advisor is a faculty advisor who evaluates that learning achieved by the student intern, guides the internship process, and assigns a grade at the end of the internship.

**Academic Credit** – The value earned in each course in which a student remains enrolled.

**Credit-bearing internships** – Credit-bearing internships are required by the college or university for graduation, and confer academic credit on the student’s transcript upon completion of the course.

**Non-Credit Bearing Internships** – Internships in which students engage but for which they do not earn academic credit or attain completion of part of a degree or institutional requirement. Students may or may not earn compensation. The experience is often listed on the students’ resumes but not listed on the students’ official university transcripts.

**For-Profit Organization** – A business or other organization whose primary goal is making money (a profit). Most companies considered to be businesses are for profit organizations including anything from retail stores to restaurants to insurance companies to real estate.

**Not-for-profit Organization** – According to the Internal Revenue Service the definition of a not-for-profit corporation is “an organization may qualify for exemption from federal income tax if it is organized and operated exclusively for one or more of the following purposes, religious, charitable, scientific, testing for public safety, literary and educational” (Internal Revenue Service, 2011, “Introduction,” para. 1).

**Government Agency** – A government or state agency is a permanent or semi-permanent organization in the machinery of government responsible for the oversight and administration of specific functions, such as an intelligence agency. A notable variety of agency types can be found within government. Although usage differs, a government agency is normally distinct both from a department or ministry, and other types of public bodies established by government (Wilson, 1989).

## **Summary**

This chapter introduced the basic foundations and concepts central to this study. The study examined the data collected from the 2011 National Internship and Co-op Study administered by Intern Bridge, Inc. to measure the non-cognitive variables identified by researchers as integral to students' transitions to the world-of-work from the collegiate experience. The study examined the relationship between these variables and two distinct groups of students identified in the survey: those who earned credit for an internship and those who did not earn academic credit. The results of this study were intended to help organizations that host interns build meaningful entry-level talent programs and to assist college and university career centers to serve more effectively their student populations.

Findings from this study might assist institutions, policy-makers, and the public in making informed decisions regarding the successful transition of students from college to the world-of-work through meaningful and beneficial experiential education programs. The research provided a more holistic understanding of the how internships play a vital and critical role in assisting students to make a seamless transition to the world of work post-graduation. This research contributed insights for new approaches for career services practitioners, human resources professionals, and entry-level talent supervisors. Ideally, the study filled in gaps in the literature, identified areas for future research, and provided additional insight to the transition of students to the world-of-work.

Chapter II presents a review of literature that summarizes the history and development of experiential education, its common characteristics specific to first

generation college students, and the factors that influence college enrollment trends and academic outcomes.



## **CHAPTER II REVIEW OF LITERATURE**

A century ago, John Dewey made a compelling case for the integration of academic and experiential learning in the educational curriculum (Steffes, 2004; Swail & Kampits, 2004). In Dewey's perspective, presenting students with experiential learning opportunities meant that "the whole pupil is engaged, the artificial gap between life in school and out is reduced," and students draw motivation from exposure "to a large variety of materials and processes distinctly educative in effect" within the context of the larger society (Dewey, 1916, cited in Swail & Kampits, 2004, p. 1). More than 90 years after Dewey expressed that revolutionary viewpoint, service learning, community-based learning, and internships have been designated *high-impact educational practices* and bestow substantial educational benefits to the students who participate in them (Kuh, 2008; O'Neill, 2010).

This review of literature forms a foundation for understanding the current academic literature available on the topic of experiential learning because the purpose of this study was to (a) assess the level of satisfaction between students who earn academic credit for their internship versus and those who do not; (b) assess the job placement effectiveness of those who earn academic credit and those who do not; and (c) determine the effectiveness of criteria set forth by colleges and universities that lead to higher job placement in regards to credit bearing and non-credit bearing internships. This chapter begins with an overview of experiential learning initiatives and concepts. Included in this discussion is a deeper examination of internships, cooperative learning, and service learning. Next, the theoretical framework for the study provides with a specific focus on

Narayanan et al.'s model. Finally, the viewpoints of the three main stakeholder's (interns, employers, and university personnel) are reviewed and examined.

### **Experiential Learning**

The broad theoretical framework for this study is experiential learning, which is defined by the faculty at Southeast Missouri State University (SEMO) as “structured, student-centered, integrated curriculum based educational experiences utilizing practical applications and active involvement that extend beyond the traditional classroom setting” (Beard, 2007, pp. 208-209). At SEMO, all students are encouraged to take part in experiential learning activities, which are integrated into the student's academic program in accordance with the student's career goals. Examples of experiential learning activities include internships, cooperative education, service learning, practical field experience, clinical experience, student research, and student teaching.

Building on this conception of experiential learning, Eyler (2009), an advocate for integrating experiential learning into liberal arts education, declared that “experiential education has value far beyond building the kind of social skills, work ethic, and practical expertise that are important in professionally oriented programs” (p. 26). According to Eyler, experiential learning promotes the student's academic and intellectual development as well as the development of useful workplace skills and an impressive resume. The academic benefits of experiential learning include: gaining a deeper understanding of subject matter than is possible through learning that only takes place in the classroom, building critical thinking skills and the ability to apply knowledge to complex or ambiguous situations, and cultivating interest in lifelong learning, including

workplace learning. Reflection is often built into work-based learning experiences to ensure that the students do develop these capacities (Smith, Clegg, Lawrence, & Todd, 2007).

Eyler (2009) observed that a “profound mismatch” (p. 29) occurring between the ways students learn in the classroom and the ways they ultimately learn in the real world setting. In the work or community environment, learning is often a collaborative process built around concrete situations, involving the use of various tools and resources, and following a cyclic. There is a trend in higher education to provide students with learning experiences of this type even in the conventional classroom (Kuh, 2008). Indeed, problem-based learning, collaborative learning, and the application of concepts to real world situations all fall under the heading of high-impact educational practices.

However, the impact of experiential *classroom* learning still falls short of the impact of well-designed internships, cooperative education, and service learning experiences in which the students work under managerial or professional supervision, collaborate as colleagues and coworkers, and are exposed to actual workplace conditions or problems.

Kolb (1984) created the most popular model for understanding experiential learning. According to Kolb’s model, experiential learning unfolds in a cyclical process of four stages. The learning process begins with the stage of *concrete experience*, in which the intern becomes part of a real world learning activity. In order for learning to occur, the intern must *observe and reflect* on the various aspects of the experience. Deriving meaning from the experience entails the formation of *abstract concepts and generalizations* that may be applicable to future learning experiences. These concepts can

be utilized to create and test assumptions related to situations encountered in the future. The intern then engages in *active experimentation* to discern whether the abstract concepts drawn from past learning experiences are effective for promoting understanding of real world experiences. This experimentation leads to new experiences, and the learning cycle is repeated again. Feedback and reflection are essential elements of the learning cycle (Eyler, 2009).

Beck and Halim (2008) used Kolb's (1984) model as part of their framework for understanding the impact of internship experiences on accounting students. Few studies use a conceptual framework, which was part of the motivation for Narayanan et al. (2010) in creating a model for examining student internships. Narayanan et al.'s model is discussed in depth in the theoretical framework section appearing later in this chapter.

## **Internships**

The National Association of Colleges and Employers (NACE) sought to identify a common definition for the term internship. In a position paper released in August, 2011, NACE stated that an internship is:

A form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; *and give employers the opportunity to guide and evaluate talent* [emphasis added]. ("Definition of 'Internship' and Consistent Criteria," para. 3)

O'Neill (2010) observed the plethora of definitions of internship, with interesting distinctions emerging in the definitions posted on the websites of individual colleges and universities. Some definitions are quite broad, while others are extremely specific. For example, one campus described an internship as "a supervised discipline-related work

experience [involving] an intentional experiential learning strategy, an emphasis on professional development, performance assessments, and reflection and acknowledgment” (O’Neill, 2010, p. 6). Despite the differences between definitions; however, certain features are common to virtually all definitions. These include onsite supervision and guidance, being exposed to a career or furthering one’s career interests, and a reflection component. O’Neill noted that while most college descriptions refer to the connection between the student’s academic discipline or major and the internship, at least one site excluded any reference to academics.

To O’Neill (2010) the disparate definitions highlight the fact that internships can vary tremendously. From her perspective, the numerous variations imply that whether an internship actually qualifies as high impact may be contingent on the standards set by the educational institution. O’Neill drew on the standard established by the Council for Advancement of Standards in Higher Education (CAS). According to the CAS, the burgeoning popularity of internships over the last four decades has been driven by two distinct forces: efforts to make learning more relevant in order to “solve societal problems” and the “demand by students and parents for a more career-oriented curriculum” (CAS, cited in O’Neill, 2010, p. 6). Distinguishing features of internships outlined by the CAS include supervision and self-study designed to promote *learning by doing*, reflection, feedback, intentional learning, and the development or refinement of learning goals and objectives.

Coco (2000) described the internship as a “planned transition from the classroom to the job” and a “natural bridge between college and the work world” (p. 41). In the

workplace setting, the students are exposed to real problems that cannot be adequately conveyed through textbook exercises. The students are provided with direct field experience that is typically related to their own career interests (Kuh, 2008). Ideally, students enjoy the benefits of being supervised, coached, and mentored by practicing professionals. In contrast to the traditional instructor-centered college classroom, the internship experience should be learner centered (Chambliss et al., 1996). Indeed, many employers embrace the view that the internship should be both learner oriented and collaborative (Knemeyer & Murphy, 2001). To some employers, learner oriented means that student interns should play active roles in shaping their learning experiences.

A successful internship involves a careful balance of the responsibilities of the student, the institution, and the host company (O'Neill, 2010). This balance is the foundation of the model developed by Narayanan et al. (2010). At the broadest level, high impact educational practices and programs have been found to enhance students' engagement with college and increase the probability of retention and graduation (Kuh, 2008). Typically, these practices appeal to a diverse array of learners. More specific outcomes include the development of critical and creative thinking skills, improvement in oral and written communication, and the development of teamwork and problem solving capabilities. Experiential learning in particular exposes the students to people from different cultural backgrounds and fosters civic knowledge. Indeed, a common outcome of internships and service learning experiences is that the students take much greater interest in their world's events (Alex-Assensoh & Ryan, 2008; Govekar & Rishi, 2007).

Internships have been found to have both positive and negative effects on the academic motivation of college seniors (Van Etten, Pressley, McInerney, & Liem, 2008). On the positive side, college seniors believe that both internships and volunteer work boost academic motivation enabling them to demonstrate what they do as important and applicable to their future careers. On the negative side, the time investment required may undermine students' academic motivation because internships reduce the amount of time they have available for academic activities. The value students ascribe to experiential learning activities may be pivotal to academic motivation.

In addition, researchers at the University of Queensland, Australia, found that two-thirds of the students who participated in a political science internship earned higher GPAs after completing the internship (Hindmoor, 2010). For perspective, Hindmoor (2010) noted that students within the same major who did not participate in an internship had slightly lower GPAs during their last two undergraduate semesters. The pattern observed is important, because other studies have reported an association between GPA and internships. Nonetheless, it is difficult to discern whether the internship experience contributed to the higher GPA or whether students with higher academic performance are more likely to participate in internships (Knouse & Fontenot, 2008). The same study also raised the question of whether the students who had participated in internships were offered jobs more readily as a result of their internship experiences, or due to factors related to higher GPA, such as stronger motivation or initiative.

Participation in internships has been linked with a number of positive outcomes for students, including more job offers and higher salaries, higher job satisfaction, and an

overarching finding, the development of work related skills and competencies (Coco, 2000; Knouse & Fontenot, 2008; Weible, 2010). The university and the employer stand to benefit as well. Two benefits common to both entities are an enhanced reputation and improved recruitment of students or employees. Despite the positive outcomes, the existing literature reveals numerous ways in which internships can be improved for the benefit of all parties and highlights a definite need for additional research.

### **Business Internships**

Studies of internships in business disciplines represent a substantial proportion of the research on college and university internships. It is not difficult to see how candidates in business management, marketing, or retail would benefit from workplace experience. As business internships surged in popularity, Knouse et al. (1999) investigated the relationships of college internships to academic performance and later job opportunities. The large sample was composed of 1,117 alumni of the College of Business Administration who represented a wide range of business disciplines, including business administration, accounting, economics, finance, marketing, management, insurance, and risk management. The analysis revealed that while there was no difference in the ACT scores of the graduates who did or did not participate in an internship at the time they entered college, the former interns graduated with significantly higher GPAs. The former interns found employment sooner following graduation than the non-interns. After 6 months, this employment advantage held by students participating in internships was neutralized, and most of the graduated students, regardless of internship experience, were employed or attending graduate school.



In contrast to the findings of Knouse et al. (1999) and Hindmoor (2010) showing higher GPAs among students and graduates who completed internships, Cook et al. (2004) found no similar association in a 10-year longitudinal study involving 351 student interns from 12 different colleges and universities. Only 18% of the respondents felt their internship experiences benefitted academic performance. About half the students were neutral. Areas in which the students felt they gained from the internship included the ability to apply knowledge to actual situations (66%), greater confidence in finding a job after graduation (78%), fostering maturity (78%), and enhancing the ability to work with others (87%). Over the 10-year time span, the aggregated data strongly supported the overall value of the internship experience (89%).

Moghaddam (2011) presented findings from an online survey eliciting the responses of students who had taken upper division undergraduate courses required by the California State University at Fresno for all business administration majors. The survey, which the students completed anonymously, was conducted at the end of the fall and spring semesters for three years. The questions covered personality characteristics as well as internship and e-learning experiences. Moghaddam's analysis was based on the responses of 561 students who completed all three online surveys. The group included a fairly equal number of men and women and represented a range of business disciplines, including management, accounting, marketing, and finance. The average age was close to 25 years, and more than 75% of the students were employed. A majority of the students had completed or were in the process of completing an internship (27%) or were planning to complete an internship before graduation (37%). The remaining 36% expressed no

plan to undertake an internship. The respondents were divided into two groups: those who had taken or were in the process of completing an internship and those with no internship experience.

The students were presented with 10 statements designed to capture their perceptions of the effectiveness of their academic preparation, including preparation for an internship and the support they received (Moghaddam, 2011). Both groups of students were largely satisfied with the quality of the academic preparation they received for their internships and with the school's internship office and sponsoring businesses or agencies in terms of support and placement. Ironically, the students who had not yet had the internship experience gave the higher ratings to their academic preparation and expressed higher expectations for their academic coursework and backgrounds to prepare them effectively for an internship. Despite this difference, both groups of students gave comparably high ratings to the internship office, and the highest ratings were awarded to the internship office's ability to conduct the internship process in an efficient manner. At the same time, the responses of the students who had taken or were taking internships signified the need to improve the students' orientation experiences at the sponsoring businesses or agencies.

Not surprisingly, a major concern for the students who had not yet undertaken an internship was the sponsoring firm or agency's ability to clarify its expectations of them and to provide them with a suitable placement (Moghaddam, 2011). The students' concerns were not unwarranted. The students who had internship experience expressed the least satisfaction with the sponsoring organization's provision of clear expectations.

On the other hand, the students with internship experience were highly satisfied with their supervisors' and coworkers' availability for answering questions, assisting them with tasks, and treating them like team members.

The differences between the two groups of students, those with and without internship experiences, were repeated in the students' responses regarding the effectiveness of business internships (Moghaddam, 2011). That is, both groups of students considered business internships effective, but those who had not had internship experience expressed expectations that exceeded the perceptions of the students who had actual internship experience. The students who had completed or were taking an internship rated the internships as most effective in providing them with relevant activities and opportunities to provide the sponsoring organization with valuable services. Second in importance, those students gave high ratings to the internship experience as being superior in value to conventional academic courses by helping to shape their future career paths and boosting the number of job opportunities available to them. The students gave the performance feedback and exit interviews received at the sponsoring organizations the lowest ratings. Once again highlighting the difference between expectations and reality, the students with no internship experience gave the highest effectiveness rating to feedback and exit interviews.

Moghaddam (2011) also explored the connections between the students' perceptions of the effectiveness of the business internship process and eight personality attributes: locus of control, need for achievement, need for power, need for affiliation, propensity for taking risks, tolerance of ambiguity, openness to experience, and goal

orientation. For the students who had not yet taken an internship, high needs for achievement and goal orientation were linked with more positive expectations for the internship and confidence in the effectiveness of their academic preparation for the internship. No similar associations emerged for the students with internship experience. Interestingly, risk taking had a negative impact on the perceptions of both groups of students, with the negative effect most pronounced for the students with no internship experience (Moghaddam, 2011).

Goal orientation, high need for achievement, openness to experience, and affiliation needs were all linked with high expectations by students with no internship experience (Moghaddam, 2011). Analogous to the relationship between risk propensity and satisfaction with preparation for the internship, the risk takers expressed less confidence in the effectiveness of the internship to live up to their expectations, shape their future career path, offer them meaningful activities, and improve their job prospects (Moghaddam, 2011). Need for achievement and goal orientation were linked with perceptions of the effectiveness of the internship among the students with internship experience, although the relationships were less pronounced than those observed for the students with no internship experience. Overall, Moghaddam (2011) indicated that students involved in internships essentially demonstrated positive perceptions about their preparation and the internships themselves. At the same time, students without internship experience might have unrealistic expectations, possibly due to naïveté regarding the internship experience.

D'Abate et al. (2009) examined business students' satisfaction with their internship experiences in relation to three broad factors that influence satisfaction: job characteristics, characteristics of the work environment, and contextual factors. Job characteristics were examined using a modified version of Hackman and Oldham's job characteristics scale, which is used extensively in research and frames job characteristics within the dimensions of skill variety, task identification, task significance, autonomy, and feedback. Work environment characteristics included features drawn from the literature such as learning opportunities, career development opportunities, supervisory support, coworker support, and organization satisfaction. The contextual factors examined included flexible work hours, commute, paid versus unpaid, satisfaction with pay, and desirability of location. The interns' gender, GPA, and class year at the time of the internship were included in the analysis.

The sample consisted of 111 students who had completed internships required by the department of management and business at a Northeastern liberal arts college (D'Abate et al., 2009). The students were primarily seniors (51%) and juniors (31%), most with GPAs of at least 3.0. Relatively small proportions of the students had taken their internships during the freshman (11%) or sophomore (25%) year. As a group, the students were highly satisfied with their internships. None of the individual characteristics (gender, GPA, or internship year) were significantly linked with satisfaction in the final analysis. The contextual factors showed no significant association with satisfaction. D'Abate et al. (2009) proposed that the students had probably been aware of these factors when deciding to accept internship positions. Thus, even if they

did not like the pay or long commute, such factors would have been unlikely to impact their perceptions of the internship experience.

The work environment characteristics and job characteristics accounted for 16.8% and 5.7%, respectively, of the variation in the interns' satisfaction with the internship experience (D'Abate et al., 2009). Of the job characteristics, task significance emerged as the strongest influence on the interns' satisfaction. This finding highlights the importance of providing interns with work experiences that they find meaningful. Feedback exerted a strong impact on job satisfaction. Among the characteristics of the work environment, satisfaction with the organization was the most influential. Learning opportunities predicted satisfaction which was not unexpected given that learning was the overarching aim of the internship experience. Based on their findings, D'Abate et al. recommended good coordination between the university and the host company should ensure efforts to provide the interns with supportive supervisors, ample learning opportunities, consistent feedback, and work valued by the organization.

It is notable that autonomy was not a significant factor in the satisfaction of the interns surveyed by D'Abate et al. (2009), in light of Beenen's (2007) study of MBA internship effectiveness. Beenen's specific focus was on the learning that occurred during the internship and the findings showed that the MBA students learned better under conditions of *low autonomy*. The most effective learning took place in an environment characterized by high task output clarity and low autonomy. The environment least conducive to learning was marked by low task output clarity and low autonomy. If autonomy and lack of role clarity confuse MBA students, this circumstance might be

magnified with undergraduate students. Lack of clarity appears to be a common problem for students in internships. According to Beenen, the combination of high task clarity and low autonomy may be ideal for keeping inexperienced interns focused on learning.

Knouse and Fontenot (2008) conducted a review of research into the benefits of business program internships. Knouse and Fontenot concluded that internships improve business students' marketability by helping them develop important workplace skills and competencies. The job interview can be a pivotal factor in whether a business candidate acquires the job (Nair & Ghosh, 2006). The interpersonal and communication skills and greater confidence that the students gain from internships could provide major advantages during job interviews. In most of the studies reviewed by Knouse and Fontenot, students were largely satisfied with their internship experiences.

Based on their research review, Knouse and Fontenot (2008) offered several suggestions for improving the quality of business internships. Consistent with Narayanan et al. (2010), Knouse and Fontenot advocated active involvement between students and employers in the internship process. They also emphasized the importance of clear expectations and suggested that the prerequisites for participation in internships should more closely reflect the intern characteristics associated with success. Additional suggestions included building mentoring into the program and having the students maintain journals. Journal keeping is essential if the internship is conceptualized as a reflective learning experience (Smith et al., 2007).

**Accounting.** Beck and Halim (2008) investigated the impact of undergraduate internships on accounting students in Singapore. Kolb's (1984) model of experiential

learning served as one of the frameworks for Beck and Halim's study, which was designed to elicit the precise nature of the students' learning experiences. Focus groups conducted with senior year accounting students who had completed internships formed the basis for a questionnaire that was pilot tested with 20 students and revised according to their feedback. The final questionnaire was subsequently completed by 250 students who had engaged in 8-week internships. The study was designed to identify the professional skills and competencies gained by the students during the internships, to elaborate on the ways the students learned from their experiences, and to determine the internships' influences on the students' career choices.

Analysis of the students' responses yielded six factors for understanding the learning outcomes of the internship experience. In a descending order of importance, these were: adaptability, self-efficacy/interpersonal skills, working under pressure, computer skills, classroom learning, and leadership/self-presentation (Beck & Halim, 2008). The learning experience was enhanced by maintaining journals or logbooks to facilitated the acquisition of skills through reflections on the internship experiences. The students felt that the skills they gained would help them further their professional development. In addition, being exposed to the real world of accounting persuaded students to believe they had made the right career choice. The only unsupported assumption proposed by Beck and Halim (2008) was the idea that the internship would serve the purpose of preparing the students for their first jobs by clarifying their expectations for their future work roles.



A detailed analysis revealed that journaling was useful for promoting *reflective learning*, which was associated with all of the learning outcomes, with the exception of leadership and self-presentation. Beck and Halim (2008) noted that the relatively brief internships offered the students few opportunities to engage in leadership. Self-efficacy, interpersonal skills, and practical computer skills were deemed very important for further career development. In weighing psychosocial versus technical skills, Beck and Halim concluded that personal and interpersonal skills are more important than honing technical skills. In fact, Beck and Halim turned to Goleman's theory of emotional intelligence as the framework for interpreting their results. Beck and Halim concluded that the primary value of an internship "might well be the introduction to those key competencies that cannot be taught in the classroom, but which may be learnt from real work experience" (p. 171). The internship experience fostered a sense of maturity in the students, and the insight students gained about their chosen professions crystallized their career aspirations.

Beck and Halim (2008) cited Beard, whose research into the internship experiences of accounting students dated back to the 1980s. In recent work, Beard (2007) focused on the design of assessment tools for understanding and evaluating the internship process. Designed as part of the internship program for accounting majors offered by SEMO and integrated into the program, the assessment framework could easily be adapted to other disciplines. According to Beard, the assessment of internships by the students, employers, and academic programs can be an important mechanism for driving the continuous improvement of business and accounting programs. The assessment tools

presented by Beard were incorporated into the evaluation programs for the Association to Advance Collegiate Schools of Business—International (AACSB) and the North Central program of assessment. The faculty and department chair compose an assessment report that becomes part of the department's annual report and is reviewed, discussed, and if needed, revised. The report includes data, trends, and responses derived from all the assessment tools, along with the actions carried out in response to assessment activities and information.

According to Beard (2007), assessment activities have played a prominent role in improving the SEMO accounting and internship programs. She advocated the use of such tools by faculty and administrators at other colleges and universities and adapting these tools in accordance with the unique mission, goals, and objectives of their respective programs. At SEMO, a major goal is to have all undergraduate students take part in an experiential learning experience. Beard noted that although undergraduate accounting majors and accounting track MBA students are strongly encouraged to participate in an internship or other pertinent experiential learning opportunity, there is no requirement at either level. Roughly 40 students complete an SEMO internship each year, typically after completing a requisite number of course hours with a GPA of at least 2.75 or 3.0, depending upon the specific courses completed. Faculty members are encouraged to take an active role in the direct supervision of the internships, although the main responsibility lies with the internship coordinator.

Beard (2007) proposed a model for the design of the internship program and assessment that can be adapted to the department or institution. For example, prospective

goals and objectives might include: (a) providing students with relevant and practical professional accounting experiences; (b) enhancing the students' understanding and application of accounting principles, concepts, and procedures; (c) providing the student interns with individual contracts in professional accounting positions within the business community; (d) sharpening oral and written communication skills; (e) bolstering interpersonal skills; and (f) sharpening problem solving skills. Those are the goals outlined by the SEMO accounting program.

Beard (2007) included guidelines for the employing supervisors that clarify their own and the interns' responsibilities as well as the tasks interns must perform. This clarification included an orientation for the interns and a clear demarcation of their tasks, so that expectations are clear on both sides. For academic purposes, the interns are required to complete weekly journal or diary entries, a final paper, and an oral presentation, all of which serve to assess the student's oral and written communication skills and the quality of the internship experience. In addition, the interns are required to complete a self-evaluation and program evaluation survey. The students are asked to identify the qualities they felt they had significantly improved as a result of the internship and to evaluate themselves on attributes including dependability, promptness, professional appearance, maturity, self-confidence, initiative, time management, oral communication skills, written communication skills, and the ability to work with others and accept criticism. The assessment included several open-ended questions to encourage the students to reflect upon their internship experiences.

Additional evaluation data are derived from the onsite supervisor's assessment of the interns (Beard, 2007). An exit interview is conducted and includes a discussion of the intern's performance. During the exit interview, the supervisor shares information from the supervisor's evaluation form, which encompasses attributes such as the student's attitude, dependability, maturity, initiative, judgment, capacity to learn, quality and quantity of work, interpersonal relationships, punctuality, and attendance. The information is shared with the intern and may be compared with the intern's self-assessment. In addition, the evaluation results are reviewed by the internship coordinator and made available for inclusion in the departmental assessment report. Overall, sharing of information, feedback, and informal and formal multidirectional communication are hallmarks of the internship program and evaluation process.

A more recent addition to the accountancy internship program has been the development of the Education Competency Assessment (ECA) tool, which is aligned with the American Institute of Certified Public Accountants' (AICPA) core competencies for entry into the accounting profession framework (Beard, 2007). The various assessment tools used by SEMO's accounting program are integrated into the internship program in order to maximize the value of the internship program to the students, department, university, and participating businesses. It would appear to be highly successful in this endeavor.

**Marketing.** Divine, Linrud, Miller, and Wilson (2007) addressed the benefits of student internships to university marketing departments. Drawing on prior research, Divine et al. outlined a number of benefits, which are not unique to any discipline, that

internships offer to students. These advantages, often appearing in the literature, include work experiences that bolster the students' resume, sharper understanding of the realm of work, better adaptation to the work environment, learning about work through mentorship and guidance, opportunities to apply academic concepts, the ability to introduce real world experiences into class discussions, superior job related skills, better preparation for work, clearer career goals, an advantage in marketability compared to students with no internship experience, and superior leadership skills.

Benefits to the educational institution included increased enrollments by students aware of the advantages of internships, stronger business connections, and an enhanced reputation (Divine et al., 2007). Weible (2010) used these benefits as the basis for a survey of business school deans and faculty. One of the benefits to employers cited by Divine et al. (2007) is having a source of qualified, low cost, and motivated workers. However, this issue is a major source of controversy by critics who argue that employers are exploiting student interns as a source of cheap labor (Chatzsky & McGrath, 2011; Perlin, 2011). Stronger connections with business programs and the opportunity to evaluate prospective long-term employees are less controversial benefits to employers (Divine et al., 2007).

**Retail and merchandising.** Internships are commonplace in the retail and merchandising industries with roots in apprenticeships. Wesley and Bickle (2005) examined the features of retail management and fashion merchandising internships offered by the University of South Carolina with emphasis on whether the internship program equips students with the characteristics desired by participating industries.

Students complete internships in a wide variety of retail and fashion businesses such as Target, Best Buy, Home Depot, Macy's, Old Navy, Donna Karan, Abercrombie & Fitch, and Sears. The retail and merchandising curriculums rely heavily on active learning strategies such as case analysis, projects, and guest speakers which promote the development of the students' critical thinking and problem solving skills and provide students with opportunities to enhance and refine their oral communication and interpersonal skills.

The interns work with a company for approximately 7 to 12 weeks. The student interns are assessed on six work attributes: ability to work independently, successful assignment completion, ability to act responsibly, dependability, demonstration of creativity on assignments, and productivity. The overwhelming majority of the interns (91% to 98%) were rated as above average to excellent on each of the six dimensions by the immediate supervisor (Wesley & Bickle, 2005). The interns were rated highly on professionalism, and nearly all were assessed as being suitable for entry level positions in the partnering businesses. Liu, Xu, and Weitz (2011) found that learning and mentoring are pivotal to the success of a retail internship. Mentoring plays a central role in the students' social and emotional learning.

**Teacher education.** As has been discussed, business programs that utilize internships have been studied more than any other type of program. In contrast, teacher education programs in the U.S. have been criticized for failing to prepare teacher candidates for the complexities of contemporary K-12 education. Specific critiques of teacher education programs include the insufficient time allowed by a four year

undergraduate program to cover all areas of requisite knowledge; a fragmented curriculum that separates theory from practice; conventional teaching methods that rely heavily on lecture on recitation, limiting opportunities for prospective teachers to learn via the hands-on inquiry oriented teaching strategies they are expected to bring to their own classrooms; a superficial curriculum; and traditional views of education that emphasize classroom isolation, textbooks, and chalkboards over practices such as team teaching and technology integration (Spooner, Flowers, Lambert, & Algozzine, 2008). One proposed solution is to increase the amount of time teacher candidates spend in actual classroom settings and working with students and experienced teachers.

Most prospective and practicing teachers consider student teaching to be the most valuable element of their professional preparation (Spooner et al., 2008). However, student teaching, like other aspects of teacher education, has come under fire for not keeping up with education reforms. One proposed innovation is the extension of the clinical internship from one semester to a full year. Spooner et al. (2008) examined the effectiveness of the year-long internship by comparing the perceptions of student teachers who participated in the year-long internship with those who completed the traditional semester long program. The student teachers were surveyed on four key aspects of the internship: the quality of their relationships with the supervising teachers, their knowledge of school policies and protocols, their teaching ability, and the adequacy of the time they spent in schools during the course of the internship.

The program was sponsored by a university partnering in a collaborative effort between the schools, colleges, and department of education in the North Carolina public

education system (Spooner et al., 2008). The students who took part in the year-long internship all volunteered for the program. However, both groups of student teachers were similar demographically and had comparable undergraduate experiences. The results of the survey provided preliminary support for the advantages of the extended student teaching internship. The participants in the year-long program were significantly more satisfied with the adequacy of the time they spent in the schools, their relationships with the supervising teachers, and their knowledge of school policy and procedures. Highlighting the superiority of the extended internship from the student teachers' perspectives, the most marked discrepancy between the two groups was on their opinions of the sufficiency of the amount of time they spent in schools. Both groups of student teachers were confident in their teaching ability. Though the difference between the two groups on perceptions of teaching ability fell short of statistical significance, the small difference in perceived teaching ability favored the participants in the extended internship. The overall implication identified by Spooner et al. (2008) involved the key factor for distinguishing between the two types of internship was the amount of time the student teachers spent in the real world professional setting.

### **Research Internship**

Parallel to internships in general, undergraduate research experiences are becoming more popular, but have been studied to a much less greater extent than graduate research projects. In fact, one impediment to greater understanding of the impact of undergraduate research has been difficulty in selecting appropriate outcome measures (Kardash, 2000; Thiry, Laursen, & Hunter, 2011). Similar to internships, undergraduate



research experiences place the students in a different and less structured environment than the classroom, demand the application of knowledge to real world problem solving, and introduce the students to a new supervisor (Jaarsma et al., 2009). The study conducted by Jaarsma et al. focused on fifth year students attending the Faculty of Veterinary Medicine (FVMU) at Utrecht University in the Netherlands. As part of the 6-year program, the students take part in a requisite 3-month research internship in Year 5. In exploring the nature of the students' research experience, Jaarsma et al. emphasized the quality of supervision, the development of research skills, the intellectual and social climate, infrastructure support, and goal clarity, along with the relationship of the students' experiences to the quality of their research reports and their general satisfaction with the program. A total of 80 students completed the questionnaires.

Overall, the students expressed high satisfaction with their research internships (Jaarsma et al., 2009). Interestingly, the quality of supervision was cited as one of the best features of the program as well as the aspect most in need of improvement. The seemingly incongruent juxtaposition actually highlights the importance of effective supervision to the students' research experiences. The best aspects, according to the students' responses, were: learning to conduct research, write a report, and gain deeper knowledge of a particular subject area; the ability to work independently and feeling a sense of ownership in the project; the quality of supervision including enthusiasm, a good relationship, and excellent group ambiance; and gaining practical skills, clinical and laboratory experience, and working with clients.

The areas cited as most in need of improvement included supervision, relating to needing more time, prompter feedback, and more structured and frequent meetings; infrastructure, related to better computer facilities and working conditions; greater organization in advance of the internship, including a need for clearer expectations; and better planning, including a longer internship and less practical work (Jaarsma et al., 2009). Organization and clarity almost invariably emerge as issues that need improvement regardless of the nature of the internship. The interns' relationship with the supervisor is also invariably an important factor, and in the case of the veterinary students, the quality of supervision was the overarching influence on their satisfaction with the research internship.

### **Technology-supported Internships**

In a Belgian study, Timmers, Valcke, De Mil, and Baeyens (2008) investigated the use of an innovative integrated pharmacy curriculum introduced by Ghent University that centered on a technology-supported collaborative learning environment. In the problem-based learning focused curriculum, the students were expected to use the Internet as a research tool and work systematically and collaboratively in discussing and resolving actual cases. As part of the study, half the students worked under a role condition of being assigned specific roles. Both role assignment and cases were significantly linked with the students' accomplishment of course objectives.

Most of the students expressed positive attitudes toward the integration of technology into the pharmacy program (Timmers et al., 2008). Technology is used in internships as a tool for collaboration and for maintaining contact between the student

interns, other students, and faculty during the internship (Wilkinson, 2008). Wilkinson examined the use of the communication tool Breeze (Adobe Connect Professional) in students' perceptions of their internship. The project was supported by a Promising Scholar Grant, which was provided by Indiana State University, and each student was provided with an internship manual, a web camera, and a Breeze account. By using Breeze, class or group members communicated in real time via a webcam, speakers, and microphone. In addition to facilitating communication, Breeze was used for assessment and evaluation. In addition to using the Breeze technology, the students were required to maintain a video journal during their internship.

The students had positive perceptions of Breeze and regarded it as an important tool in their internship experience (Wilksonson, 2008). Breeze was used to provide the students with prompt and consistent feedback, and it connected them with the campus and protected them against feelings of isolation. The students reported intending to continue using Breeze beyond the program. The students' main criticism of the novel internship program was the lack of active involvement by faculty. While this lack of faculty involvement might be common in conventional internships, it was viewed as a flaw in the design of a program designed to promote communication and interaction.

### **Cooperative Education**

In contrast to the internship programs which were discussed at length in the previous sections, cooperative education (co-op) programs are structured programs sponsored and supervised by the educational institutions. Students engage in paid work experiences, organized via collaboration between the institution and the employer. Co-op

programs are designed to fulfill occupational goals (Swail & Kampits, 2004). The students who participate in co-op programs are typically employed between 2 to 6 months. Many cooperative education programs add a fifth year to a four year undergraduate program with students working during summers. Students who choose cooperative education typically view the time as an investment in their future career.

As experiential learning activities, co-op programs and internships both offer students opportunities to apply their knowledge and skills to real world situations and cultivate their workplace skills. Cedercreutz and Cates (2010) described cooperative education as integrating “campus life with the business and civic community in a very effective way” (p. 23). At the University of Cincinnati, whose venerable co-op program is continually evolving, co-op students are exposed to situations far more complex than anything they could possibly encounter in a classroom (Cedercreutz & Cates, 2010).

While internships are usually matched to the student’s career interests, cooperative educational experiences are meant to immerse students in their prospective occupations (Swail & Kampits, 2004). An advantage to students who participate in co-op experiences involves the opportunity to decide if they have selected the right career. Another advantage is a defining characteristic of cooperative education: Students are paid for their work experience, and some programs pay fairly well. Perlin (2011) decried the fact that cooperative education has largely been supplanted by internships. Forces driving the shift include the withdrawal of federal funding for cooperative education, employers’ lack of interest in providing intensive training, and according to Perlin, the global shift to a postindustrial economy. From Perlin’s perspective, while internships may seem like a

cost-effective alternative to cooperative education, in reality, “they simply push the costs onto students and deliver a far less rigorous and humane experience” (p. A24). Perlin viewed this situation as the antithesis of progress.

The extent of the benefits that students derive from mandatory unpaid internships is a point of contention. According to the 2011 NACE Student Survey, paid interns spent more time performing professional tasks, while unpaid interns were given clerical tasks (Chatzsky & McGrath, 2011). Furthermore, 61% of the paid interns working for private sector firms received job offers, compared to 38% of the unpaid interns. In addition, the paid interns enjoyed higher starting salaries. These findings led NACE to conclude that unpaid internships were not advantageous to job-seeking students. In contrast to the experiences of the unpaid interns, students who have participated in cooperative education generally benefit upon entering the workplace upon graduation (Swail & Kempits, 2004). Despite documented benefits, however, cooperative education has clearly lost favor in the face of the surging popularity of internships, which are increasingly requisite and unpaid.

In another co-op study, Lee, McGuiggan, and Holland (2010) explored the experiences of 35 Australian university students representing the seven disciplines of communications, accounting, computer science, information technology, visual design, management, and marketing and working collaboratively to research, design, and implement an online financial skills training program for small business owners. The students worked an average of 10 weeks (ranging from 5 to 13 weeks) over the summer program and were paid about \$400 per week. The program learning objectives included:

providing an engaging learning environment to promote deep thinking; providing relevant industry experience through the application of theory to practice in the real world setting; acquiring new knowledge in areas such as project management, business management, and financial concepts; improving skills such as communication, writing, teamwork, and time management; and fostering personal development such as leadership and self-efficacy.

The project focused on SMExcellence, a free online learning platform designed to sharpen the business skills of small business owners and managers (Lee et al., 2010). The students were arranged in functional teams according to their fields of expertise and interest. Ongoing formal debate between the students, the SMExcellence management team, and industry partners served as a vital mechanism for providing the students with continuous feedback. Review forums were held each week in which the students presented their progress to the management teams, academic supervisors, and industry partners. A group of community partners saw that the content and functionality of the website were aligned with the needs of the small business community and partners and formed a steering committee to monitor the students' progress and provide feedback and guidance at the weekly review forums.

Qualitative responses by the various stakeholder groups elaborated the positive and negative aspects of the projects, and the latter responses were used for future improvement (Lee et al., 2010). Most of the students were highly positive about the experience and identified benefits such as teamwork skills, presentation skills, communication skills, and the ability to work independently and as part of a team. The

industry partners agreed that the students gained valuable benefits. The students expressed more positive perceptions about how the project was managed than the industry partners. The industry partners saw targeted needs for improvement in “communication, organization, changes to tasks, and initial planning” (p. 568). The case study offers excellent insight into an innovative experiential learning project. Lee et al. noted that the positive responses from the students and the industry partners far outweighed the criticisms.

### **Service Learning**

In addition to internship and cooperative learning programs, another form of experiential learning is service learning. Service learning (or community service) programs represent an experiential learning approach in which students engage in a community project directly linked with academic curriculum. Service learning is distinguished from volunteerism in that clearly defined academic goals are intrinsic to the service learning experience. Service learning is classified as a high impact educational practice and has been found to have a significant positive impact on students’ college experience (Kuh, 2008). Govekar and Rishi (2007) described the integration of service learning into the business school curriculum. Students in an economics course and a nonprofit management course each engaged in innovative service learning projects aligned with the class curriculum.

Service learning is ideally suited for providing experiential learning experiences for students studying nonprofit management. Govekar and Rishi (2007) explored the nature of service learning experiences offered to students in two very different courses

offered by a college of business administration: a nonprofit management class and an economics class on money and banking. The introduction of service learning to the money and banking course was driven by several factors, including faculty interest in experiential learning and a desire to provide students with learning experiences for applying economic theory to real world situations. In 2001, the first year in which the economics students participated in service learning, they provided tutorial assistance to children and taught financial basics to adults at a local community service agency. For the years 2002 through 2004, they taught economics and finance fundamentals to an economics class at a local high school. To ensure that the projects were carried out as planned and to hold each student responsible for performing the promised activities, both the students and client organizations signed contracts detailing their respective commitments.

The nonprofit management course was an upper level elective course requiring students to apply their knowledge of management concepts to the nonprofit sector (Govekar & Rishi, 2007). The course learning objectives included understanding management problems unique to nonprofit organizations, gaining experience in the “dynamic and important” nonprofit sector, and preparing for future service as board members (Govekar & Rishi, 2007, p. 5). The course was designed to promote the application of critical thinking, the application of the course concepts to serving a real nonprofit, the ability to adapt to change, the development of teamwork and communication skills, and to raise awareness of diversity beyond the university campus.



Govekar and Rishi (2007) noted that the students were highly interested in service learning. In 2001 and 2003, the students worked in groups with members of nonprofit boards and their stakeholders to analyze issues, evaluate processes, and prepare reports. In 2002, the students worked with a local nonprofit hospital on revising its orientation manual for employees and volunteers. The 2004 project offered the students much greater leeway. The professor collaborated with several community agencies, and the student groups selected their own projects with organizations such as the YMCA, Friends of the Library, a community hospital, and a Kiwanis club.

Govekar and Rishi (2007) utilized qualitative and quantitative assessments to examine the students' learning outcomes, including anonymous student evaluations of teaching, the students' reflective journals, project logs, and take-home essays, and surveys presented to the students in both the economics and the nonprofit management courses. The findings demonstrated that the students successfully met most, if not all, of the proposed learning outcomes. Numerous comments extolled the benefits of experiential learning for helping the students gain deeper insight into finance and management theory and practices. Of the students who taught economics to the high school class, 80% said the experience sharpened their understanding of financial concepts. The students felt more confident and at ease in discussing financial topics. The students from the nonprofit management course reported gaining knowledge and understanding that could only be drawn from real world experience, such as sitting on the hospital board or working directly with a community organization. The students also saw value in the services they performed for the community.

The students' reflective journals provided concrete examples of how they applied the concepts they learned to real world situations along with examples of the development of problem solving skills and the capacity to respond to change (Govekar & Rishi, 2007). Working with members of the community served the purpose of dispelling stereotypes that some students held (such as preconceived ideas about urban teenagers) and heightened their self-awareness. The quantitative analysis, derived from questionnaires created by the instructors of the economics and nonprofit management courses, showed significant improvements in the students' mastery of specific knowledge and skills as a result of their service learning experiences. These improvements included increased comfort with public speaking and expressing divergent opinions, enhanced creativity, improved communication skills, keeping abreast of the news, and feeling better prepared for a career. Applying class concepts to real world problems, feeling rewarded by helping others, and being able to work effectively with others were all rated as being important outcomes of the service learning project.

Some of the partner organizations provided feedback in which they rated the students highly (Govekar & Rishi, 2007). For example, one agency described the students as very professional and expressed great interest in continuing the program. The high school economics teacher reported that the students viewed the university students as mentors and role models. All of the students involved in the nonprofit management projects were given letters describing their contributions and thanking them, which added value to the students when they applied for jobs. Govekar and Rishi (2007) noted that

several management graduates had gained employment in the nonprofit management sector.

Some of the students expressed dissatisfaction with the ambiguity that was intrinsic to the project, leading the instructors to explain that this was deliberate, because ambiguity is part of the real world experience. To improve the quality of the service learning experience, both professors established extra office hours for helping the students deal with the stresses arising from the project. Govekar and Rishi (2007) acknowledged that the challenges involved in developing a successful service learning project. However, they argued that the costs of not “moving classroom learning beyond a chalk-and-talk environment into the real world, which is replete with complexities,” not providing students with exposure to “the dynamic nature of the business environment,” and “not emphasizing innovation” to be far greater (p. 9).

### **Navigating the Transition from University to Work**

Wood and Kaczynski (2007) presented case studies of two groups of students navigating the transition from the university to the workplace: upper division undergraduate and graduate students at the University of West Florida (UWF) Office of Juvenile Studies (OJS), which provided its students with community-based work experience as part of the program, and graduates of mathematics programs offered by five universities in the area of Sydney, Australia. Although the universities offer their graduates assistance in finding positions, no formal programs prepared students for the workplace, and according to Wood and Kaczynski, many students did not avail themselves of the available career services.

As described by Wood and Kaczynski (2007), “The vision of the OJS is to support the intellectual, ethical, and professional development of current and future professionals through the contribution of quality community service, creative scholarly activities, and research” (p. 96). This mission statement expressed a dedication to providing the undergraduate and graduate students with innovative learning experiences, including hands-on training, practical internship, and research opportunities, and employment, while at the same time providing a range of community services for at-risk and high-risk youth. The program was driven by three departmental goals created to fulfill the OJS mission: (a) expanding community-based and experiential training and educational opportunities for the students by securing additional funding from external sources; (b) maximizing the integration of academic and career oriented learning opportunities by offering the students additional task-specific training experiences; and (c) creating student and faculty research opportunities by conducting studies focused on social, community, and educational needs.

To illustrate the successful integration of academic and work-based experience in the OJS students’ educational preparation, Wood and Kaczynski (2007) presented some of the findings from the research conducted by an OJS student employee for his doctoral dissertation, which explored the associations of learning, work, and career decision making among the OJS student employees. Overwhelmingly, the students said their participation in the program had a positive impact on their career choices for working with the juvenile programs (85%). They reported choosing to remain with their choice of major during their involvement with the juvenile programs (92.5%) and said that their

work had benefits for their professional development (90%). Such benefits included expanding their networking ability for future jobs, exposure to different cultures and lifestyles, improved communication skills, the acquisition of tools to facilitate academic excellence, enhanced self-confidence, and documentation skills. In addition, for students aspiring to careers in psychology, education, or juvenile justice, the program encouraged them to adhere to their career goals. Wood and Kaczynski repeatedly praised the OJS program for integrating academic and work-based competencies to the students' advantage.

By definition, the OJS program was designed for students with fairly clear professional goals. In contrast, mathematics is a discipline that lacks a clearly defined career path (Wood & Kaczynski, 2007). The 18 Australian mathematics graduates interviewed for the study reported feeling inadequately prepared by their universities for the world of work. Most were unfamiliar with the job search process and the job market. The lack of career preparation and training, the mathematics students said, disadvantaged them from the outset. Ironically, in a work environment where STEM (science, technology, engineering, and mathematics) graduates were in high demand, many graduates faced the dilemma of educating their prospective employers on how a mathematician could add value to their firm.

Further, once the mathematics graduates did secure jobs, they felt unprepared for interpersonal interactions with managers and colleagues (Wood & Kaczynski, 2007). In many cases, the graduate was the lone mathematician and had difficulty communicating with others in the workplace, even though the graduate's coworkers and managers could

have been pivotal during the job adjustment process. For example, one graduate described her coworkers as “the biggest help,” and added, “When you’re comfortable, especially with your manager, the person you report to, you’re comfortable with that person, it makes a big difference” (Wood & Kaczynski, 2007, p. 101). Unfortunately, not all of the graduates were as fortunate with their managers and coworkers. Adding to this challenge, the mathematics graduates recommended numerous changes for improving their university program in order to prepare them for the transition to work (Wood & Kaczynski, 2007). Many of the students felt that having real world work experiences would have been very valuable.

Wood and Kaczynski (2007) chose the two cases to illustrate the utility of the integration of academic and work experiences versus providing students with purely academic training and virtually no formal preparation for work. While the experience of the Australian mathematics students underscores the need to provide undergraduate students with adequate preparation for success in the workplace, the UWF OJS program was not representative of most university internship, cooperative education, or service learning programs. Fields such as psychology, social work, education, and juvenile justice often involve internships. A better comparison might have been to select two programs in similar fields with different degrees of job preparation. Nonetheless, the OJS program appeared to exemplify best practices in the integration of academic and real world learning experience that could serve as a model program, while the mathematics program highlighted the weaknesses in failing to prepare university graduates for their future careers.

Alex-Assensoh and Ryan (2008) used the term *value-added learning* to describe internships. The advantage of an internship to the students is not limited to the academic setting. Internships help students develop the skills they need for the competitive 21st century marketplace. Echoing Dewey, Alex-Assensoh and Ryan argued that internships prepare students for responsible citizenship in a democratic society. Institutions of higher learning have long histories of providing students with internships or other experiential learning opportunities. The cooperative education program at the University of Cincinnati, dating back to 1906, is regarded as the first formalized co-op program (Cedercreutz & Cates, 2010). Wheaton College began internships somewhat by accident in the wake of the oil crisis in the late 1970s. Because the school closed for an extended period in the winter in order to conserve fuel, the faculty encouraged the students, then all young women, to use the time to explore prospective career options (Gavigan, 2010). Led by a president who strongly believed that the students should be exposed to the business world, the office of career planning was entrusted with the task of working with students from their first to senior years in designing internships aligned with their career options.

At Missouri State Western College, business internships arose from a unique situation: the Mead School and Office Products manufacturing plant needed temporary supervisors. The collaborative partnership was developed between the corporation and the business program enabling student interns to take on supervisory roles at the plant (Roever, 2000). The partnership between Missouri State Western College and Mead began in 1989. Within a few years, internships were gaining in popularity and increasing numbers of colleges and universities were creating formal programs for providing their

students with experiential learning opportunities (Coco, 2000; Cook, Parker, & Pettijohn, 2004; Molseed, Alsup, & Voyles, 2003; Steffes, 2004; Swail & Kampits, 2004). While internships and cooperative learning experiences are an integral part of many professional and business programs, liberal arts colleges have explored ways they could provide their students with relevant experiential learning opportunities (Chambliss, Rinde, & Miller, 1996; Eyler, 2009; Hindmoor, 2010; Pierson & Troppe, 2010).

A major selling point to students involves how excellent completed internships and cooperative education experiences look on a resume. In New York City, with its boundless career opportunities, colleges and universities have reported soaring increases in applications from prospective students seeking to gain a competitive advantage from formal internship programs (Marshall, 2006). Indeed, according to career advisors, for a majority of students, internships serve as a stepping stone to a permanent job (Nance-Nash, 2007; Vertreace, 2009). Some advisors and placement directors deem internships and co-op experiences as essential for new graduates seeking employment, especially in the present economy.

At increasing numbers of institutions, internships are not only considered essential by student services professionals, but they have also become requisite for graduation. This direction has generated criticism as well as support. In a *Newsweek* article colorfully entitled “The Great American Internship Swindle,” Chatzky and McGrath (2011) expressed strong criticism of unpaid internships as providing corporations with “lots of free labor” (p. 22) while students are required to pay for the course credit to obtain the internship. In the *Chronicle of Higher Education*, several



authors have ethical and legal issues related to unpaid internships (Lipka, 2010; Perlin, 2011; Yagoda, 2008). Perlin (2011) argued that when students are not paid for internships, and in fact must pay for the course credit, lower income students who have to contribute to their family's income are further disadvantaged (Chatzky & McGrath, 2011). On the other hand, students who begin college at a disadvantage, such as low-income and first generation students, stand to gain the most benefit from high-impact practices such as internships (Kuh, 2008).

For-profit firms that offer positions to students who take unpaid internships for course credit are required to meet certain legal requirements (Chatzky & McGrath, 2011; Lipka, 2010; Perlin, 2011). Conceptualized as a training experience, the internship must offer students opportunities for genuine learning relevant to their career development and future career progress. Many institutions stipulate certain conditions that ensure their interns are not simply given menial tasks. For example, American University stipulates that internships must be "85% substantive" for students to receive course credit and subjects the internships to ongoing quantitative evaluation (Lipka, 2010). The most successful internships involve collaborative partnerships with a structured program and detailed formal agreements between the university and the sponsoring firm (Narayanan et al., 2010).

In some cases, college officials have discovered interns are given only menial tasks and attempt to resolve such issues with the sponsoring company. If no change occurs, then the intern can be removed from the setting and the partnership between the university and the business may be dissolved (Lipka, 2010). According to Yagoda

(2008), virtually all unpaid internships have violated at least one of the conditions demarcated by the U.S. Department of Labor.

Despite the controversy over unpaid internships, most students have largely favorable opinions of their internship experiences. Rothman (2007) sought to identify areas for improvement based on responses by students who had completed internships and found more than one-third of the students shared only praise for their experiences. The area of the greatest concern students shared was lack of clarity with respect to expectations and goals. A persistent obstacle to gaining full understanding of students' internship experiences is a relative lack of research. Much of the research into internships comes from the business disciplines, as noted in previously in this paper. However, Knouse, Tanner, and Harris (1999) observed that even as business internships surged in popularity, minimal research on the topic was generated. A decade later other authors have continued making the same observation (D'Abate, Youndt, & Wenzel, 2009; Narayanan et al., 2010).

In a 2001 study conducted by NACE, the overwhelming majority (over 93%) of universities reported that their institutions provided internship programs (Steffes, 2001). More than half the students who responded to the 2011 survey had completed at least one internship (Chatzsky & McGrath, 2011). Using the broader term "work-based learning experiences" in the 2002 Higher Education—Students Speak II Survey, Sawil and Kampits (2004) reported that 69% of the students had been involved in at least one work-based learning activity and 31% had completed two or more work-based learning experiences. According to Chatzsky and McGrath (2011), 60% of the students said that

internships are mandatory at their institutions. Yet even as this trend accelerates, research into the nature of students' internship experiences, their perceptions of the experience, and the benefits they derive from internships is still fairly sparse. This study was designed to address that gap.

### **Conceptual Framework**

The framework for this study was the model of internship effectiveness developed by Narayanan et al. (2010) from a synthesis of the empirical literature on business education internships. Narayanan et al. noted remarkably minimal research into the factors underlying the effectiveness of internships, although more studies have been conducted on business internships than on internships in other disciplines. The foundation of the model revolved around the three actors involved in the internship process: the student, the university, and the company or organization. Studies that have examined more than one of these actors have often found disparities in perceptions of the effectiveness of the internship, such as between students and employers or between students and university departments. Therefore, Narayanan et al. considered it important to include all three actors in the construction of a conceptual model.

Further convincing Narayanan et al. (2010) of the need to include multiple actors, their research review disclosed similarities between internships and the literature on personnel and knowledge transfers, which involve multiple actors and are conceptualized as a process as opposed to an event. Narayanan et al. noted that the process of personnel transfer includes three sets of actors: a sender, a receiver, and a carrier. These three actors correspond to the university, the industry, and the student, respectively. Analogous to the

situation between universities and businesses, the sender and the receiver frequently have different organizational cultures. As a consequence, each constituent is likely to come to the internship with different goals. The greater the degree of alignment between the three sets of goals, the more likely the experience produces positive outcomes for all three stakeholders. Narayanan et al. emphasized the role of the individuals in the process of knowledge transfer, including the quality of an individual's preparation for taking on a new role.

An additional concept drawn from the personnel and knowledge transfer literature that Narayanan et al. (2010) viewed as pertinent to internships was the three sets of factors composed of antecedents or inputs, processes, and outcomes. In drawing the model, Narayanan et al. delineated the antecedents, processes, and outcomes unique to the internship experience. Each component has three broad factors with several characteristics under each one. The first antecedent factor is the employing firm's preparedness for the internship, which encompasses awareness of the university's interests (based on factors such as previous ties, diligent screening or matching, and similar strategies), internal organizational context (size, available resources), and internship structure formality (project definition, selection of students, matching the project and the students). The second antecedent is the student's ability to transfer and apply university knowledge to the internship, which encompasses the student's overall academic preparation and readiness for the internship (including factors such as the student's awareness and choice of the project and choice of faculty advisor). The final antecedent is the university's preparedness for the internship, encompassing factors that

largely mirror those related to the preparedness of the employing firm and characteristics unique to the university such as program design and degree of faculty preparedness (Narayan et al., 2010).

The three main factors under the heading of processes are the employing firm's interactions with the university and the student, which includes communication with and commitment to the university (arm's length or embedded) and managing the process (feedback to the student and supervisory support); the student's commitment to the internship, encompassing motivation (task and knowledge challenges and initial student learning) and communication (with the faculty and employer); and the university's interaction with the employing company and the student, which parallels the employing firm's interactions with the university and the student (Narayanan et al., 2010).

Outcome factors encompass the prospective benefits to the employing firm, the student, and the university (Narayanan et al., 2010). These are conceptualized in terms of proximal and distal benefits for each actor. Regarding the employing firm's tangible benefits and enhanced capabilities, the proximal outcomes include project completion, project productivity, potential recruitment, initial inflow of ideas, and student satisfaction. The distal benefits include a continual flow of ideas and stronger linkages with the academic institution. With respect to the student's skill development and career enhancement, the proximal outcomes include student satisfaction and job placement. The distal outcome is the student's future career prospects. For the university's enhanced capabilities and facilitation of student development, the proximal outcomes include student satisfaction, student placement, and the quality of student programs, and the distal

outcomes include an inflow of research ideas, stronger ties with the employing company, and reputation for student placement.

According to Narayanan et al. (2010), while the relative scarcity of research into internships is conducive to model construction to guide future research efforts, the corresponding lack of empirical evidence points to the utility of testing at least some of the relationships proposed by the model. To accomplish this, the researchers tested the model on an internship program at a Portuguese university. The program offered the ideal venue for research because the constituent groups were all interested in evaluating the program and provided the researchers with access to the students, faculty, university administrators, and employing firms. The venerable internship program had been in operation for two decades and was an integral part of the university experience. Students in their fourth or final year of a five-year undergraduate program worked on an industry-sponsored project designed to capture their ability to transfer the knowledge acquired during their undergraduate education and to provide them with first-hand business experience. An additional aim of the program was to keep the faculty current with developments in the industrial world through ties between the university and the industrial sector.

Narayanan et al. (2010) focused the mixed methods study primarily on the students' responses to a questionnaire derived from four endeavors: interviews with a group of employing businesses to gain their perspectives on internships, interviews with two senior university executives and several university faculty members, two focus groups conducted with alumni of the university, and a literature review. A total of 65

students who had concluded internships the prior year completed the questionnaire. The students' responses produced two largely separate sets of factors, predicting the two outcomes of project implementation and student satisfaction. Only the antecedent of project awareness was significantly linked with project implementation. In turn, the two factors of written policies and procedures and formal notification were the most important aspects of project awareness.

All of the antecedents examined were indirectly associated with student satisfaction, although interestingly, none were directly related to satisfaction (Narayanan et al., 2010). Rather, student satisfaction was contingent on three process factors: project process feedback, the faculty advisor role, and student learning. These three processes contained the three actors in the internship process. Project process feedback is related to the design of the internship and feedback from the firm, the faculty advisor role captures the university's role, and student learning emanates, in part, from students' motivations to learn from the internship. A notable finding was that of the three factors, the most important was the faculty advisor role. This result suggests that faculty mentoring might be a pivotal factor in the students' satisfaction with the internship experience. Of all the antecedent factors, advisor selection and the focused scope of the project appear to have the most importance. Given the powerful impact of the faculty advisor role, it is not surprising that the selection of the advisor should be an important contributor to the model.

The conceptual model outlined by Narayanan et al. (2010) was guided primarily by the theory of knowledge transfer. They suggested that the framework should be

applicable to interns experiencing various stages of undergraduate and graduate education. Although Narayanan et al. focused on business students, they recognized applicability of the model to other types of internships.

### **Viewpoints of Interns, Employers, and University Personnel**

#### **Interns' Suggestions for Improvement**

Using content analysis to analyze the responses of 345 interns who had completed semester-long internships, Rothman (2007) discerned areas in which the students desired improvement and highlighted the positive nature of the responses. It is noteworthy that 36% of the responses fell into the category of positive responses rather than into suggestions for improvement. The respondents extolled features of the internship, such as how much they learned, the supervisor's efficiency and encouragement, having an excellent boss who encouraged personal and professional growth, and feeling a sense of belonging in the organization. The value the interns placed on their learning opportunities and their appreciation for those in the host organization that provided, encouraged, and supported their learning was significant (Rothman, 2007). At the same time, a majority of the interns identified areas for improvement. The largest segment of suggestions for improvement (10%) centered on a desire for the host organization to provide a greater degree of structure for the internship (Rothman, 2007). Comments in this category included a need for better training programs, orientations, and expectations. Rothman noted that the term disorganized often appeared in these comments. Another important area in which the students desired improvement was scheduling, which often seemed to be insufficiently planned. Having more opportunities for challenging work was another



issue that emerged in the students' comments, and not surprisingly, feedback was an important area of concern. Comments on feedback could be summarized by one student's suggestion to "have more feedback one-on-one with the supervisor" (p. 142). In terms of communication, the students desired clearer and more specific communication from their employers.

Roughly 5% of the students sought more contact with their managers, both in terms of guidance and mentorship and in being able to watch them and sit in on their activities, each of which served as valuable learning experiences (Rothman, 2007). Some 4% of the respondents wanted greater exposure to the organization as a whole. There were many responses related to interpersonal skills or focused on specific behaviors displayed by the supervisor. Based on these responses, Rothman (2007) outlined several recommendations for employers: (a) have a clear understanding of what the intern is expected to accomplish, (b) clearly convey expectations at the onset of the internship, (c) provide interns with challenging assignments, (d) set a reasonable time frame for accomplishing tasks, (e) provide substantive and consistent feedback, (f) be available to guide the interns, (g) expose interns to other aspects of the business, and (h) treat interns with respect.

### **Employers' Perspectives**

Molseed et al. (2003) examined the role of employers in shaping the workplace skills of student workers in a survey of representatives from 64 organizations located in North Dakota. The respondents included representatives of professional service firms, the health care industry, retail services, manufacturing and construction, tourism and

hospitality, and a large segment that listed their businesses as the category of other.

Several of the businesses were involved in multiple business and education partnerships, involving high school as well as college students. Molseed et al. focused on six specific work-related skills: personal responsibility, decision making ability, problem solving ability, collaboration, commitment, and career development. The respondents were asked to elaborate upon each of these skills.

Personal responsibility was associated with honesty, work attendance, punctuality, and the treatment of others (Molseed et al., 2003). The data analysis supported the assumption that employers exerted considerable influence in the development of these qualities in their student workers during the training process. With respect to problem solving, the responding employers largely agreed or strongly agreed that they should be involved in cultivating their student workers' problem solving capabilities. The topic of collaboration focused on employer intervention in the case of the student worker having difficulty working with other employees and whether the employer should promote collaboration between the student employees and elicited a variety of responses. Respondents had far more agreement with the idea that employers should intervene in the case of conflict or difficulty than with the idea that employers should encourage collaboration between student workers. The representatives of the tourism industry showed the most marked discrepancy between the two responses.

The respondents from all the industry sectors agreed that employers can play an important role in promoting the student employees' commitment to their job responsibilities in a positive way and in encouraging them to take pride in their work

(Molseed et al., 2003). The final question addressed the extent to which the employers felt they should help student workers with issues related to future employment and should communicate with school staff regarding the student workers' progress. This question produced the lowest mean score of all six aspects of work-related skills, although it prompted a wide variety of responses. There were substantial differences in the responses of employers within the same sector, as well as between sectors, indicating numerous individual differences of opinion.

The three dimensions that drew the strongest degree of agreement were personal responsibility, problem solving ability, and commitment, all of which were directly related to the student worker's performance with the host organization and are transferable to future employment experiences. According to Molseed et al. (2003), employers recognized the "neophyte nature" (p. 168) of student employees and were aware that they could play an important role in helping students cultivate the skills for workplace success.

Sapp and Zhang (2009) focused on industry supervisors' assessments of student interns in the field of business communication. The sample consisted of 238 off-campus internship supervisors surveyed from 2003 to 2007. The interns are required to have a GPA of at least 3.0, and most completed a 15-week internship in the larger New York area (including New York, New Jersey, Connecticut, and Massachusetts). The supervisors were drawn from a range of business industries, and the students engaged in a variety of activities during their internships that included technical communications,

grant writing, online journalism, and event planning. The analysis was based on 11 items related to business communication skills.

The industry supervisors gave high marks to the interns on the dimensions of attitude and interaction, but low ratings to interns' writing skills, initiative, professional skills, spoken communication skills, and time management skills (Sapp & Zhang, 2009). Sapp and Zhang (2009) found the interns to be strong on social and interpersonal qualities but less adept in applying specific technical skills. Sapp and Zhang were especially troubled by the students' apparent lack of initiative as potentially having a detrimental impact on the whole internship experience. They noted that the skills in which the students were deficient had been amply covered by the academic course material. The pivotal issue might be the students' ability to apply these skills to the real world setting. According to Sapp and Zhang, this disconnect between classroom learning and internship experiences might signify poor collaboration between business communication faculty and the industry supervisors and the need for faculty to provide more active roles in the internship process. The model outlined by Narayanan et al. (2010) could be applied to the improvement of the internship program.

### **Dean and Faculty Perspectives**

Weible (2010) investigated the advantages of business school internships to the institutions that offer them. The schools were taken from the directory of the Association to Advance Collegiate Schools of Business. The survey drew 180 respondents; 43% were primarily deans or associate deans, 23.8% described themselves as professors or instructors, and the remaining respondents represented other positions. The first question

addressed by the survey was whether the internship program produced a stronger connection between the institution and the community. The overwhelming majority of respondents (87.6%) agreed that this was a benefit of internship programs. A second question was whether internship programs inspired more students to start new businesses. About 34% of the respondents agreed that the students did feel inspired. About 71% of the respondents reported that internships increased the number of students hired by new or small businesses, which Weible described as a type of community economic development. A final question focused specifically on economic development. The respondents were asked the ratio between internships and economic development, which elicited a positive ratio.

There was extensive agreement at 82% of responses with the idea that students are more likely to enroll in educational institutions that offer internships. There was far less agreement with the notion that the presence of an internship program made it easier to recruit faculty and staff (Weible, 2010). The largest group of 58% of the respondents felt it was rarely easier, 22% felt it was easier, and the remaining respondents were unsure. Recruiting faculty is much more complex than recruiting students, and there are many other factors involved. However, almost 82% of the respondents felt that the presence of an internship program had an impact on the reputation of the institution. Weible (2010) advocated the development of support networks and programs to increase the capacity of schools of business to offer internship programs.

In further research with business school representatives, Weible and McClure (2011) found that student internships improved the quality of classroom discussions.

Govekar and Rishi (2007) observed a similar phenomenon for service learning experiences. The students enjoyed improved communication skills and were more at ease in discussing various topics and interacting with others. Weible and McClure also confirmed that internship experiences enhance students' employability. Comments from respondents suggested that 50% to 75% of interns are offered positions with the host firm after graduation, and on average the interns tend to find jobs more quickly, secure better positions, and start with higher salaries.

Experiential learning experiences that combine academic learning with work experience have a long history in American education. A century ago, Dewey envisioned a fusion of classroom and community learning. Over the last 20 years, internships have become exceedingly popular, and a growing number of colleges and universities require students to take unpaid internships for credit. This trend has generated some controversy. There is evidence that students who take part in paid internships are more likely to be given challenging and relevant work and to have an advantage in gaining employment (Chatzsky & McGrath, 2011). By design, an internship is meant to provide students with learning opportunities for developing the skills and competencies sought after by employers.

Research into the nature of internships is relatively limited, and most of it comes from the business discipline. Positive outcomes of internships include enhanced communication and interpersonal skills, the development of critical thinking and problem solving capabilities, greater maturity, exposure to real world work situations, opportunities for employment with the host company, quicker employment upon

graduation, higher starting salaries, and higher job satisfaction (Divine et al., 2007; Weible, 2010; Wesley & Bickle, 2005). On the whole, students rate their internship experiences positively, but most studies reveal areas of internship programs in need of improvement (Rothman, 2007).

An effective internship program is a collaborative effort that balances the needs of the three key actors: the student, the university, and the business (Narayanan et al., 2010). Ideally, all three actors derive benefits from the program. Surveys of students and institutions consistently show that more than 90% of the institutions offer internships. In order to maximize internship effectiveness, more research is needed into the internship experience from the perspectives of the students, university faculty and administrators, and employers, especially supervisors whose guidance and mentorship is critical to internship program success.

### **Summary**

The literature and research related to internships, cooperative education, and other forms of work-based learning initiatives were discussed in this chapter. A review was provided of the history and development of student learning initiatives through out of classroom experiences along with contributing issues of internships in various academic disciplines. Research was summarized and showed the value of the outcomes of work-based learning programs and these programs' validity in assisting students' successful transitions to the world of work post-graduation. Narayanan et al.'s (2010) model of an effective internship program as a collaborative effort that balances the needs of the three key actors (i.e., students, the university, and participating businesses) emerged as the

study's theoretical framework. Historical information and studies were reviewed to provide a framework for understanding how internships, cooperative education programs, and other work-based learning initiatives play a vital role in helping students transition to the world of work. Chapter III contains the overall research design along with the statistical methods and survey instrument used for this study.



## **CHAPTER III METHODOLOGY**

A review of the literature indicated that a significant majority of colleges and universities across the United States offer internship opportunities in one form or another. Chapter III includes the quantitative research methodology used to address the problem identified. The research questions, overall research design, survey instrument, data collection, and analyses are discussed. The purpose of this study was to (a) assess the level of satisfaction between students who earn academic credit for their internship versus and those who do not; (b) assess the job placement effectiveness of those who earn academic credit and those who do not; and (c) determine the effectiveness of criteria set forth by colleges and universities that lead to higher job placement in regards to credit bearing and non-credit bearing internships. The research provided the perceived value of internships and cooperative education (co-op) programs by undergraduate students who were currently enrolled in an undergraduate program at the time of the study as measured by the 2011 National Internship and Co-op Study by Intern Bridge, Inc.

### **Research Questions**

There were three research questions that guided this study:

**Research Question 1.** Do students who earn academic credit for their internship, cooperative education, or other work-based learning opportunity, have a higher level of satisfaction than those who do not?

**Research Question 2.** Is there a significant difference in job placement between students in credit-bearing and noncredit bearing internships?

**Research Question 3.** Of the criteria set forth by colleges and universities in regards to earning academic credit for an internship, which factors contributed to job placement for students?

### Research Design

This was an archival quantitative multi-site study using data obtained from 298 colleges and universities throughout the United States. Participating institutions are listed in Appendix II and ranged from private two and four year institutions to public four year institutions and community colleges. Table 3.1 illustrates the types of institutions represented by the data.

Table 3.1 Types of Institutions

Institutional Type	<i>n</i>	%
Two year community college	430	1.6
Private college or university of 2000 or fewer students	3,541	13.1
Private college or university with more than 2,000 students	5,452	20.1
Public college or university of less than 5,000 students	980	3.6
Public college or university of 5,000 to 15,000 students	5,661	20.9
Public college or university of more than 15,000 students	11,044	40.7

For this study, the researcher utilized archival data previously collected from the 2011 National Internship and Co-op Study by Intern Bridge, Inc. to investigate the research questions. The initial study was a cross-sectional examination of student

opinions and behavior associated with college-level undergraduate internships. Specifically, this study aimed to assess differences between those who earned academic credit and those who did not earn academic credit for their internship experiences. Survey research was the ideal methodology to collect data from the participants who were spread out regionally across the United States. The original data collection method utilized a convenience sampling method. No attempt was made to insure that the sample was representative of the total population of students invited to participate in the National Internship and Co-op Study survey.

### **Participants**

The participants for this study were students at 298 colleges and universities (see Appendix II for participating institutions) throughout the United States. More than 27,500 undergraduates were enrolled in an undergraduate program at one of the institutions taking part in the study. Inclusion criteria of the participants included men and women who participated either full or part time for in an internship and who were registered with their college or university career center.

## **Instrumentation**

### **Research Instrument**

The National Internship and Co-op Study was developed through a partnership between Intern Bridge, Inc. and the College Employment Research Institute at Michigan State University. Several people from both organizations as well as students who had recently participated in an internship, cooperative education, or other experiential

education experience were involved in the construction of the survey. This questionnaire was 115-items and was administered through the online company SurveyGizmo. The survey included a mixture of closed questions and more open comments. The closed questions forced respondents to choose from one of several pre-coded answers. The majority of the pre-coded answers used Likert-scales to assess the respondents' level of agreement to the questions. Although this data collection tool utilized open-ended responses for some of the questions, for the purpose of this study, only responses to the closed-ended questions were utilized. The survey was administered via an online data collection tool sent to students by their individual college or university career centers during the fall semester of 2011. Student participation in the survey was optional. The research data were collected using a single survey that was branched based on the student answering the question: "Have you ever taken part in an internship experience?" Students who answered yes to this question were transferred to one set of questions, while students who answered no to this question were transferred to a different set of questions. Both groups, including those who completed an experiential education assignment and those who did not, answered a certain number of questions that were demographic in nature without branching.

### **Variables**

As part of this study, the variables were measured by a Likert-scale of satisfaction ranging from *Strongly Disagree* to *Strongly Agree* for each item. *Moderately Agree* was indicated by responding with the number 4 to an item in this questionnaire. According to Narayanan et al. (2010), student satisfaction is contingent on three process factors: (a)

project process feedback, (b) the faculty advisor role, and (c) the student's learning. It is important to note that the term satisfaction was not clearly defined in the data collection tool.

### **Job Offer**

This variable was used as the dependent variable to answer each of the research questions as a part of this study. The question in the survey forced the respondent to choose from one of the following four choices: no offer has been made to me; no decision has been made regarding offering a job; the offer is pending; and yes, an offer has been made. The forced answers were coded with a corresponding number (1, 2, 3, or 4).

### **Academic Credit**

Respondents were asked if they had received academic credit for their internship, cooperative education, or experiential education. This item required a dichotomous response of Yes or No.

### **Institutional Credit**

Respondents were asked if their institution offered academic credit for their internship, cooperative education, or experiential education experience. Respondents were provided three options to answer this question: credit is required, credit is optional, or credit is not available.

### **Academic Program**

Respondents were asked how internships, cooperative education, or experiential education was incorporated into their academic program. Respondents were provided the

following four choices to respond: it is required for graduation by my academic major, it is required for graduation by my institution, it is an elective for which I can earn credit, or it is optional for which I may or may not earn credit.

### **Preparatory Class or Workshop**

Respondents were asked about a class or workshop being offered by their institution to help them prepare for the internship, cooperative education, or experiential education experience. The four choices offered were the following: I am required to take a class, I have an optional course that I can take, I have workshops available to me, and I am not aware of any courses or workshops.

### **Justification for Using Existing Data**

With little research specifically focused on the value of internships, there were even fewer resources for collecting data on this topic. This survey is the only data collection tool of its kind that had been used to collect specifically data regarding students' internship, co-op, or service learning experience. There are several state, regional, and national associations that sponsor and facilitate data gathering surveys of college students. However, many of these are specifically focused on gathering one data point, with little regard for the overall experience of the student participating in the internship, co-op, or experiential educational assignment. For example, the National Association of Colleges and Employers (NACE) recently launched a survey to gather data on intern salaries. The Southern Association of Colleges and Employers sporadically sends surveys to students regarding participation in internship programs in an attempt to illustrate the percentage of students who participate in internships within a specific

geographic area. Although these surveys generate useful data on salaries and participation, they do not provide insight into the actual experiences had by students transitioning from the college classroom into the world-of-work.

### **Data Collection Procedures**

The survey was administered via SurveyGizmo, an online data collection tool, and was sent to students by their colleges' or universities' career centers during the fall semester of 2011. Student participation in the survey was optional. Upon completing the survey, each student was asked for authorization for the institution to share the results with university administrators.

All data retrieval was conducted by the researcher who had permission to access and privileges to use the National Internship and Co-op Study database. The records were de-identified by the program coordinator to ensure complete anonymity of student participants. As an additional precaution to maintain participant anonymity, all related research omitted the names of the institutions, regional locations, specific program names, and identifying characteristics unique to the institutions and programs.

### **Data Analysis**

The researcher used IBM SPSS to conduct the data analyses. Descriptive statistics were used to examine the general characteristics of the entire sample. The researcher utilized independent  $t$  tests to answer Research Questions 1 and 2. For Research Question 1, the dependent variable was satisfaction and the independent variable was whether or not the student received academic credit for the internship. The hypothesis for this test

was as follows: there is no difference in satisfaction between students receiving credit and those not.

For Research Question 2, the dependent variable was satisfaction and the independent variable was job placement. The hypothesis for this test was as follows: there is no difference in satisfaction between students receiving and internship offer and those who that do not. Respondents were separated into two categories: students who did receive credit and students who did not, excluding students who did not answer the question.

For Research Question 3, the researcher employed SPSS CHAID (Chi-squared Automatic Interaction Detector). CHAID is an algorithm that uses chi-square tests to determine optimal splits for a classification tree and is effective when dealing with categorical and ordinal predictors and dependent variables. CHAID incorporates recursive optimization techniques for decision trees to improve classification. At each node in the tree starting at the root (i.e., all data records), chi-squared tests are used to check for significant splits in the data based on available predictors. Not all predictors are necessarily used in the decision tree creation, if the remaining predictors do not have a significant impact on the current leaf (terminal) node. For each group, all remaining predictors are examined to see if significantly distinct subgroups can be split from the current set, using the most significant  $p$ -value among the predictors deemed to be significant in the chi-squared tests. This process is recursively executed until no terminal nodes can be split into significantly different subgroups from the predictor set. The final result is a set of categorized groups that are maximally different from one another based on the decision criteria. The researcher chose the variable Job Offer as the dependent



variable for the CHAID analysis. The independent variables for the CHAID analysis included Academic Credit, Academic Program, and Preparatory Class or Workshop.

### **Summary**

This archival study was designed to assess the perceived substantial educational benefits to 27,500 undergraduates from 298 colleges and universities throughout the United States who participated in internships as measured by the 2011 National Internship and Co-op Study. The purpose of this study was to understand potential value of the credit bearing internships as perceived by surveyed students. The results of this study might help higher education administrators, specifically those who administer internship programs, understand the perceptions and outcomes of students engaged in credit-bearing internships. Furthermore, the results might help employer partners who host interns within their company the primary benefits of assisting students with earning academic credit for their internship experience.

## **CHAPTER IV RESULTS**

In this chapter, the data analyzed for this study are presented. To set the findings in context, the chapter starts by restating the purpose of the study and the specific questions that guided the study. This chapter presents a description of the sample using descriptive statistics followed by the results of the data analyses that addressed the three research questions. The results were based on the analysis of 27,164 students who responded to the 2011 National Internship and Co-op Study.

### **Restatement of Study Purpose**

The purpose of this study was to (a) assess the level of satisfaction between students who earn academic credit for their internship versus and those who do not; (b) assess the job placement effectiveness of those who earn academic credit and those who do not; and (c) determine the effectiveness of criteria set forth by colleges and universities that lead to higher job placement in regards to credit bearing and non-credit bearing internships.

### **Restatement of Research Questions**

The three research questions guiding this study were:

**Research Question 1.** Do students who earn academic credit for their internship, cooperative education (co-op), or other work-based learning opportunity, have a higher level of satisfaction than those who do not?

**Research Question 2.** Is there a significant difference in job placement between students in credit-bearing and noncredit bearing internships?

**Research Question 3.** Of the criteria set forth by colleges and universities in regards to earning academic credit for an internship, which factors contributed to job placement for students?

### **General Characteristics of the Population**

Descriptive statistics were calculated for the general characteristics of the entire sample. Table 4.1 summarizes the results of frequency distribution for gender, ethnicity, internship participation, and academic status at the time of the data collection (Fall 2011) and reported GPA. Participants of this study consisted of 27,164 students enrolled in colleges and universities from across the United States. The gender distribution was 18,176 females (66.9%) and 8,944 males (32.9%). The majority of students, 60% ( $n = 16,134$ ), were in their third, fourth, or fifth year of their baccalaureate undergraduate program. The remaining students were first year students 12.8% ( $n = 3,468$ ), second year students 17.4% ( $n = 4,734$ ), enrolled in graduate school 7.6% ( $n = 2,058$ ), or self-identified as recently graduated 1.9% ( $n = 509$ ).

The majority of students indicated that they did not actually participate in an internship, a co-op, or experiential education, 67.1% ( $n = 18,227$ ). Information about these students was not a part of this study. For the students who indicated they did participate in an internship, co-op, or experiential education, only those who reported earning academic credit for their internship experience, 32.9% ( $n = 8,942$ ) we analyzed as the population of interest.

Of those students who indicated that they received academic credit for their internship experience, 74.8% ( $n = 3,123$ ) identified themselves as Caucasian, followed by

Hispanic (6.5%,  $n = 273$ ), African-American 5.7% ( $n = 239$ ), and Asian American 4.8% ( $n = 195$ ). Students who indicated that they were not United States Citizens were also included in this study and made up 3.5% ( $n = 147$ ) of the population of interest. When comparing the profile of students who received academic credit with the entire population of the study, there were 6.5% more Caucasian students who received academic credit as compared to the total population. However with historically under-represented populations, there were fewer students who received academic credit as compared to the total population. Hispanic students, 1.9% less; African-American .8% less and Asian-Americans 2.3% less respectively.

Table 4.1 Descriptive Statistics of the Total Sample ( $n = 27,164$ )

Variable	<i>n</i>	%
Gender		
Male	8,944	32.9
Female	18,176	66.9
Ethnicity		
White, non-Hispanic	18,476	68.3
Hispanic or Latino	2,262	8.4
African American or Black	1,766	6.5
Asian American	1,927	7.1
Native American	171	0.6
Foreign	1,128	4.2
Mixed Race	1,329	4.9

### Research Question 1 Results

This question was: Do students who earn academic credit for their internship, have a higher level of satisfaction than those who do not? An independent-samples  $t$  test was conducted to evaluate the level of satisfaction of students engaged in credit bearing and non-credit bearing internship, co-op, or other work based learning opportunities. First, the descriptive statistics were calculated as shown in Table 4.2. Second, the  $t$  test was significant:  $t(8,919) = 3.257, p = .001$ . Students engaged in for-credit internship experiences ( $M = 4.31, SD = .969$ ) were more satisfied with their overall experience than those who were not earning academic credit ( $M = 4.24, SD = .993$ ). The 95% confidence interval ranged from .027 to .109. The mean difference of .068 was statistically significant but had a very small effect size ( $d = .071$ ) as seen in Table 4.3.

Table 4.2 Overall Internship Satisfaction for Students of Credit and Non-Credit Bearing

Internships				
Academic Credit	$n$	$M$	$SD$	$SEM$
Yes	4,178	4.31	.969	.015
No	4,743	4.24	.993	.014

Table 4.3 Results of Independent Samples *t* Test for Overall Satisfaction with Internship Experience for Students of Credit and Non-Credit Bearing Internships

<i>t</i>	<i>df</i>	<i>p</i> (2-tailed)	<i>M</i> Diff.	<i>SE</i> Diff.	95% CI of Difference		<i>d</i>
					Lower	Upper	
3.257	8,919	.001	.068	.021	.027	.109	.071

### Research Question 2 Results

This question was: Is there a significant difference in job placement between students in credit-bearing and noncredit bearing internships? An independent-samples *t* test was conducted to evaluate the job placement of students engaged in credit bearing and non-credit bearing internship, co-op, or other work based learning opportunities. First, the descriptive statistics were calculated as shown in Table 4.4. Second, the *t* test was significant:  $t(8,916) = -4.159, p = .000$ , but the direction of the effect was negative. Students who earned credit for their internship experience ( $M = 1.87, SD = 1.081$ ) were just as likely to be offered and accept a job as a result of their internship experience when compared to students who did not earn academic credit ( $M = 1.96, SD = 1.078$ ). The 95% confidence interval ranged from .14019 to .05038. These results suggest that students who participated in an internship, regardless of whether academic credit was offered or not, had almost an equal opportunity to be offered a full time position with their host company. However, the small mean difference was statistically significant but displayed very small effect size ( $d = -.088$ ) as seen in Table 4.5.

Table 4.4 Overall Job Placement Results for Students of Credit and Non-Credit Bearing Internships

		Academic Credit	<i>n</i>	<i>M</i>	<i>SD</i>	<i>SEM</i>
Job Offer	Yes		4,172	1.88	1.08	.017
	No		4,746	1.96	1.08	.016

Table 4.5 Results of Independent Samples *t* Test for Overall Satisfaction with Internship Experience for Students of Credit and Non-Credit Bearing Internships

<i>t</i>	<i>df</i>	<i>p</i> (2-tailed)	<i>M</i> Diff.	<i>SE</i> Diff.	95% CI of Difference		<i>d</i>
					Lower	Upper	
-4.159	8,916	.000	-.095	.023	-.140	-.050	-0.088

### Research Question 3 Results

A CHAID analysis was run using the dependent variable item of “Have you received a full-time job offer from the organization where you did your most recent internship/co-op or are completing your current assignment?” (Job Offer). In this parent node, four possible responses were distributed as follows: No offer has been made at 49.0%, No decision has been made regarding an offer at 24.1%, an offer is pending at 13.1%, and yes, an offer has been extended at 13.8%. The independent variables selected for this analysis were Academic Credit, Institutional Credit, Academic Program, and

Preparatory Class or Workshop. The definitions for each of these variables were explicated in Chapter 3.

The best predictor was Academic Credit (“Did you receive or are you receiving academic credit for your internship / co-op experience?”) at  $\chi^2(3) = 40.498, p = .000$ . Not only was this variable the best predictor of getting a job offer, the categories of academic credit were significantly different from each other. There were very little differences between the percentages of students in both the Yes and No nodes, with the exception of those students who indicated that they had not received an offer. In the Yes node (those who received academic credit for their experience), 52.2% indicated that they did not have an offer compared to 46.2% of students who did not earn academic credit. This difference of 6% was practically significant.

The CHAID analysis then analyzed all students in the academic credit Yes and No nodes. It makes sense that the best predictor for those who marked Yes that they received academic credit would be that they took an internship preparation class. Having a preparation class was also the best predictor for those who marked No on receiving academic credit. This analysis produced another predictor of variable “In preparation for your internship experience or to assist you in searching for an internship you may have a course, seminar, or workshop available to you” (Prep Class, which was also significant,  $\chi^2(3) = 17.639, p = .008$ ).

The CHAID analysis indicated significance for students who did not receive academic credit for their internship. This analysis produced another predictor variable, Prep Class,  $\chi^2(3)=12.148, p=.021$ . The significant predictors were that the student had



some type of course or workshop available to them as part of the preparation for the internship, co-op, or experiential education experience. Among these students, another predictor, Institutional Credit, emerged from the CHAID Analysis,  $\chi^2(3) = 12.148$ ,  $p = .021$ . Each of the nodes of the CHAID analysis produced similar results for students having a job offer at the conclusion of their experience (Figure 4.1). Each node generate ranged between 13.8% and 14.1% of students receiving a job offer. There was significantly greater variance (11.3% to 18.0%) of students who indicated an offer was pending.

### **Summary**

Chapter IV was a presentation of the findings of this study. The topics in this chapter included: an introduction of the study, a review of the research questions, demographic data pertaining to the respondents of the study, and results of data analysis in regard to each question. The following chapter puts the findings into context by linking the results to the literature and the study's conceptual framework. The major findings of the study along with recommendations for further study, suggested actions, implications, and conclusions are discussed. Recommendations for future studies are outlined.

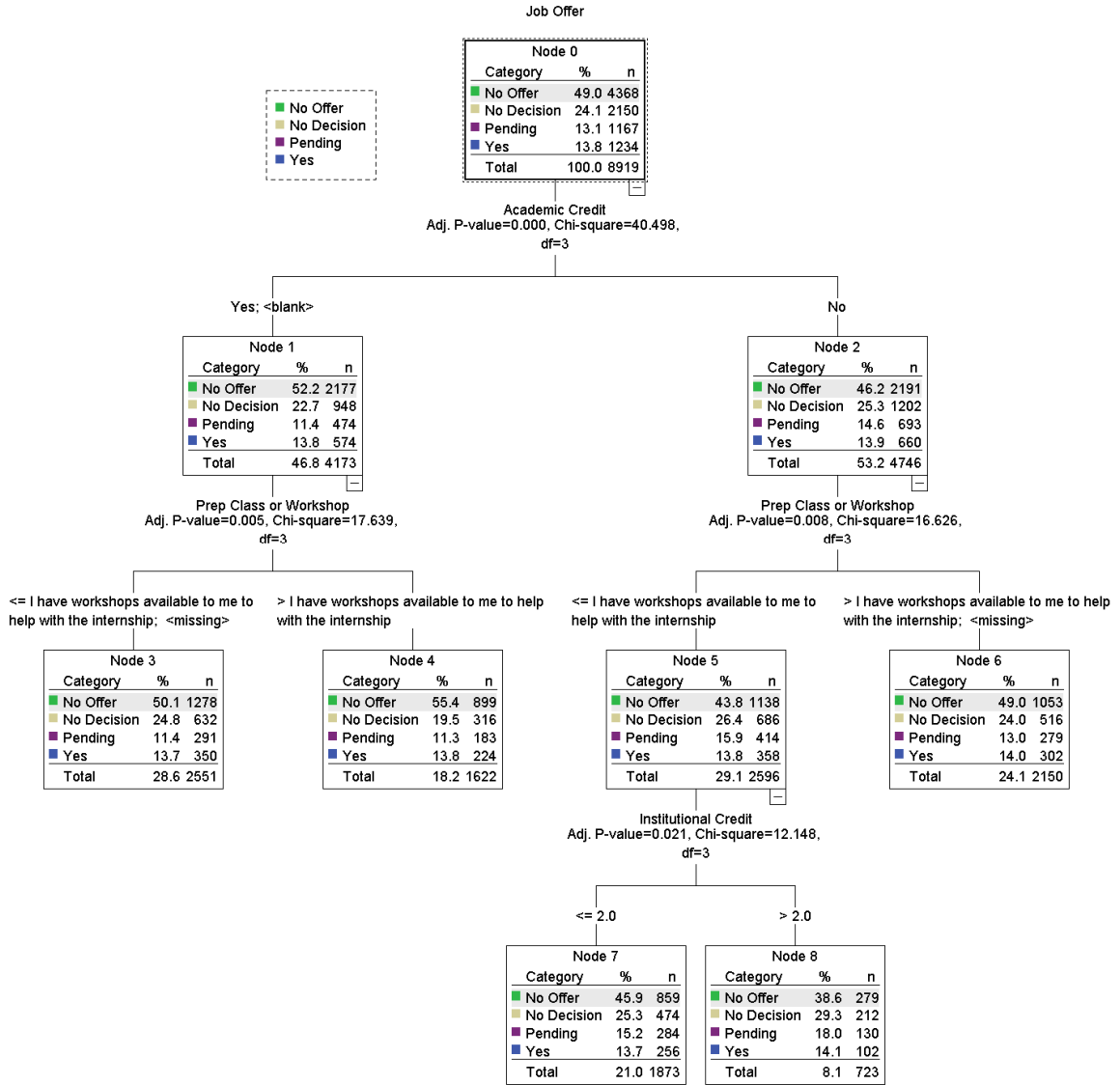


Figure 4.1. Representation of the nodes emerging from CHAID analysis.

## **CHAPTER V DISCUSSION**

Research supports that a well-educated workforce is critical for the economic development and success of this country (Kazis et al., 2007; Narayanan et al., 2010; Symonds, 2005). Research into the nature of internships is relatively limited, and most of it comes from the business literature. There are various benefits that have been illustrated regarding the benefits of internships on learning outcomes for the student. Several researchers have concluded that the positive benefits to internships, cooperative education (co-op) experiences, or experiential education include opportunities for employment with the host company, quicker employment upon graduation, higher starting salaries, and higher job satisfaction (Divine et al., 2007; Wesley & Bickle, 2005).

The current study was conducted to: (a) assess the level of satisfaction between students who earn academic credit for their internship versus and those who do not, (b) assess the job placement effectiveness of those who earn academic credit and those who do not, and (c) determine the effectiveness of criteria set forth by colleges and universities that lead to higher job placement in regard to credit bearing and non-credit bearing internships.

Building upon Narayanan et al.'s (2010) research, this study included non-cognitive and background variables collected by the 2011 National Internship & Co-op Study. These background variables were gender, ethnicity, academic standing, and academic credit earned by the student for their internship. The non-cognitive variables were job placement and satisfaction with the internship experience and participation in a class or workshop prior to the internship experience. This chapter discusses the findings

of the current research and conclusions drawn. Recommendations based on the findings are provided for higher education institutions to support the future development of internship opportunities for undergraduate students.

### **Summary of the Study**

With the rising costs of higher education in the United States, more and more often the perceived value of a college degree comes into question (Gardner, 2011.) Many colleges and universities have begun to examine the perceived and realized value of the services they provide to students progressing through academic degree requirements. One of the latest trends in higher education has been the academic requirement of an internship or other type of experiential education as a component of the curricula (Perlin, 2011). Many of academic programs also require students to register for an academic class and to pay for this experience, as if the internship or experiential education opportunity were any other academic class that the student would attend on a regular basis during an academic semester. At the completion of the internship class, the earned hours are calculated as part of the degree requirements for the specific academic program.

The rise in the number of internships attached to academic credits seems to be tied to the increase of the number of programs now requiring an internship as part of degree completion requirements. The number of students earning credit with their internships seems to be increasing; however, it is very hard to document. This research might improve the ability of colleges and universities to meet the dynamic and ever-changing needs of their students transitioning from college to the world of work. The inclusion of

cognitive and non-cognitive factors in this research study contributed to this important body of knowledge.

The current quantitative study allowed for examining archival data generated from the 2011 National Internship & Co-op Study. The data for the entire sample of participants ( $n = 27,164$ ) was investigated to determine which internship factors lead to successful job placement. The sample consisted of students enrolled in colleges and universities from across the United States who voluntarily participated in the data collection. The following three research questions guided the study:

**Research Question 1.** Do students who earn academic credit for their internship, cooperative education (co-op), or other work-based learning opportunity, have a higher level of satisfaction than those who do not?

**Research Question 2.** Is there a significant difference in job placement between students in credit-bearing and noncredit bearing internships?

**Research Question 3.** Of the criteria set forth by colleges and universities in regards to earning academic credit for an internship, which factors contributed to job placement for students?

### **Summary of Findings**

To answer Research Question 1, the results of the independent samples  $t$  test showed that students who were engaged in for-credit internships, co-ops, or other work based learning opportunities were more satisfied with their overall experience than those who were not earning academic credit. These results suggest that students who earn academic credit for their internships, co-ops, or other work-based learning assignments

have a higher level of satisfaction than those who do not earn academic credit.

Specifically, the results suggest that colleges and universities can impact the level of overall satisfaction with their student's experiences by requiring academic credit as part of the internships.

For Research Question 2, the independent-samples  $t$  test was conducted to evaluate the job placement of students engaged in credit bearing and non-credit bearing internships, co-ops, or other work based learning opportunities. The  $t$  test was significant and showed that students who earned academic credit for their internships and those who do not did not have equal chances of being offered and accepting a job as a result of their internship experience. Even those the means were close, the difference was significant.

Finally, a CHAID (chi-squared automatic interaction detection) analysis was utilized to answer Research Question 3. While 14% of the students received a job offer after the internship, 49% had received no offer. The CHAID output tree suggested that the most significant predictor for the dependent variable of job offer was whether the student received academic credit for the internship experience. Fifty-three percent of the students in the dataset did not receive academic credit for their internship experience. The CHAID analysis confirmed the significant result of the second research question's  $t$  test.

Students who earn academic credit for their internships showed a higher level of overall satisfaction with the experience. It is important to note that the effect size indicated that the statistical difference in the level of satisfaction may be only minimally practically significant. The students regardless of whether they did or did not earned

academic credit were both satisfied with their experiences. Students earning academic credit for their internships, co-ops, or experiential education experiences showed a greater likelihood of receiving a full-time job offer at the conclusion of their experiences. These findings were supported by the CHAID analysis used in Research Question 3 in that the variables selected, although statistically significant, did not have a strong impact on the students ability to secure a job offer as a result of the internship experience when the student earned academic credit for the experience.

### **Discussion**

Overall, the findings of this study provided several findings regarding the potential impact of internships in relation to students securing full time job offers at the completion of their internships, co-ops, or other experiential learning opportunities. This study specifically addressed the difference between students who earn academic credit for their experiences and those who did not earn academic credit. Although students who earned academic credit did indicate having a higher level of overall satisfaction with their internship experience, the results of this study did not produce an outcome in favor of having a job offer at the conclusion of the experience based solely on the satisfaction factor.

The findings of this study supported previous research and validated the value of internships to students who choose to participate in them as illustrated by Nance-Nash (2007) and Vertreace (2009). Each of this study's research questions led to examining internship experiences and institutional ability to provide a framework in which the student could secure full-time positions with their internship host companies. The

purpose of this project was to build upon Narayanan et al.'s (2010) model of internship effectiveness.

The foundation of Narayanan et al.'s (2010) model involves the three actors in the internship process: the student, the university, and the company or organization that hosts the student. Researchers examining more than one of the three actors have discovered differences in perceptions of the effectiveness of the internship between the students and employers or between the students and their university departments. Therefore, Narayanan et al. (2010) considered it important to include all three actors in the construction and study of a conceptual model.

Although it is important to consider all three of the actors in the internship's process and outcome, this study was focused on the student and the institution as illustrated in Narayanan et al.'s (2010) model. This study found that the institution can impact the individual students' overall satisfaction with their internship experience by requiring academic credit for the experience. Furthermore, this results revealed that requiring a student to earn academic credit for an internship is not by itself a significant predictor of job placement. Finally, the results revealed several factors could be implemented and controlled by the institution to impact students' overall satisfaction with their experiences and their successful job offer attainment as part of the outcomes of internships, co-ops, and other experiential learning opportunities. By maximizing the student's ability to secure full-time employment by the time of graduation through participation a credit bearing internship, co-op, or other experiential educational opportunity, both the student and institution benefit.



Research Question 1 of this study was focused on students' overall satisfaction with their internship experiences. The findings showed that students who earned academic credit were more satisfied with their experiences. The reason for examining the overall satisfaction of the students' experiences was supported by the 2008 study by Knouse and Fontenot, who reviewed the benefits of business program internships. Knouse and Fontenot's overall findings included students being largely satisfied with their internship experiences. Research Question 1's results in this study supported Knouse and Fontenot's finding.

As O'Neill (2010) illustrated in her analysis of the Council for Advancement of Standards in Higher Education (CAS), the popularity of internships has increased in large part due to the "demand by students and parents for a more career-oriented curriculum" (O'Neill, 2010, p. 6). With the increased demand by students for *real-world* experiential education, institutions have begun meeting this need by incorporating internships into academic curricula and have begun providing a positive impact on students' overall level of satisfaction.

In recent years, the number of institutions requiring students to earn credit for their internship experience has increased. As Gardner (2010) stated, the rising costs of higher education causes the value of a college degree comes into question. Unfortunately, the value as perceived by many students and their parents involves students' securing well-paying jobs at the conclusion of their college experiences. However, the institution's regard for the value of the college experience is quite different, and this disconnect between students' (and their parents') perceptions and institutions'

perceptions has created the need for this discussion. Since there is no one clear definition of the value of a college degree, institutions must seek to maximize the learning experiences of each student. No longer is a one-size-fits-all educational experience acceptable in the higher education marketplace. Students and their parents, as discerning consumers, can access abundant information about institutions of higher learning in which the students may choose to enroll.

As Eyer (2009) illustrated, a “profound mismatch” (p. 29) between the ways students learn in the classroom and the ways they will ultimately learn in the real world setting is present in the higher education system. This mismatch between the work or community environment and learning should become a collaborative process built around concrete situations, involving the use of various tools and resources and occurring as cyclical. The trend in higher education is to provide students with learning experiences of this type even from the conventional classroom (Kuh, 2008). However, the impact of experiential *classroom* learning still falls short of the impact of well-designed internships, co-ops, and service learning experiences in which students work under managerial or professional supervisors, collaborate as colleagues and coworkers, and are exposed to actual workplace conditions and problems. Therefore, the academic credit bearing internship experience, as noted in this current study, can have a positive effect on students’ overall experiences during their college years. According to Narayanan et al.’s (2010) model, the positive impact may include students’ commitment to their internships, transfer of working knowledge from the students’ internship experiences, and increased academic performance as measured by grade point average.

Research Question 2 focused on those students who earned academic credit and the ability to secure a full-time position from the host company as a result of the internship. Although this current study did not indicate that the credit-bearing internship was the sole factor in the student securing a full-time job offer, the findings supported previous research findings. Institutions, according to Narayanan et al.'s model, gain prestige from students' satisfaction and general knowledge of available career paths and prospects as well as the inflow of research ideas and stronger relationships with business and industry.

Institutions of higher learning have long histories of providing students with internships or other experiential learning opportunities, many dating back to the early 1900s (Alex-Assensoh & Ryan, 2008). Coco (2000) described the internship as a "planned transition from the classroom to the job" and a "natural bridge between college and the work world" (p. 41). It is unclear if Coco was directly illustrating that the internship itself was the natural bridge or if the skills acquired by the student facilitated the student's smoother transition into the world of work with the skills obtained in the internship. Coco also did not focus primarily on the student who earned academic credit for the internship experience. Although the many benefits of internships for students were the specific focus of Coco's study, the outcome of students having job offers was not among those benefits studied. For the present study, the sole determining factor leading to students having a better chance of having a job offer at the completion of the experience was not whether students were engaged in academic credit bearing internships compared to students not earning academic credit.

Several positive benefits are gained by students participating in internship experiences. Although not directly tied to job attainment, students gain advantages for making the transition to the world of work because of their internships. These benefits include enhanced communication and interpersonal skills, enhanced development of critical thinking and problem solving capabilities, greater maturity, exposure to real world work situations, opportunities for employment with the host company, quicker employment upon graduation, higher starting salaries, and higher job satisfaction (Divine et al., 2007; Weible, 2010; Wesley & Bickle, 2005). Based on the present findings, it may be a combination of all of these factors that lead to students securing full-time jobs at the end of experiential learning through internships and co-ops.

As previously noted, on behalf of CAS, O'Neill (2010) reported the popularity of internships has been driven by the two distinct forces of efforts to make learning more relevant in order to “solve societal problems” and the “demand by students and parents for a more career-oriented curriculum” (p. 6). However, the CAS standards did not include the outcome of the students’ obtaining job offers from host companies but rather focused on the features of internships such as supervision and self-study designed to promote learning by doing, reflection, feedback, intentional learning, and the development or refinement of learning goals and objectives.

As stated earlier, the current study did not indicate that the credit-bearing internship was the sole factor students securing full-time job offers. As noted by Cook et al. (2004), in a 10-year longitudinal study, the students felt they gained the ability to apply knowledge to actual situations (66%), greater confidence in finding a job after

graduation (78%), fostering maturity (78%), and enhancing the ability to work with others (87%) from internships. Over the 10-year time span, the aggregate data strongly supported the overall value of the internship experience (89%). Although these objectives are certainly valuable assets for students transitioning into the world of work, it is difficult to communicate the value as clearly as having a job offer, which represents the primary expectation for internships held by students and parents.

As the cost of higher education continues rising and the financial support for students' and their families continues shrinking, students and their parents expect degree programs to lead students into full-time jobs upon baccalaureate graduation. Colleges and universities have capitalized on selling this expectation during the college recruiting and admissions process. Internships have become a major selling point to students in that completed internships and co-ops demonstrate excellence on a resume and represent a valuable asset for making the successful transition into the world of work.

Marshall (2006) reported increases in applications by prospective students seeking to gain competitive advantages within formal internship programs. Some advisors and placement directors deem internships or co-op experiences as essential for new graduates seeking employment. As colleges and universities seek to meet the dynamic and growing needs of their students, decisions about the integration of internships into existing curricula must be scrutinized institution by institution. Not every college or university will be able to implement a holistic internship, co-op, or experiential learning program in the same manner. Many schools have found that the practice of requiring students to earn academic credit for internship experiences enhances

credit hour revenue generation. However, while benefitting the institution, just simply implementing and mandating college credit for internships does not specifically secure full-time jobs for students at the conclusion of their collegiate experiences.

This practice of requiring internships as part of academic curricula can increase the perceived value of the institution in the eyes of prospective students and their families. The integration of internships, co-ops, and other work-based experiential learning activities into the existing curriculum may help students transition into life after college. However, when this practice happens only to suggest greater prestige over another competing institution to prospective students, higher education may sell a false educational product. As illustrated by Kuh (2008), internships and other modes of experiential education can yield high impact educational practices and can enhance students' overall college experiences by immersing students in their prospective occupations (Swail & Kampits, 2004). Institutions have to be intentional in implementing them for actually yielding such results on behalf of their students.

Although the findings of this study do not indicate that students who earn academic credit for their internships ultimately had better chance of securing job offers at the conclusion of their experiences, significant factors were identified to help institutions better prepare students transitioning into the world of work. Narayanan et al. (2010) illustrated that outcome factors encompass the prospective benefits to the student and the university and conceptualized these in terms of both short term as well as long term benefits for each actor. With respect to the student's skill development and career enhancement, the short term outcomes may include student satisfaction and job

placement. Both of these concepts were supported by the current research findings. The long-term benefits of internship experiences include better future career prospects. For the universities, the benefits include enhanced facilitation of student development, student satisfaction, and quality student programs, while the distal outcomes include an inflow of research ideas, stronger ties with host companies, and a reputation for student placement (Narayanan et al., 2010).

Institutions of higher education need to evaluate their position as transitory entities for students seeking to make the transition to the world of work. For some students, this process is enhanced by the implementation of internships and other work-based learning activities into curricula. For other students, simply requiring this type of experiential learning is not enough. Unfortunately, the transition to the world of work is not one-size-fits-all. With this in mind, higher education needs to focus more time and resources in creating pathways for students to make smooth transitions into life after college. If higher education wants to add value to students' college experiences, clearly internships can have a huge impact on the institution, the student, and the employer partners.

The remarkably minimal research available into the factors underlying the effectiveness of internships and their ability to assist students' transitions into the world of work. Although this study only included students with job offers at the completion of their internships, it is possible that if the same students were surveyed again at or near the time of their transition into full-time work, the internship experience might indeed increase their marketability due to their development of important workplace skills and

competencies and preparation for the job interview (Nair & Ghosh, 2006). However, the results of this study certainly indicate that institutions of higher education must more significantly understand how to integrate internships, co-ops, and other forms of experiential education into curricula. It is clear from the current findings that students may experience smoother transitions into the world of work and life after college due to internship opportunities.

### **Implications**

A well-educated workforce is critical for the economic development and success of this country (Kazis et al., 2007; Symonds, 2005). Colleges and universities play an important role in in the economy when their students' successfully transition into the workforce. However, higher education is being challenged to demonstrate its effectiveness in contributing to the workforce by students, parents, and external stakeholders including employers and taxpayers. Although many in academe believe that experiential education is a good thing for students as they make the transition to the world-of-work, there is relatively little research regarding how this opportunity benefits the individual student's development. Internships, one form of experiential education, have been designated as high-impact educational practices by many colleges and universities throughout the United States, because of the substantial educational benefits bestowed upon the participating students (Kuh, 2008; O'Neill, 2010).

Many studies have been focused on various aspects of experiential education had by students and employers (Coco, 2000; Cook, Parker, & Pettijohn, 2004; Molseed, Alsup, & Voyles, 2003; Steffes, 2004; Swail & Kampits, 2004). However, as Narayanan



et al. (2010) illustrated, each of the three actors each play a significant role in this relationship. As noted earlier, very little research addresses how experiential education benefits the individual student's development. Even less research is available regarding the outcomes of an internship and the factors that lead to full-time employment at the point of graduation.

Findings from this study are unique because it included an actual outcome of the internship as a variable. That variable was students' report of receiving a full-time job offer at the conclusion of the internship experience. The implications from this study may assist institutions, and especially career services and academic services offices, with the development and implementation of formalized experiential education as part of higher education curricula. For instance, results from this study indicate that students who earn credit for their internship experiences report a higher level of satisfaction with the experience. However, when the dependent variable is changed to Job Offer, the results of the internship increase. Through further examination using the CHAID analysis, internships, co-ops, and other forms of experiential education mandated through departmental or institutional curricula may offer significant benefits to students, but the outcome of a full-time job may not always be one of those benefits.

The results of this study are expected to inform institutional decision making for facilitating the success of students making the transition into the world of work. The findings provided valuable information for assisting administrators, faculty, and staff with implementing more effective strategies and programs to support students with this transition. The results may be useful to other researchers in higher education and other

areas of academia studying experiential education, student retention, persistence, and post-graduation job placement outcomes.

### **Institutional Recommendations**

A century ago, John Dewey made a compelling case for the integration of academic and experiential learning in the educational curriculum (Steffes, 2004; Swail & Kampits, 2004). In Dewey's perspective, presenting students with experiential learning opportunities would mean that "the whole pupil is engaged, the artificial gap between life in school and out is reduced," and students draw motivation from exposure "to a large variety of materials and processes distinctly educative" within the context of the larger society (Swail & Kampits, 2004, p. 1). In the United States today, internships and other forms of experiential learning that integrate academic coursework with real-world work experience are popular with students, employers, and colleges and universities for a variety of reasons. However, with little research available regarding the outcomes of these experiences, and even less standardization of internships, institutions face great difficulty with assessing these experiences' impacts on students, especially when students enroll in credit bearing classes as part of their experiences.

The overall results of this study indicate that institutions of higher learning should continue to encourage students to participate in these structured, experiential learning activities as significant to their collegiate learning experiences. Higher education must continue to meet the needs of both students and society by producing graduates ready to face the challenges of the world of work upon graduation. For students who register for credit bearing on-campus classes, the expectation is that they engage in a certain level of

interaction with their professors who guide their learning. In the world of internships, this learning-oriented interaction with supervisors may not be common. Another commonly held belief, by both faculty and career center practitioners, is that 80% of students get jobs from internships. Although no research-based citation can be attributed to this number, it is commonplace for career center professionals to cite this number when talking with students about the benefits of internships. With this 80% job offer belief in mind, many institutions capitalized on the downturn in the economy during the first decade of the 2000s to boost enrollment and credit hour generation by inducing students to enroll in internships, co-ops, and other service learning experiences. As students, employers, faculty, and parents call into question the real-world benefits beyond receiving academic credit as part of participating in internships. As in most other credit-based courses, students expect to have faculty members guiding them during the learning process, to receive feedback about their performance, and to access their instructors outside of class, or in this case, the workplace (Gardner, 2010).

It is recommended that higher education policy makers, administrators, faculty, and staff be better informed about effectively transitioning students into the world of work. A knowledge of the key attributes needed for making successful transitions into the next phase of life is certainly missing from higher education today. Therefore, a further recommendation is that a higher level of collaboration between higher education institutions and those organizations that hire students for internships and full-time jobs become a priority in the future. Although internships are generally regarded as positive experiences for helping students transition into the world of work, institutions must

assess the outcomes of these experiences with the same scrutiny that they assess classroom learning. This need is especially directed to institutions requiring students to register and pay for internship opportunities. Based on the current findings, simply requiring an internship as part of academic curricula does not represent the single magic answer for ensuring students are employed at the point of graduation.

Finally, institutions of higher education must review and assess the importance placed on the assistance provided to students as they transition into the world of work. Since simply requiring an internship does not ensure employment, other factors need to be considered and studied. More often than not, an institution's career services office bears the responsibility, accountability, and blame for the job placement of all of the institution's students upon graduation. Career services offices operate with small budgets, very high staff to student ratios, and low institutional support by faculty and senior administrators. It is time that higher education reassess its values and priorities to be more in-line with the expectations of the stakeholders (students, parents, and industries) it serves.

### **Future Research Recommendations**

Over the course of conducting this investigation, several recommendations for future research have become apparent. First, the researcher recommends the longitudinal replication of this study over a time-frame of at least 5 years to make the results more generalizable. Second, the questionnaire needs to be modified to ask more questions about the students other experiences with preparing for their internship, co-op, and experiential education assignments. Third, more data are needed regarding the types of

schools in which participating students are enrolled. Once the current results were interpreted, it became obvious that although a generally and widely held belief is that internships benefit students, very little empirical evidence confirms these types of experiences as actually helping students transition into the world of work.

Fourth, a qualitative study may be used to compliment quantitative data in order to produce a more complete understanding of the factors leading students to secure full-time positions as outcomes of internships with host companies. Follow-up interviews with students, employers, and faculty members may provide in-depth details and accounts of the circumstances and variables predictive of securing full-time jobs at the conclusion of their internships. Lastly, a follow-up study with the students who participated in the 2010 data collection occurring at least 1 year after their graduations would prove beneficial for determining whether or not they did receive job offers from and ended up working for their host companies.

### **Conclusion**

The purpose of this study was to: (a) assess the level of satisfaction between students who earn academic credit for their internship versus and those who do not, (b) assess the job placement effectiveness of those who earn academic credit and those who do not, and (c) determine the effectiveness of criteria set forth by colleges and universities that lead to higher job placement in regard to credit bearing and non-credit bearing internships. Based on the results presented in Chapter IV, a summary of the study and findings, the implications, and the future research recommendations were offered in this chapter.

The findings of this study provided several significant implications related to the impact of internships in relationship to students securing full time job offers at their completions. The researcher specifically addressed the differences between students who earned academic credit and those who did not earn academic credit as part of their internships. Although students who earned academic credit did indicate that a higher level of overall satisfaction, this failed to produce the significantly singular outcome of receiving job offers at internship conclusion.

The study's implications for practice apply to institutions' career services offices and academic departments that either require or may be thinking about requiring internships as a part of degree-related curricula. The results of this study may inform institutional decision makers regarding the value of internships, co-ops, and other forms of experiential education as part of baccalaureate curricula. The findings provide valuable information and may help institutions of higher education seeking to improving strategies and programs for facilitating students' transitions into the world of work and for demonstrating higher education's economic value to its stakeholders.

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## APPENDIX I

### 2011 NATIONAL INTERNSHIP AND CO-OP STUDY

#### Introduction

The purpose of this survey is to gain an understanding of your expectations when participating in an internship or co-op program. The results of the survey will be shared with tens of thousands of employers throughout the country to help improve internship and co-op programs and recruiting practices. Whether you have completed an internship / co-op or not, you are invited to participate.

To receive a prize, you must complete the entire survey. All questions (with a few exceptions as noted) require answers. Your information will be treated with strict confidence. We never release information as it relates directly to your individual submission, contact information, or university.

*ALL SURVEY TAKERS WILL RECEIVE A \$25 TRAVEL COUPON TO STUDENT UNIVERSE AND BE ENTERED TO RECEIVE A \$500 SPRING BREAK TRAVEL VOUCHER!*



#### Resources - NEW

**1) Indicate how helpful each of the following resources has been in your search for an internship / co-op. (If you have not used the source, check the appropriate box.)\***

		Have Not Used	Not Very Helpful	Somewhat Helpful	Modestly Helpful	Very Helpful	Extremely Helpful
.a	Faculty						
.b	Academic advisor						
.c	Intern / co-op advisor						
.d	Career advisor						
.e	Fellow student in program						
.f	Friend or acquaintance						
.g	Parent(s)						
.h	Relatives / close family friends						
.i	Alumni of my institution						
.j	Campus career fair						
.k	Campus internship fair						
.k	Off-campus employment fair						
.l	Campus employer / career system						
.m	On-campus employer						

	information session						
.n	Posting on an internship job board website (internships.com, etc.)						
.o	Social network (Facebook, LinkedIn, Twitter, etc.)						
.p	Company / organization website						
.q	Email announcement						
.r	Academic department announcement						

**2) Is there a specific person that has helped guide you in your search for an internship / co-op?\***

- Yes       No

**How important has the assistance of this person been?\***

- Not very important       Not important       Somewhat important       Very important       Extremely important

**3) Please indicate which group this individual belongs to:\***

- Faculty, academic advisor, internship / co-op advisor, or career advisor
- Classmate or alumni from your institution
- Friend or acquaintance not located within your campus community
- Family member
- A person you met through your contact or social networking
- Other: \_\_\_\_\_

**4) What specifically could employers do to gain visibility on campus? (Optional.)**

Options For Internship Participation - NEW

**5) Which of the following best describes how internships / co-ops are incorporated into your academic program?\***

- It is REQUIRED for graduation by my academic major
- It is REQUIRED for graduation by my institution
- It is OPTIONAL

**6) Which best describes how your institution handles academic credit for internships / co-ops?\***

- Credit is REQUIRED to participate
- Credit is OPTIONAL when participating
- Credit is NOT AVAILABLE when participating

**7) In preparation for your internship experience or to assist you in searching for an internship you may have a course, seminar, or workshop available to you. Which of the following best describes the options available to you:**

- I am required to take a course before I can participate in an internship or co-op.
- I have an optional course that I can take to assist me in preparing for an internship or co-op.
- I have workshops available to me to help with the internship and co-op search.
- I am not aware of any courses or workshops to assist me in finding an internship or co-op.

**8) What is the total number of credits you can earn for an internship / co-op experience?\***

- One  Two  Three  Four  I'm not sure

**9) What is the average cost you must pay for ONE internship credit? (Whole numbers only please. No dollar sign or decimals allowed.)\***

---

**10) Does your institution allow you to participate in an unpaid internship?**

- No, my institution will not allow me to participate in an unpaid internship.
- Yes, but but institution discourages me from participating in an unpaid internship.
- Yes, we can participate in an unpaid internship.
- I'm not sure.

**11) Does your institution provide any kind of monetary support for students participating in unpaid internships?**

- No, they provide no financial assistance.
- Yes, they provide assistance with travel costs and small expenses.
- Yes, they provide a small stipend upon completion of the internship.
- I'm not sure.

**What is the monetary support based on?**

- Financial need  On-the-job performance  Academic performance  Specific academic major
- 

Survey Selection

**12) Which of the following statements best describes your current situation? (Please check one.)\***

- I have not completed an internship / co-op or I am currently search for my first
- I am presently participating in an internship / co-op
- I have completed an internship / co-op

NONE - Reasons Not To Pursue An Internship

**13) Please rate the extent to which you agree or disagree with the following statements about why you have not yet participated in an internship / co-op.\***

	Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree
I do not have time because I have too many other jobs.					
I have applied to at least one internship or co-op, but was not offered a position.					
I do not feel it is necessary to take part in an internship or co-op as part of my overall college experience.					
I do not have access to transportation, and therefore I am unable to get to an internship or co-op.					
I am unclear of the overall benefits of an internship or co-op.					
I do not have time because I have too much school work.					
I do not have time because I am involved in too many school activities.					
I already know where I will be working so an internship or co-op has no value to me.					
I do not see the value of an internship or co-op for my career choice.					
There are no interesting internships or co-ops close enough to where I live.					
I already have work experience so I do not understand what I can gain from an internship or co-op that I don't already have.					
It is too early in my college experience for an internship or co-op.					

**14) What experiences do you believe will be most helpful in preparing you for the career(s) you are interested in pursuing? (Optional.)**

Internship Information

**15) How many distinct internship and co-op experiences have you had during your undergraduate academic experience? (Please only count experiences of four weeks or more.)\***

- |   |                                |  |
|---|--------------------------------|--|
| <input type="checkbox"/> I am participating in my first experience now. | <input type="checkbox"/> Two   | <input type="checkbox"/> Five          |
| <input type="checkbox"/> One  | <input type="checkbox"/> Three | <input type="checkbox"/> Six           |
|   | <input type="checkbox"/> Four  | <input type="checkbox"/> More than six |



**16) How many TOTAL months of internship / co-op experience have you completed?**

- 1    2    3    4    6    9    12    15    18    21  
 Greater than 21

From this point forward, please consider your MOST RECENT internship / co-op experience ONLY when responding.

**17) How would you classify the experience?**

- Internship    Co-op    Medical-related practicum    Teaching field experience  
 Other: \_\_\_\_\_

**18) Did your internship / co-op experience help you to explore interests and career options?**

- Yes    No

**19) Did your internship / co-op experience take place outside of the United States?**

- Yes    No

**In what state was your internship / co-op located?**

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

**20) On average, how many hours per week did you work?**

- 1 to 5 hours  
 6 to 10 hours  
 11 to 15 hours  
 16 to 20 hours  
 21 to 30 hours  
 31 to 40 hours  
 40+ hours

**21) Which type of organization hosted your experience?**

- For-profit company  
 Government agency  
 Not-for-profit organization

**22) How many people worked for the host organization?**

- Less than 9    501 to 1,000  
 10 to 100    1,001 to 5,000  
 101 to 500    More than 5,000

**23) Which best describes the department where you worked?**

- |  |  |
|--|--|
| <input type="checkbox"/> Accounting/Auditing             | <input type="checkbox"/> Human Resources                   |
| <input type="checkbox"/> Actuarial                       | <input type="checkbox"/> Information Management/MIS        |
| <input type="checkbox"/> Administrative/Support Services | <input type="checkbox"/> Investigation                     |
| <input type="checkbox"/> Analyst                         | <input type="checkbox"/> IT/Systems                        |
| <input type="checkbox"/> Brand Management                | <input type="checkbox"/> Law                               |
| <input type="checkbox"/> Broadcasting                    | <input type="checkbox"/> Law Enforcement/Security          |
| <input type="checkbox"/> Business Development            | <input type="checkbox"/> Library Science                   |
| <input type="checkbox"/> Buying/Purchasing               | <input type="checkbox"/> Management                        |
| <input type="checkbox"/> Computer Drafting and Design    | <input type="checkbox"/> Marketing                         |
| <input type="checkbox"/> Consulting                      | <input type="checkbox"/> Medicine                          |
| <input type="checkbox"/> Counseling                      | <input type="checkbox"/> Operations                        |
| <input type="checkbox"/> Customer Service                | <input type="checkbox"/> Political Organization/Lobbying   |
| <input type="checkbox"/> Cyber Security                  | <input type="checkbox"/> Product Management                |
| <input type="checkbox"/> Database Management             | <input type="checkbox"/> Programming/Software Development  |
| <input type="checkbox"/> Education                       | <input type="checkbox"/> Project Management                |
| <input type="checkbox"/> Engineering                     | <input type="checkbox"/> Public Relations                  |
| <input type="checkbox"/> Event Planning                  | <input type="checkbox"/> Research                          |
| <input type="checkbox"/> Farming/Agriculture             | <input type="checkbox"/> Sales                             |
| <input type="checkbox"/> Finance                         | <input type="checkbox"/> Supply Chain Management/Logistics |
| <input type="checkbox"/> Fundraising/Development         | <input type="checkbox"/> Tax                               |
| <input type="checkbox"/> Game Design                     | <input type="checkbox"/> Technical Support                 |
| <input type="checkbox"/> Hotel /Restaurant /Hospitality  | <input type="checkbox"/> Web Development                   |

**24) Which best describes the industry where you worked?**

- |  |   |
|--|---|
| <input type="checkbox"/> Agriculture (agriculture support services, natural resources, environmental resources, etc.)        | <input type="checkbox"/> Financial services (banking, financial planning, asset management, etc.)   |
| <input type="checkbox"/> Oil, gas, and coal extraction / transport   | <input type="checkbox"/> Real estate / leasing companies  |
| <input type="checkbox"/> Construction  | <input type="checkbox"/> Professional and scientific services (accounting, engineering services, computer / IT services, consulting services, human resources, scientific research, marketing, advertising, legal services, etc.) |
| <input type="checkbox"/> Utilities / energy provider   | <input type="checkbox"/> Arts and entertainment   |
| <input type="checkbox"/> Manufacturing   | <input type="checkbox"/> Educational services   |
| <input type="checkbox"/> Wholesale   | <input type="checkbox"/> Health sciences  |
| <input type="checkbox"/> Retail / merchandising  | <input type="checkbox"/> Not-for-profit organization  |
| <input type="checkbox"/> Transportation (airlines, railroads, trucking, logistics)   | <input type="checkbox"/> Food and lodging services  |
| <input type="checkbox"/> Information services (publishing, broadcasting, telecommunications, internet / web providers, etc.) | <input type="checkbox"/> Government: state and local agencies   |
|  | <input type="checkbox"/> Government: federal agencies   |

**25) How long did the experience last?**

- One month or less (1 to 4 weeks)       Seven to nine months (25 to 36 weeks)  
 Two to three months (5 to 12 weeks)       Ten to twelve months (37 to 52 weeks)  
 Three to five months (13 to 16 weeks)       More than a year  
 Six to six months (17 to 24 weeks)

**26) Would you consider the experience to be full-time or part-time?\***

- Full-time (35 hours or more per week)  
 Part-time (34 hours or less per week)

**27) Did you attend classes or are you presently attending classes while working on the internship / co-op experience?**

- Yes  
 No

**How many credits were you or are you earning as a student while taking part in your internship / co-op experience?**

- 1 -3       4 - 6       7 - 9       10 - 12       13 - 15       16 - 18       18+^

**28) Was your internship / co-op located in your hometown?**

- Yes    No

**29) Which source best describes how you learned about the internship / co-op?**

- |   |   |
|---|---|
| <input type="checkbox"/> Faculty                          | <input type="checkbox"/> Off-campus employment fair   |
| <input type="checkbox"/> Academic advisor                 | <input type="checkbox"/> Campus employer / career system                                    |
| <input type="checkbox"/> Intern / co-op advisor           | <input type="checkbox"/> On-campus employer information session                             |
| <input type="checkbox"/> Career advisor                   | <input type="checkbox"/> Posting on an internship job board website (internships.com, etc.) |
| <input type="checkbox"/> Fellow student in program        | <input type="checkbox"/> Social network (Facebook, LinkedIn, Twitter, etc.)                 |
| <input type="checkbox"/> Friend or acquaintance           | <input type="checkbox"/> Company / organization website                                     |
| <input type="checkbox"/> Parent(s)                        | <input type="checkbox"/> Email announcement   |
| <input type="checkbox"/> Relatives / close family friends | <input type="checkbox"/> Academic department announcement                                   |
| <input type="checkbox"/> Alumni of my institution         |   |
| <input type="checkbox"/> Campus career fair               |   |
| <input type="checkbox"/> Campus internship fair           |   |

**30) Was or is your internship or co-op located within a 30 to 60 minute commute of your school?**

- Yes    No

## Internship Compensation and Academic Credit

**31) Did you receive or are you currently receiving monetary compensation for your internship / co-op experience?\***

- Yes       No

**Which of the following most closely describes the hourly wage before taxes that you did or are currently receiving for your internship / co-op experience? (Round up to the nearest answer.)\***

- |   |                                  |                                  |                                  |                                  |                                  |  |
|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|--|
| <input type="checkbox"/> Less than \$7.00 | <input type="checkbox"/> \$10.20 | <input type="checkbox"/> \$13.60 | <input type="checkbox"/> \$17.00 | <input type="checkbox"/> \$20.40 | <input type="checkbox"/> \$23.80 | <input type="checkbox"/> \$27.20           |
| <input type="checkbox"/> \$7.00           | <input type="checkbox"/> \$10.30 | <input type="checkbox"/> \$13.70 | <input type="checkbox"/> \$17.10 | <input type="checkbox"/> \$20.50 | <input type="checkbox"/> \$23.90 | <input type="checkbox"/> \$27.30           |
| <input type="checkbox"/> \$7.10           | <input type="checkbox"/> \$10.40 | <input type="checkbox"/> \$13.80 | <input type="checkbox"/> \$17.20 | <input type="checkbox"/> \$20.60 | <input type="checkbox"/> \$24.00 | <input type="checkbox"/> \$27.40           |
| <input type="checkbox"/> \$7.20           | <input type="checkbox"/> \$10.50 | <input type="checkbox"/> \$13.90 | <input type="checkbox"/> \$17.30 | <input type="checkbox"/> \$20.70 | <input type="checkbox"/> \$24.10 | <input type="checkbox"/> \$27.50           |
| <input type="checkbox"/> \$7.30           | <input type="checkbox"/> \$10.60 | <input type="checkbox"/> \$14.00 | <input type="checkbox"/> \$17.40 | <input type="checkbox"/> \$20.80 | <input type="checkbox"/> \$24.20 | <input type="checkbox"/> \$27.60           |
| <input type="checkbox"/> \$7.40           | <input type="checkbox"/> \$10.70 | <input type="checkbox"/> \$14.10 | <input type="checkbox"/> \$17.50 | <input type="checkbox"/> \$20.90 | <input type="checkbox"/> \$24.30 | <input type="checkbox"/> \$27.70           |
| <input type="checkbox"/> \$7.50           | <input type="checkbox"/> \$10.80 | <input type="checkbox"/> \$14.20 | <input type="checkbox"/> \$17.60 | <input type="checkbox"/> \$21.00 | <input type="checkbox"/> \$24.40 | <input type="checkbox"/> \$27.80           |
| <input type="checkbox"/> \$7.60           | <input type="checkbox"/> \$10.90 | <input type="checkbox"/> \$14.30 | <input type="checkbox"/> \$17.70 | <input type="checkbox"/> \$21.10 | <input type="checkbox"/> \$24.50 | <input type="checkbox"/> \$27.90           |
| <input type="checkbox"/> \$7.70           | <input type="checkbox"/> \$11.00 | <input type="checkbox"/> \$14.40 | <input type="checkbox"/> \$17.80 | <input type="checkbox"/> \$21.20 | <input type="checkbox"/> \$24.60 | <input type="checkbox"/> \$28.00           |
| <input type="checkbox"/> \$7.80           | <input type="checkbox"/> \$11.10 | <input type="checkbox"/> \$14.50 | <input type="checkbox"/> \$17.90 | <input type="checkbox"/> \$21.30 | <input type="checkbox"/> \$24.70 | <input type="checkbox"/> \$28.10           |
| <input type="checkbox"/> \$7.90           | <input type="checkbox"/> \$11.20 | <input type="checkbox"/> \$14.60 | <input type="checkbox"/> \$18.00 | <input type="checkbox"/> \$21.40 | <input type="checkbox"/> \$24.80 | <input type="checkbox"/> \$28.20           |
| <input type="checkbox"/> \$8.00           | <input type="checkbox"/> \$11.30 | <input type="checkbox"/> \$14.70 | <input type="checkbox"/> \$18.10 | <input type="checkbox"/> \$21.50 | <input type="checkbox"/> \$24.90 | <input type="checkbox"/> \$28.30           |
| <input type="checkbox"/> \$8.10           | <input type="checkbox"/> \$11.40 | <input type="checkbox"/> \$14.80 | <input type="checkbox"/> \$18.20 | <input type="checkbox"/> \$21.60 | <input type="checkbox"/> \$25.00 | <input type="checkbox"/> \$28.40           |
| <input type="checkbox"/> \$8.20           | <input type="checkbox"/> \$11.50 | <input type="checkbox"/> \$14.90 | <input type="checkbox"/> \$18.30 | <input type="checkbox"/> \$21.70 | <input type="checkbox"/> \$25.10 | <input type="checkbox"/> \$28.50           |
| <input type="checkbox"/> \$8.30           | <input type="checkbox"/> \$11.60 | <input type="checkbox"/> \$15.00 | <input type="checkbox"/> \$18.40 | <input type="checkbox"/> \$21.80 | <input type="checkbox"/> \$25.20 | <input type="checkbox"/> \$28.60           |
| <input type="checkbox"/> \$8.40           | <input type="checkbox"/> \$11.70 | <input type="checkbox"/> \$15.10 | <input type="checkbox"/> \$18.50 | <input type="checkbox"/> \$21.90 | <input type="checkbox"/> \$25.30 | <input type="checkbox"/> \$28.70           |
| <input type="checkbox"/> \$8.50           | <input type="checkbox"/> \$11.80 | <input type="checkbox"/> \$15.20 | <input type="checkbox"/> \$18.60 | <input type="checkbox"/> \$22.00 | <input type="checkbox"/> \$25.40 | <input type="checkbox"/> \$28.80           |
| <input type="checkbox"/> \$8.60           | <input type="checkbox"/> \$11.90 | <input type="checkbox"/> \$15.30 | <input type="checkbox"/> \$18.70 | <input type="checkbox"/> \$22.10 | <input type="checkbox"/> \$25.50 | <input type="checkbox"/> \$28.90           |
| <input type="checkbox"/> \$8.70           | <input type="checkbox"/> \$12.00 | <input type="checkbox"/> \$15.40 | <input type="checkbox"/> \$18.80 | <input type="checkbox"/> \$22.20 | <input type="checkbox"/> \$25.60 | <input type="checkbox"/> \$29.00           |
| <input type="checkbox"/> \$8.80           | <input type="checkbox"/> \$12.10 | <input type="checkbox"/> \$15.50 | <input type="checkbox"/> \$18.90 | <input type="checkbox"/> \$22.30 | <input type="checkbox"/> \$25.70 | <input type="checkbox"/> \$29.10           |
| <input type="checkbox"/> \$8.90           | <input type="checkbox"/> \$12.20 | <input type="checkbox"/> \$15.60 | <input type="checkbox"/> \$19.00 | <input type="checkbox"/> \$22.40 | <input type="checkbox"/> \$25.80 | <input type="checkbox"/> \$29.20           |
| <input type="checkbox"/> \$9.00           | <input type="checkbox"/> \$12.30 | <input type="checkbox"/> \$15.70 | <input type="checkbox"/> \$19.10 | <input type="checkbox"/> \$22.50 | <input type="checkbox"/> \$25.90 | <input type="checkbox"/> \$29.30           |
| <input type="checkbox"/> \$9.10           | <input type="checkbox"/> \$12.40 | <input type="checkbox"/> \$15.80 | <input type="checkbox"/> \$19.20 | <input type="checkbox"/> \$22.60 | <input type="checkbox"/> \$26.00 | <input type="checkbox"/> \$29.40           |
| <input type="checkbox"/> \$9.20           | <input type="checkbox"/> \$12.50 | <input type="checkbox"/> \$15.90 | <input type="checkbox"/> \$19.30 | <input type="checkbox"/> \$22.70 | <input type="checkbox"/> \$26.10 | <input type="checkbox"/> \$29.50           |
| <input type="checkbox"/> \$9.30           | <input type="checkbox"/> \$12.60 | <input type="checkbox"/> \$16.00 | <input type="checkbox"/> \$19.40 | <input type="checkbox"/> \$22.80 | <input type="checkbox"/> \$26.20 | <input type="checkbox"/> \$29.60           |
| <input type="checkbox"/> \$9.40           | <input type="checkbox"/> \$12.70 | <input type="checkbox"/> \$16.10 | <input type="checkbox"/> \$19.50 | <input type="checkbox"/> \$22.90 | <input type="checkbox"/> \$26.30 | <input type="checkbox"/> \$29.70           |
| <input type="checkbox"/> \$9.50           | <input type="checkbox"/> \$12.80 | <input type="checkbox"/> \$16.20 | <input type="checkbox"/> \$19.60 | <input type="checkbox"/> \$23.00 | <input type="checkbox"/> \$26.40 | <input type="checkbox"/> \$29.80           |
| <input type="checkbox"/> \$9.60           | <input type="checkbox"/> \$12.90 | <input type="checkbox"/> \$16.30 | <input type="checkbox"/> \$19.70 | <input type="checkbox"/> \$23.10 | <input type="checkbox"/> \$26.50 | <input type="checkbox"/> \$29.90           |
| <input type="checkbox"/> \$9.70           | <input type="checkbox"/> \$13.00 | <input type="checkbox"/> \$16.40 | <input type="checkbox"/> \$19.80 | <input type="checkbox"/> \$23.20 | <input type="checkbox"/> \$26.60 | <input type="checkbox"/> \$30.00           |
| <input type="checkbox"/> \$9.80           | <input type="checkbox"/> \$13.10 | <input type="checkbox"/> \$16.50 | <input type="checkbox"/> \$19.90 | <input type="checkbox"/> \$23.30 | <input type="checkbox"/> \$26.70 | <input type="checkbox"/> More than \$30.00 |
| <input type="checkbox"/> \$9.90           | <input type="checkbox"/> \$13.20 | <input type="checkbox"/> \$16.60 | <input type="checkbox"/> \$20.00 | <input type="checkbox"/> \$23.40 | <input type="checkbox"/> \$26.80 |  |
| <input type="checkbox"/> \$10.00          | <input type="checkbox"/> \$13.30 | <input type="checkbox"/> \$16.70 | <input type="checkbox"/> \$20.10 | <input type="checkbox"/> \$23.50 | <input type="checkbox"/> \$26.90 |  |
| <input type="checkbox"/> \$10.10          | <input type="checkbox"/> \$13.40 | <input type="checkbox"/> \$16.80 | <input type="checkbox"/> \$20.20 | <input type="checkbox"/> \$23.60 | <input type="checkbox"/> \$27.00 |  |
|   | <input type="checkbox"/> \$13.50 | <input type="checkbox"/> \$16.90 | <input type="checkbox"/> \$20.30 | <input type="checkbox"/> \$23.70 | <input type="checkbox"/> \$27.10 |  |

**32) If you accepted an unpaid internship, would you have to also work in a paid job at the same time?\***

- Yes             No

Please complete the following questions.

	<b>Strongly Disagree</b>	<b>Moderately Disagree</b>	<b>Neither Agree or Disagree</b>	<b>Moderately Agree</b>	<b>Strongly Agree</b>
I would have been more satisfied with my overall internship / co-op experience if I had received greater pay.					
I was underpaid for the work I did during my internship / co-op.					
The pay I received was comparable to similar internships / co-ops available to me.					

**Did you work another job for money?\***

Yes  No

**33) How many hours did you work per week?\***

1 to 5  6 to 10  11 to 20  21 to 30  31 to 40  40+

**34) Did you receive or are you receiving academic credit for your internship / co-op experience?**

Yes  No

**35) How many credits did you or will you receive for your internship / co-op experience?**

One  Two  Three  Four

Program Structure

**36) Please rate the extent to which you agree or disagree with each of the following statements:**

	<b>Strongly Disagree</b>	<b>Moderately Disagree</b>	<b>Neither Agree or Disagree</b>	<b>Moderately Agree</b>	<b>Strongly Agree</b>
My supervisor provided constructive feedback on my performance.					
My supervisor was readily available for face-to-face consultation.					
My supervisor respected me, treating me as a professional.					
My supervisor worked in close proximity to me.					
I received adequate training to complete my assignments.					
The organization effectively articulated what was expected of me.					

The organization demonstrated commitment to my professional growth.					
The organization actively solicited feedback from me regarding my experience.					
The value of the internship/co-op program was recognized throughout the organization.					
I was given the opportunity to learn new skills.					
I performed menial tasks (filing, etc.)					
I was assigned meaningful projects to complete.					
I was able to assume additional responsibilities as my experienced increased.					
Overall, I was satisfied with my internship experience.					

Relationship with Supervisor / Mentor

**37) To what extent did your supervisor or mentor provide or is providing you each of the following during your assignment?**

	Not At All	To a Small Extent	To Some Extent	To a Large Extent	To a Very Great Extent
Gives (gave) me challenging assignments that present opportunities to learn new skills					
Provide(d) contact with managers/professionals in other parts of the organization.					
Increase(d) contact with higher level management.					
Help(ed) meet co-workers					
Help(ed) me finish assignments or meet deadlines that otherwise would have been difficult to complete.					
Protect(ed) you from working with individuals or work units until you had a chance to learn more about them					
Promot(ed) my career interests, including seeking a full-time position.					
Kept (keeps)me informed about what is (ws) going on at higher levels in organization or external conditions influencing organization.					
Convey(ed) feelings of respect toward					

you.					
Empathic for the concerns and feelings you shared.					
Encourage(d) me to talk openly about anxiety and fears that detract from internship assignment.					
Shared personal experiences to give me perspective on issues.					
Discuss(ed) my concerns regarding feelings of competence, commitment and work/life conflicts.					
Shared history of his or her career.					
Encourage(d) me to try new ways of behaving and acting professionally					
Serve(d) as a role model					
Display(ed) attitudes and values similar to mine.					

Network

**38) Think about the people in your social network who regularly provide you information and support on career related matters. How many of them are in each of the following groups:**

**Please select:**

- Classmates and Close Friends
- Faculty, Advisor, Career Advisor
- Friends & Acquaintances off-campus
- Family members
- Other Contacts (former supervisor/co-worker, HS teacher, Alumni, or former classmate)

**39) Did you know anyone in the host organization before you started your internship / co-op assignment?**

- Yes       No

**How many people did you know the organization before starting?**

- 1     2     3     4     5     6     7     8     9     10  
 More than 10

**Which of the following best describes who the people were in the host organization? (Check all that apply.)**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Administrative and support staff                       | <input type="checkbox"/> Experienced staff (7 to 15 years of experience.) | <input type="checkbox"/> Family member or relative |
| <input type="checkbox"/> Young professional staff (1 to 7 years of experience.) | <input type="checkbox"/> Senior staff (more than 15 years of experience.) | <input type="checkbox"/> Friend                    |
|   | <input type="checkbox"/> Management                                       | <input type="checkbox"/> Classmate                 |

**40) Rate the extent to which you agree each of the following networking groups within the host organization has expanded as a result of the internship / co-op experience.**

	Strongly Disagree	Moderately Disagree	Neither Agree or Disagree	Moderately Agree	Strongly Agree
Administrative and support staff					
Young professional staff (1 to 7 years of experience.)					
Experienced staff (7 to 15 years of experience.)					
Senior staff (more than 15 years of experience.)					
Management					
Family member or relative					
Friend					
Classmate					

**41) How frequently did you or have you exchanged information with your network?**

Less than once per month  Once or twice per month  three to five times per month  A few times each week  Daily

**42) Which of the following groups did your supervisor belong to?**

I did not have a supervisor  Administrative support staff  Young professional  Experienced professional  Management

**43) Did you establish a mentor relationship with someone other than your supervisor?**

Yes  No

**In which networking group would you describe your mentor?**

I did not have a supervisor  Administrative support staff  Young professional  Experienced professional  Management

Internship Outcomes

**44) To what extent do you agree with the following statements as a direct result of your internship / co-op?**

	Strongly Disagree	Moderately Disagree	Neither Agree or Disagree	Moderately Agree	Strongly Agree
I was provided with experience that I have never had before.					
I am more comfortable working with others as part of a team.					
It is important to build relationships with others at work.					



I have a thorough understanding of the occupation.					
I am confident with my level of skills and competencies.					
My co-workers would consider me "part of the team."					
I took time to get to know people within the host organization.					
I gained an understanding of how to work in a social organization					
I realized my own strengths and weaknesses as a future employee through my internship					
I learned being able to work with people different from myself was really important					
I now know the advantages and disadvantages of working in this type of job					
I was allowed to see how working as a real employee feel like					
I understand myself better through this internship					

**45) How often did the following occur during your experience?**

	Never	Once or Twice	Sometimes	Regularly	Always
I participated in planning social events with the host organization.					
I made suggestions to help improve the host organization.					
I worked all hours assigned to me.					
I completed my assignments and duties on time.					
I complied with the rules and regulations of the host organization.					
I volunteered for tasks that are (were) not required part of my assigned duties.					

I feel confident about the adequacy of my skills and competencies: Please indicate whether you agree or disagree with the following statements that ask about the mastery you gained from your internship

I feel competent conducting my internship assignment: Please indicate whether you agree or disagree with the following statements that ask about the mastery you gained from your internship

I have learned how to successfully perform my internship assignment in an efficient manner: Please indicate whether you agree or disagree with the following statements that ask about the mastery you gained from your internship

I have mastered the required tasks of my internship: Please indicate whether you agree or disagree with the following statements that ask about the mastery you gained from your internship

I have **not fully** developed the appropriate skills and abilities to successfully perform my internship: Please indicate whether you agree or disagree with the following statements that ask about the mastery you gained from your internship

#### Full-Time Job

**46) Have you received a full-time job offer from the organization where you did your most recent internship/co-op or are completing your current assignment?**

Yes, I have received an offer       An offer is pending but not official       My host organization has not made a decision on extending a full-time offer       No full-time offer will be extended to me by my host organization

**As you have been made or are expecting an offer, will you accept?**

Accept the offer       Consider the offer among other offers of full-time employment       No I do not want to work for this organization       No I have other plans after graduation and will not be working full-time

#### Organization Name

**47) What is the name of the organization where you had your internship / co-op experience? (The information provided will be used to gain a sense of the various organizations where students secure internships / co-ops. ENTER ONLY ONE ORGANIZATION AND PLEASE SPELL CORRECTLY.)\***

#### Best Places To Intern

**48) Intern Bridge will be using the information gained in this survey to determine a list of the Best Places To Intern in the United States. This list will be made available to the public in early 2010 through our national media partners.**

**Would you like to nominate your internship employer as a Cool Places To Intern?**

(NOTE: We WILL NOT provide your personal information to the host organization under any circumstance.)\*

Yes  No

**49) Please provide the following information to nominate your internship / co-op employer as a Best Place To Intern.** (If you do not have the program coordinator's information from the organization, please use your supervisor's information from the organization. Please do not enter your university's internship coordinator.)

Organizations Internship Program Coordinator's First Name:

\_\_\_\_\_  
Organizations Internship Program Coordinator's Last Name:

\_\_\_\_\_  
Organizations Internship Program Coordinator's Email Address:

\_\_\_\_\_  
Organizations Internship Program Coordinator's Phone Number:

**50) Briefly describe why you have nominated this organization as a Best Place to Intern.**

---

Career Services

**51) Do you believe your university prepares its students effectively to work at an internship / co-op site?\***

Yes

No

**52) Have you visited your university's career center to gain information about taking part in an internship or co-op?\***

Yes  No

**53) What could your university's career center do to encourage students to seek internships or co-ops directly through their office? (Optional.)**

---

Internship Anywhere

**54) If you could intern with any nationally known organization, which would it be?** (Enter the name of only one organization.)\*

**55) Why have you chosen this organization?** (Optional. Please be as detailed as possible with any response.)

---

Demographics -

**56) What is your age?** (Whole numbers only.)\*

---

**57) What is your gender?\***

- Male  Female

**58) Which best describes your current academic standing?\***

- First year  Fifth year  
 Second year  Graduate school  
 Third year  Recently graduated  
 Fourth year

**59) Do you currently receive financial aid?\***

- Yes  No

**60) What is your ethnic affiliation?\***

- White, non-Hispanic  Native American  
 Hispanic or Latino  Foreign  
 African American or Black  Mixed-race  
 Asian American

**61) Which of the following best describes your GPA?\***

- 3.70 - 4.00  2.30 - 2.69  
 3.35 - 3.69  2.00 - 2.29  
 3.00 - 3.34  Less than 2.00  
 2.70 - 2.99

**62) Which category best reflects your family's household income?\***

- Under \$40,000  Between \$40,000 and \$80,000  Between \$80,000 and \$120,000  
 Between \$120,000 and \$160,000  Over \$160,000

**63) Of the following, which descriptions best describes the type of institution you are attending at the present time?\***

- Two year community college  
 Private college or university of 2000 or fewer students  
 Private college or university with more than 2,000 students  
 Public college or university of less than 5,000 students

- Public college or university of 5,000 to 15,000 students  
 Public college or university of more than 15,000 students

**64) Which of the following activities have you participated in during your undergraduate experience? (Check all that apply.)**

- |  |  |
|--|--|
| <input type="checkbox"/> Community service projects        | <input type="checkbox"/> Study abroad                    |
| <input type="checkbox"/> Research with a faculty member    | <input type="checkbox"/> Work study                      |
| <input type="checkbox"/> Student government                | <input type="checkbox"/> Special interest clubs / groups |
| <input type="checkbox"/> Fraternity or sorority            | <input type="checkbox"/> Intramural sport team           |
| <input type="checkbox"/> Professional student organization | <input type="checkbox"/> Varsity athletic team           |
| <input type="checkbox"/> Off-campus professional group     |  |

**65) Have you held a leadership position in any extra-curricular activity during your undergraduate career?\***

- Yes  No

Major Selection

**66) Which of the following general categories best describes your academic major?**

- |  |  |
|--|--|
| <input type="checkbox"/> Agriculture, Agriculture Operations, And Related Sciences     | <input type="checkbox"/> Foreign Languages, Literatures, and Linguistics           |
| <input type="checkbox"/> Architecture and Related Services                             | <input type="checkbox"/> Health Professions And Related Clinical Sciences          |
| <input type="checkbox"/> Area, Ethnic, Cultural, and Gender Studies                    | <input type="checkbox"/> History   |
| <input type="checkbox"/> Biological And Biomedical Sciences                            | <input type="checkbox"/> Legal Professions And Studies                             |
| <input type="checkbox"/> Business, Management, Marketing, and Related Support Services | <input type="checkbox"/> Liberal Arts And Sciences, General Studies And Humanities |
| <input type="checkbox"/> Communication, Journalism and Related Programs                | <input type="checkbox"/> Library Science   |
| <input type="checkbox"/> Communications Technologies/Technicians and Support Services  | <input type="checkbox"/> Mathematics and Statistics                                |
| <input type="checkbox"/> Computer and Information Sciences and Support Services        | <input type="checkbox"/> Mechanic and Repair Technologies/Technicians              |
| <input type="checkbox"/> Construction Trades   | <input type="checkbox"/> Military Technologies                                     |
| <input type="checkbox"/> Culinary Arts   | <input type="checkbox"/> Multi/Interdisciplinary Studies                           |
| <input type="checkbox"/> Education   | <input type="checkbox"/> Natural Resources and Conservation                        |
| <input type="checkbox"/> Engineering   | <input type="checkbox"/> Parks, Recreation, Leisure and Fitness Studies            |
| <input type="checkbox"/> Engineering Technologies/Technicians                          | <input type="checkbox"/> Philosophy and Religious Studies                          |
| <input type="checkbox"/> English Language and Literature/Letters                       | <input type="checkbox"/> Physical Sciences   |
| <input type="checkbox"/> Family And Consumer Sciences/Human Sciences                   | <input type="checkbox"/> Precision Production                                      |
|  | <input type="checkbox"/> Psychology  |
|  | <input type="checkbox"/> Public Administration And Social Service Professions      |

- Reserve Officer Training Corps (Jrotc, Rotc)
- Science Technologies/Technicians
- Security And Protective Services
- Social Sciences
- Technology Education/Industrial Arts
- Theology and Religious Vocations
- Transportation and Materials Moving
- Visual and Performing Arts

**67) Agriculture, Agriculture Operations, And Related Sciences: Of the following, which best describes your specific academic major?\***

- Agribusiness
- Agricultural and Extension Education
- Agricultural and Food Products Processing
- Agricultural and Horticultural Plant Breeding
- Agricultural Animal Breeding
- Agricultural Business and Management
- Agricultural Communication/Journalism
- Agricultural Economics
- Agricultural Mechanization
- Agricultural Production
- Agriculture
- Agronomy and Crop Science
- Animal/Livestock Husbandry and Production
- Animal Sciences
- Animal Training
- Applied Horticulture
- Aquaculture
- Crop Production
- Dairy Husbandry and Production
- Dairy Science
- Dog/Pet/Animal Grooming
- Equestrian Studies
- Farm and Ranch Management
- Food Science
- Horse Husbandry/Equine Science and Management
- Horticultural Science
- International Agriculture
- Landscaping and Groundskeeping
- Ornamental Horticulture
- Plant Nursery Management
- Plant Protection and Integrated Pest Management
- Plant Sciences
- Poultry Science
- Range Science and Management
- Soil Science and Agronomy
- Turf and Turfgrass Management

**68) Architecture And Related Services: Of the following, which best describes your specific academic major?\***

- Architectural History and Criticism
- Architectural Technology
- Architecture
- City/Urban, Community and Regional Planning
- Environmental Design/Architecture
- Interior Architecture
- Landscape Architecture

**69) Area, Ethnic, Cultural, And Gender Studies: Of the following, which best describes your specific academic major?\***

- |  |   |
|--|---|
| <input type="checkbox"/> African American/Black Studies          | <input type="checkbox"/> Folklore                         |
| <input type="checkbox"/> African Studies                         | <input type="checkbox"/> French Studies                   |
| <input type="checkbox"/> American Indian/Native American Studies | <input type="checkbox"/> Gay/Lesbian Studies              |
| <input type="checkbox"/> American Studies                        | <input type="checkbox"/> German Studies                   |
| <input type="checkbox"/> Area Studies                            | <input type="checkbox"/> American/Chicano Studies         |
| <input type="checkbox"/> Asian-American Studies                  | <input type="checkbox"/> Italian Studies                  |
| <input type="checkbox"/> Asian Studies                           | <input type="checkbox"/> Japanese Studies                 |
| <input type="checkbox"/> Asian Studies (East)                    | <input type="checkbox"/> Latin American Studies           |
| <input type="checkbox"/> Asian Studies (South)                   | <input type="checkbox"/> Near and Middle Eastern Studies  |
| <input type="checkbox"/> Asian Studies (Southeast)               | <input type="checkbox"/> Pacific Area/Pacific Rim Studies |
| <input type="checkbox"/> Canadian Studies                        | <input type="checkbox"/> Regional Studies                 |
| <input type="checkbox"/> Caribbean Studies                       | <input type="checkbox"/> Russian Studies                  |
| <input type="checkbox"/> Chinese Studies                         | <input type="checkbox"/> Scandinavian Studies             |
| <input type="checkbox"/> Ethnic/Cultural Studies                 | <input type="checkbox"/> Slavic Studies                   |
| <input type="checkbox"/> European Studies                        | <input type="checkbox"/> Spanish and Iberian Studies      |
| <input type="checkbox"/> European Studies (Central and Eastern)  | <input type="checkbox"/> Ukraine Studies                  |
| <input type="checkbox"/> European Studies (Western)              | <input type="checkbox"/> Women's Studies                  |

**70) Biological and Biomedical Sciences: Of the following, which best describes your specific academic major?\***

- |   |   |
|---|---|
| <input type="checkbox"/> Anatomy                              | <input type="checkbox"/> Entomology                                 |
| <input type="checkbox"/> Animal Behavior and Ethology         | <input type="checkbox"/> Environmental Biology                      |
| <input type="checkbox"/> Animal Genetics                      | <input type="checkbox"/> Environmental Toxicology                   |
| <input type="checkbox"/> Animal Physiology                    | <input type="checkbox"/> Evolutionary Biology                       |
| <input type="checkbox"/> Aquatic Biology/Limnology            | <input type="checkbox"/> Exercise Physiology                        |
| <input type="checkbox"/> Biochemistry                         | <input type="checkbox"/> Genetics                                   |
| <input type="checkbox"/> Bioinformatics                       | <input type="checkbox"/> Human Ecology                              |
| <input type="checkbox"/> Biology/Biological Sciences          | <input type="checkbox"/> Human/Medical Genetics                     |
| <input type="checkbox"/> Biomedical Sciences                  | <input type="checkbox"/> Marine/Aquatic Biology                     |
| <input type="checkbox"/> Biometry/Biometrics                  | <input type="checkbox"/> Marine Biology and Biological Oceanography |
| <input type="checkbox"/> Biophysics                           | <input type="checkbox"/> Medical Microbiology and Bacteriology      |
| <input type="checkbox"/> Biostatistics                        | <input type="checkbox"/> Microbiology                               |
| <input type="checkbox"/> Biotechnology                        | <input type="checkbox"/> Molecular Biochemistry                     |
| <input type="checkbox"/> Botany/Plant Biology                 | <input type="checkbox"/> Molecular Biology                          |
| <input type="checkbox"/> Cell and Molecular Biology           | <input type="checkbox"/> Molecular Genetics                         |
| <input type="checkbox"/> Cell Biology and Anatomy             | <input type="checkbox"/> Neurobiology and Neurophysiology           |
| <input type="checkbox"/> Cell Biology and Histology           | <input type="checkbox"/> Neuroscience                               |
| <input type="checkbox"/> Conservation Biology                 | <input type="checkbox"/> Pathology/Experimental Pathology           |
| <input type="checkbox"/> Developmental Biology and Embryology | <input type="checkbox"/> Pharmacology                               |
| <input type="checkbox"/> Ecology                              |   |

- |   |   |
|---|---|
| <input type="checkbox"/> Pharmacology and Toxicology    | <input type="checkbox"/> Sociobiology           |
| <input type="checkbox"/> Physiology                     | <input type="checkbox"/> Structural Biology     |
| <input type="checkbox"/> Plant Pathology/Phytopathology | <input type="checkbox"/> Toxicology             |
| <input type="checkbox"/> Plant Physiology               | <input type="checkbox"/> Wildlife Biology       |
| <input type="checkbox"/> Radiation Biology              | <input type="checkbox"/> Zoology/Animal Biology |

**71) Business, Management, Marketing, And Related Support Services: Of the following, which best describes your specific academic major?\***

- |   |  |
|---|--|
| <input type="checkbox"/> Accounting   | <input type="checkbox"/> Hotel/Motel and Restaurant Management                         |
| <input type="checkbox"/> Accounting Technology and Bookkeeping                      | <input type="checkbox"/> Hotel/Motel Administration                                    |
| <input type="checkbox"/> Actuarial Science  | <input type="checkbox"/> Human Resources Development                                   |
| <input type="checkbox"/> Administrative Assistant and Secretarial Science           | <input type="checkbox"/> Human Resources Management                                    |
| <input type="checkbox"/> Apparel and Accessories Marketing                          | <input type="checkbox"/> Information Resources Management                              |
| <input type="checkbox"/> Auditing   | <input type="checkbox"/> Insurance   |
| <input type="checkbox"/> Banking and Financial Support Services                     | <input type="checkbox"/> International Business/Trade/Commerce                         |
| <input type="checkbox"/> Business Administration and Management                     | <input type="checkbox"/> International Finance   |
| <input type="checkbox"/> Business and Personal/Financial Services Marketing         | <input type="checkbox"/> International Marketing                                       |
| <input type="checkbox"/> Business Automation/Technology/Data Entry                  | <input type="checkbox"/> Investments and Securities                                    |
| <input type="checkbox"/> Business/Commerce  | <input type="checkbox"/> Knowledge Management  |
| <input type="checkbox"/> Business/Corporate Communications                          | <input type="checkbox"/> Labor and Industrial Relations                                |
| <input type="checkbox"/> Business/Managerial Economics                              | <input type="checkbox"/> Labor Studies   |
| <input type="checkbox"/> Business Statistics  | <input type="checkbox"/> Logistics and Materials Management                            |
| <input type="checkbox"/> Business Systems Networking and Telecommunications         | <input type="checkbox"/> Management Information Systems                                |
| <input type="checkbox"/> Computer Management  | <input type="checkbox"/> Management Science  |
| <input type="checkbox"/> Construction Management                                    | <input type="checkbox"/> Marketing/Marketing Management                                |
| <input type="checkbox"/> Credit Management  | <input type="checkbox"/> Marketing Research  |
| <input type="checkbox"/> Customer Service Support/Call Center/Teleservice Operation | <input type="checkbox"/> Medical Administrative Assistant/Secretary                    |
| <input type="checkbox"/> E-Commerce   | <input type="checkbox"/> Merchandising   |
| <input type="checkbox"/> Entrepreneurship   | <input type="checkbox"/> Non-Profit Management   |
| <input type="checkbox"/> Executive Assistant/Executive Secretary                    | <input type="checkbox"/> Office Management   |
| <input type="checkbox"/> Fashion Merchandising                                      | <input type="checkbox"/> Office Occupations and Clerical Services                      |
| <input type="checkbox"/> Fashion Modeling   | <input type="checkbox"/> Operations Management   |
| <input type="checkbox"/> Financial Planning and Services                            | <input type="checkbox"/> Organizational Behavior                                       |
| <input type="checkbox"/> Hospitality Administration                                 | <input type="checkbox"/> Purchasing, Procurement/Acquisitions and Contracts Management |
| <input type="checkbox"/> Hospitality and Recreation Marketing                       | <input type="checkbox"/> Real Estate   |
|   | <input type="checkbox"/> Resort Management   |
|   | <input type="checkbox"/> Restaurant/Food Services Management                           |
|   | <input type="checkbox"/> Retailing   |
|   | <input type="checkbox"/> Retail Management   |



- |   |  |
|---|--|
| <input type="checkbox"/> Sales, Distribution and Marketing      | <input type="checkbox"/> Tourism and Travel Services Marketing               |
| <input type="checkbox"/> Selling Skills and Sales               | <input type="checkbox"/> Tourism Promotion                                   |
| <input type="checkbox"/> Small Business Administration          | <input type="checkbox"/> Transportation Management                           |
| <input type="checkbox"/> Special Products Marketing             | <input type="checkbox"/> Vehicle and Vehicle Parts and Accessories Marketing |
| <input type="checkbox"/> Taxation                               |  |
| <input type="checkbox"/> Tourism and Travel Services Management |  |

**72) Communication, Journalism and Related Programs: Of the following, which best describes your specific academic major?\***

- |  |   |
|--|---|
| <input type="checkbox"/> Advertising                                     | <input type="checkbox"/> Photojournalism                                |
| <input type="checkbox"/> Broadcast Journalism                            | <input type="checkbox"/> Political Communication                        |
| <input type="checkbox"/> Communication/Speech Communication and Rhetoric | <input type="checkbox"/> Public Relations/Organizational Communications |
| <input type="checkbox"/> Digital Communication and Media/Multimedia      | <input type="checkbox"/> Public Relations/Image Management              |
| <input type="checkbox"/> Journalism                                      | <input type="checkbox"/> Publishing                                     |
| <input type="checkbox"/> Mass Communication/Media                        | <input type="checkbox"/> Radio and Television                           |
| <input type="checkbox"/> Organizational Communication                    | <input type="checkbox"/> Telecommunications                             |

**73) Communications Technologies/Technicians And Support Services: Of the following, which best describes your specific academic major?\***

- |  |   |
|--|---|
| <input type="checkbox"/> Animation, Interactive Technology, Video Graphics and Special Effects | <input type="checkbox"/> Graphic Communications                       |
| <input type="checkbox"/> Communications Technology   | <input type="checkbox"/> Photographic and Film/Video Technology       |
| <input type="checkbox"/> Computer Typography and Composition Equipment Operation               | <input type="checkbox"/> Platemaking/Imaging                          |
| <input type="checkbox"/> Desktop Publishing and Digital Imaging Design                         | <input type="checkbox"/> Printing Management                          |
| <input type="checkbox"/> Graphic and Printing Equipment Operation/Production                   | <input type="checkbox"/> Radio and Television Broadcasting Technology |
|  | <input type="checkbox"/> Recording Arts Technology                    |

**74) Computer And Information Sciences And Support Services: Of the following, which best describes your specific academic major?\***

- |  |   |
|--|---|
| <input type="checkbox"/> Artificial Intelligence and Robotics      | <input type="checkbox"/> Computer Systems Networking and Telecommunications           |
| <input type="checkbox"/> Computer and Information Sciences         | <input type="checkbox"/> Computer/Technical Support Specialist                        |
| <input type="checkbox"/> Computer and Information Systems Security | <input type="checkbox"/> Data Entry/Microcomputer Applications                        |
| <input type="checkbox"/> Computer Graphics                         | <input type="checkbox"/> Data Modeling/Warehousing/Mining and Database Administration |
| <input type="checkbox"/> Computer Programming                      | <input type="checkbox"/> Data Processing and Data Processing Technology               |
| <input type="checkbox"/> Computer Science                          | <input type="checkbox"/> Information Science/Studies                                  |
| <input type="checkbox"/> Computer Systems Analysis                 |   |

- |   |  |
|---|--|
| <input type="checkbox"/> Information Technology                     | <input type="checkbox"/> Web/Multimedia Management and Webmaster                       |
| <input type="checkbox"/> Robotics                                   | <input type="checkbox"/> Web Page, Digital/Multimedia and Information Resources Design |
| <input type="checkbox"/> System Administration                      | <input type="checkbox"/> Word Processing   |
| <input type="checkbox"/> System, Networking, and LAN/WAN Management |  |

**75) Construction Trades: Of the following, which best describes your specific academic major?\***

- |   |   |
|---|---|
| <input type="checkbox"/> Building/Home/Construction Inspection        | <input type="checkbox"/> Electrical and Power Transmission Installation |
| <input type="checkbox"/> Building/Property Maintenance and Management | <input type="checkbox"/> Electrician                                    |
| <input type="checkbox"/> Carpentry                                    | <input type="checkbox"/> Masonry  |
| <input type="checkbox"/> Construction Managers                        | <input type="checkbox"/> Pipefitting and Sprinkler Fitting              |
| <input type="checkbox"/> Construction Trades                          | <input type="checkbox"/> Plumbing Technology                            |

**76) Education: Of the following, which best describes your specific academic major?\***

- |   |  |
|---|--|
| <input type="checkbox"/> Adult and Continuing Education                     | <input type="checkbox"/> Curriculum and Instruction                                |
| <input type="checkbox"/> Agricultural Teacher Education                     | <input type="checkbox"/> Drama and Dance Teacher Education                         |
| <input type="checkbox"/> American Indian/Native American Education          | <input type="checkbox"/> Early Childhood Education                                 |
| <input type="checkbox"/> Art Teacher Education                              | <input type="checkbox"/> Educational, Instructional, and Curriculum Supervision    |
| <input type="checkbox"/> Bilingual and Multilingual Education               | <input type="checkbox"/> Educational/Instructional Media Design                    |
| <input type="checkbox"/> Biology Teacher Education                          | <input type="checkbox"/> Educational Leadership and Administration                 |
| <input type="checkbox"/> Business Teacher Education                         | <input type="checkbox"/> Educational Statistics and Research Methods               |
| <input type="checkbox"/> Chemistry Teacher Education                        | <input type="checkbox"/> Educational System Administration                         |
| <input type="checkbox"/> College Student Counseling and Personnel Services  | <input type="checkbox"/> K-12 Education  |
| <input type="checkbox"/> Computer Teacher Education                         | <input type="checkbox"/> Elementary and Middle School Administration/Principalship |
| <input type="checkbox"/> Counselor Education/School Counseling and Guidance |  |

**77) Engineering: Of the following, which best describes your specific academic major?\***

- |   |   |
|---|---|
| <input type="checkbox"/> Aerospace, Aeronautical and Astronautical Engineering  | <input type="checkbox"/> Civil Engineering                                      |
| <input type="checkbox"/> Agricultural/Biological Engineering and Bioengineering | <input type="checkbox"/> Computer Engineering                                   |
| <input type="checkbox"/> Architectural Engineering                              | <input type="checkbox"/> Computer Hardware Engineering                          |
| <input type="checkbox"/> Audio Engineering                                      | <input type="checkbox"/> Computer Software Engineering                          |
| <input type="checkbox"/> Biomedical/Medical Engineering                         | <input type="checkbox"/> Construction Engineering                               |
| <input type="checkbox"/> Ceramic Sciences and Engineering                       | <input type="checkbox"/> Electrical, Electronics and Communications Engineering |
| <input type="checkbox"/> Chemical Engineering                                   | <input type="checkbox"/> Engineering/Industrial Management                      |
|   | <input type="checkbox"/> Engineering Mechanics                                  |

- |   |  |
|---|--|
| <input type="checkbox"/> Engineering Physics                            | <input type="checkbox"/> Materials Engineering                     |
| <input type="checkbox"/> Engineering Science                            | <input type="checkbox"/> Materials Science                         |
| <input type="checkbox"/> Environmental/Environmental Health Engineering | <input type="checkbox"/> Mechanical Engineering                    |
| <input type="checkbox"/> Forest Engineering                             | <input type="checkbox"/> Metallurgical Engineering                 |
| <input type="checkbox"/> Geological/Geophysical Engineering             | <input type="checkbox"/> Mining and Mineral Engineering            |
| <input type="checkbox"/> Geotechnical Engineering                       | <input type="checkbox"/> Naval Architecture and Marine Engineering |
| <input type="checkbox"/> Industrial Engineering                         | <input type="checkbox"/> Nuclear Engineering                       |
| <input type="checkbox"/> Industrial/Manufacturing Engineering           | <input type="checkbox"/> Ocean Engineering                         |
| <input type="checkbox"/> Manufacturing Engineering                      |  |

**78) Engineering Technologies/Technicians: Of the following, which best describes your specific academic major?\***

- |  |  |
|--|--|
| <input type="checkbox"/> Aeronautical/Aerospace Engineering Technology | <input type="checkbox"/> Chemical Engineering Technology                 |
| <input type="checkbox"/> Architectural Drafting and CAD/CADD           | <input type="checkbox"/> Civil Engineering Technology                    |
| <input type="checkbox"/> Architectural Engineering Technology          | <input type="checkbox"/> Computer Engineering Technology                 |
| <input type="checkbox"/> Automotive Engineering Technology             | <input type="checkbox"/> Computer Hardware Technology                    |
| <input type="checkbox"/> Biomedical Technology                         | <input type="checkbox"/> Computer Software Technology                    |
| <input type="checkbox"/> CAD/CADD Drafting/Design Technology           | <input type="checkbox"/> Computer Technology/Computer Systems Technology |
|  | <input type="checkbox"/> Construction Engineering Technology             |

**79) English Language And Literature/Letters: Of the following, which best describes your specific academic major?\***

- |   |  |
|---|--|
| <input type="checkbox"/> American Literature    | <input type="checkbox"/> English Literature (British and Commonwealth) |
| <input type="checkbox"/> Comparative Literature | <input type="checkbox"/> Literature                                    |
| <input type="checkbox"/> Creative Writing       | <input type="checkbox"/> Speech and Rhetoric                           |
| <input type="checkbox"/> English                | <input type="checkbox"/> Technical and Business Writing                |
| <input type="checkbox"/> English Composition    |  |

**80) Family and Consumer Sciences/Human Sciences: Of the following, which best describes your specific academic major?\***

- |   |  |
|---|--|
| <input type="checkbox"/> Adult Development and Aging                          | <input type="checkbox"/> Consumer Economics                          |
| <input type="checkbox"/> Apparel and Textile Manufacturing                    | <input type="checkbox"/> Consumer Merchandising/Retailing Management |
| <input type="checkbox"/> Apparel and Textile Marketing Management             | <input type="checkbox"/> Consumer Services and Advocacy              |
| <input type="checkbox"/> Apparel and Textiles                                 | <input type="checkbox"/> Family and Community Services               |
| <input type="checkbox"/> Business Family and Consumer Sciences/Human Sciences | <input type="checkbox"/> Family and Consumer Sciences/Human Sciences |
| <input type="checkbox"/> Child-Care and Support Services Management           | <input type="checkbox"/> Family/Community Studies                    |
| <input type="checkbox"/> Child-Care Provision                                 | <input type="checkbox"/> Family Resource Management                  |
| <input type="checkbox"/> Child Development                                    | <input type="checkbox"/> Family Systems                              |
|   | <input type="checkbox"/> Food Services Technology                    |

- Foodservice Systems Administration       Housing and Human Environments  
 Foods, Nutrition, and Wellness

**81) Foreign Languages, Literatures, and Linguistics: Of the following, which best describes your specific academic major?\***

- |  |  |
|--|--|
| <input type="checkbox"/> African Languages                           | <input type="checkbox"/> East Asian Languages                    |
| <input type="checkbox"/> American Indian/Native American Languages   | <input type="checkbox"/> Foreign Languages and Literatures       |
| <input type="checkbox"/> American Sign Language (ASL)                | <input type="checkbox"/> French                                  |
| <input type="checkbox"/> Ancient/Classical Greek                     | <input type="checkbox"/> German                                  |
| <input type="checkbox"/> Ancient Near Eastern and Biblical Languages | <input type="checkbox"/> Germanic Languages                      |
| <input type="checkbox"/> Arabic                                      | <input type="checkbox"/> Hebrew                                  |
| <input type="checkbox"/> Bengali                                     | <input type="checkbox"/> Hindi                                   |
| <input type="checkbox"/> Celtic Languages                            | <input type="checkbox"/> Italian                                 |
| <input type="checkbox"/> Chinese                                     | <input type="checkbox"/> Japanese                                |
| <input type="checkbox"/> Classics                                    | <input type="checkbox"/> Language Interpretation and Translation |
| <input type="checkbox"/> Comparative Literature                      | <input type="checkbox"/> Latin                                   |
|  | <input type="checkbox"/> Linguistics                             |
|  | <input type="checkbox"/> Modern Greek                            |

**82) Health Professions And Related Clinical Sciences: Of the following, which best describes your specific academic major?\***

- |   |   |
|---|---|
| <input type="checkbox"/> Adult Health Nursing                           | <input type="checkbox"/> Clinical/Medical Laboratory Assistant    |
| <input type="checkbox"/> Art Therapy                                    | <input type="checkbox"/> Clinical/Medical Laboratory Technology   |
| <input type="checkbox"/> Athletic Training                              | <input type="checkbox"/> Clinical/Medical Social Work             |
| <input type="checkbox"/> Audiology and Hearing Sciences                 | <input type="checkbox"/> Clinical Nutrition                       |
| <input type="checkbox"/> Audiology and Speech-Language Pathology        | <input type="checkbox"/> Communication Disorders                  |
| <input type="checkbox"/> Cardiovascular Technology                      | <input type="checkbox"/> Community Health and Preventive Medicine |
| <input type="checkbox"/> Chiropractic Assistant                         | <input type="checkbox"/> Community Health Liaison                 |
| <input type="checkbox"/> Clinical Laboratory Science/Medical Technology | <input type="checkbox"/> Community Health Services Counseling     |
|   | <input type="checkbox"/> Cytotechnology                           |

**83) History: Of the following, which best describes your specific academic major?\***

- American History  
 Asian History  
 European History  
 History  
 History and Philosophy of Science and Technology  
 Public/Applied History and Archival Administration

**84) Legal Professions and Studies: Of the following, which best describes your specific academic major?\***

- |   |  |
|---|--|
| <input type="checkbox"/> Court Reporting                          | <input type="checkbox"/> Law and Legal Studies     |
| <input type="checkbox"/> Legal Administrative Assistant/Secretary | <input type="checkbox"/> Legal Studies             |
| <input type="checkbox"/> Legal Assistant/Paralegal                | <input type="checkbox"/> Paralegal/Legal Assistant |
|   | <input type="checkbox"/> Pre-Law Studies           |

**85) Liberal Arts And Sciences, General Studies And Humanities: Of the following, which best describes your specific academic major?\***

- General Studies     Humanities

**86) Mathematics and Statistics: Of the following, which best describes your specific academic major?\***

- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> Applied Mathematics                     | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Computational Mathematics               | <input type="checkbox"/> Statistics  |
| <input type="checkbox"/> Mathematical Statistics and Probability |                                      |

**87) Mechanic and Repair Technologies / Technicians: Of the following, which best describes your specific academic major?\***

- Aircraft Powerplant Technology
- Airframe Mechanics and Aircraft Maintenance Technology
- Autobody/Collision and Repair Technology
- Automobile/Automotive Mechanics Technology
- Avionics Maintenance Technology
- Business Machine Repair
- Communications Systems Installation and Repair Technology
- Computer Installation and Repair Technology
- Diesel Mechanics Technology
- Electrical/Electronics Equipment Installation and Repair
- Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology
- Heavy Equipment Maintenance Technology
- Industrial Electronics Technology
- Industrial Mechanics and Maintenance Technology
- Marine Maintenance and Ship Repair Technology
- Musical Instrument Fabrication and Repair

**88) Multi/Interdisciplinary Studies: Of the following, which best describes your specific academic major?\***

- |   |  |
|---|--|
| <input type="checkbox"/> Accounting and Computer Science  | <input type="checkbox"/> Biopsychology   |
| <input type="checkbox"/> Ancient Studies                  | <input type="checkbox"/> Classical, Ancient Mediterranean and Near Eastern Studies and Archaeology |
| <input type="checkbox"/> Behavioral Sciences              | <input type="checkbox"/> Cognitive Science   |
| <input type="checkbox"/> Biological and Physical Sciences |  |

- |  |  |
|--|--|
| <input type="checkbox"/> Gerontology                                       | <input type="checkbox"/> Museum Studies                        |
| <input type="checkbox"/> Historic Preservation and Conservation            | <input type="checkbox"/> Natural Sciences                      |
| <input type="checkbox"/> Intercultural/Multicultural and Diversity Studies | <input type="checkbox"/> Neuroscience                          |
| <input type="checkbox"/> Interdisciplinary Studies                         | <input type="checkbox"/> Nutrition Sciences                    |
| <input type="checkbox"/> International/Global Studies                      | <input type="checkbox"/> Peace Studies and Conflict Resolution |
| <input type="checkbox"/> Mathematics and Computer Sciences                 | <input type="checkbox"/> Professional Studies                  |
| <input type="checkbox"/> Medieval and Renaissance Studies                  | <input type="checkbox"/> Science, Technology and Society       |
|  | <input type="checkbox"/> Systems Science and Theory            |

**89) Natural Resources And Conservation: Of the following, which best describes your specific academic major?\***

- |  |   |
|--|---|
| <input type="checkbox"/> Environmental Science                         | <input type="checkbox"/> Natural Resource Economics                               |
| <input type="checkbox"/> Environmental Studies                         | <input type="checkbox"/> Natural Resources/Conservation                           |
| <input type="checkbox"/> Fish/Game Management                          | <input type="checkbox"/> Natural Resources Management                             |
| <input type="checkbox"/> Fishing and Fisheries Sciences and Management | <input type="checkbox"/> Natural Resources Management and Policy                  |
| <input type="checkbox"/> Forest/Forest Resources Management            | <input type="checkbox"/> Soil Conservation  |
| <input type="checkbox"/> Forest Resources Production and Management    | <input type="checkbox"/> Water, Wetlands, and Marine Resources Management         |
| <input type="checkbox"/> Forestry                                      | <input type="checkbox"/> Wildlife and Wildlands Science and Management            |
| <input type="checkbox"/> Forestry Technology                           | <input type="checkbox"/> Wood Science and Wood Products/Pulp and Paper Technology |
| <input type="checkbox"/> Forest Sciences and Biology                   |   |
| <input type="checkbox"/> Land Use Planning and Management              |   |

**90) Parks, Recreation, Leisure and Fitness Studies: Of the following, which best describes your specific academic major?\***

- |  |  |
|--|--|
| <input type="checkbox"/> Athletic Training/Sports Medicine | <input type="checkbox"/> Parks, Recreation and Leisure Facilities Management |
| <input type="checkbox"/> Health and Physical Education     | <input type="checkbox"/> Sport And Fitness Administration/Management         |
| <input type="checkbox"/> Kinesiology and Exercise Science  |  |

**91) Personal and Culinary Services: Of the following, which best describes your specific academic major?\***

- |  |  |
|--|--|
| <input type="checkbox"/> Baking and Pastry Arts                  | <input type="checkbox"/> Funeral Service and Mortuary Science          |
| <input type="checkbox"/> Cooking and Related Culinary Arts       | <input type="checkbox"/> Gaming/Sports Officiating, Other              |
| <input type="checkbox"/> Cosmetology                             | <input type="checkbox"/> Institutional Food Workers                    |
| <input type="checkbox"/> Food Preparation                        | <input type="checkbox"/> Restaurant, Culinary, and Catering Management |
| <input type="checkbox"/> Food Service and Dining Room Management |  |

**92) Philosophy and Religious Studies: Of the following, which best describes your specific academic major?\***

- |  |  |                                     |
|--|--|-------------------------------------|
| <input type="checkbox"/> Buddhist Studies  | <input type="checkbox"/> History of Philosophy | <input type="checkbox"/> Logic      |
| <input type="checkbox"/> Christian Studies | <input type="checkbox"/> Islamic Studies       | <input type="checkbox"/> Philosophy |
| <input type="checkbox"/> Ethics            | <input type="checkbox"/> Jewish Studies        | <input type="checkbox"/> Religion   |

**93) Physical Sciences: Of the following, which best describes your specific academic major?\***

- |   |  |
|---|--|
| <input type="checkbox"/> Aerospace Science                    | <input type="checkbox"/> Earth/Planetary Sciences              |
| <input type="checkbox"/> Analytical Chemistry                 | <input type="checkbox"/> Fluid and Thermal Sciences            |
| <input type="checkbox"/> Astronomy                            | <input type="checkbox"/> Geochemistry (8)                      |
| <input type="checkbox"/> Astrophysics                         | <input type="checkbox"/> Geology/Earth Science                 |
| <input type="checkbox"/> Atmospheric Sciences and Meteorology | <input type="checkbox"/> Geophysics and Seismology             |
| <input type="checkbox"/> Atomic/Molecular Physics             | <input type="checkbox"/> Hydrology and Water Resources Science |
| <input type="checkbox"/> Chemical Physics                     | <input type="checkbox"/> Medicinal/Pharmaceutical Chemistry    |
| <input type="checkbox"/> Chemistry                            |  |

**94) Precision Production: Of the following, which best describes your specific academic major?\***

- |   |  |
|---|--|
| <input type="checkbox"/> Architectural Drafting     | <input type="checkbox"/> Precision Production Trades |
| <input type="checkbox"/> Cabinetmaking and Millwork | <input type="checkbox"/> Tool and Die Technology     |
| <input type="checkbox"/> Machine Shop Technology    | <input type="checkbox"/> Welding Technology          |
| <input type="checkbox"/> Machine Tool Technology    |  |

**95) Psychology: Of the following, which best describes your specific academic major?\***

- |   |   |
|---|---|
| <input type="checkbox"/> Clinical Child Psychology                  | <input type="checkbox"/> Experimental Psychology                  |
| <input type="checkbox"/> Clinical Psychology                        | <input type="checkbox"/> Forensic Psychology                      |
| <input type="checkbox"/> Cognitive Psychology and Psycholinguistics | <input type="checkbox"/> Health/Medical Psychology                |
| <input type="checkbox"/> Community Psychology                       | <input type="checkbox"/> Industrial and Organizational Psychology |
| <input type="checkbox"/> Counseling Psychology                      | <input type="checkbox"/> Physiological Psychology/Psychobiology   |
| <input type="checkbox"/> Developmental and Child Psychology         | <input type="checkbox"/> School Psychology                        |
| <input type="checkbox"/> Educational Psychology                     | <input type="checkbox"/> Social Psychology                        |
| <input type="checkbox"/> Environmental Psychology                   |   |

**96) Public Administration And Social Service Professions: Of the following, which best describes your specific academic major?\***

- |  |   |
|--|---|
| <input type="checkbox"/> Community Organization and Advocacy | <input type="checkbox"/> Public Administration  |
| <input type="checkbox"/> Human Services                      | <input type="checkbox"/> Public Policy Analysis |
|  | <input type="checkbox"/> Social Work            |

**97) Security And Protective Services: Of the following, which best describes your specific academic major?\***

- |  |  |
|--|--|
| <input type="checkbox"/> Corrections                         | <input type="checkbox"/> Criminal Justice/Law Enforcement Administration |
| <input type="checkbox"/> Corrections Administration          | <input type="checkbox"/> Criminal Justice/Police Science                 |
| <input type="checkbox"/> Criminalistics and Criminal Science | <input type="checkbox"/> Criminal Justice/Safety                         |

- |  |  |
|--|--|
| <input type="checkbox"/> Fire Protection and Safety Technology | <input type="checkbox"/> Forensic Science and Technology |
| <input type="checkbox"/> Fire Science                          | <input type="checkbox"/> Safety and Security Technology  |
| <input type="checkbox"/> Fire Services Administration          | <input type="checkbox"/> Security and Loss Prevention    |

**98) Social Sciences: Of the following, which best describes your specific academic major?\***

- |  |  |
|--|--|
| <input type="checkbox"/> American Government and Politics                    | <input type="checkbox"/> Economics                           |
| <input type="checkbox"/> Anthropology  | <input type="checkbox"/> European History                    |
| <input type="checkbox"/> Applied Economics                                   | <input type="checkbox"/> Geography                           |
| <input type="checkbox"/> Public/Applied History and Archival Administration  | <input type="checkbox"/> History                             |
| <input type="checkbox"/> Archeology  | <input type="checkbox"/> International Economics             |
| <input type="checkbox"/> Canadian Government and Politics                    | <input type="checkbox"/> International Relations and Affairs |
| <input type="checkbox"/> Cartography   | <input type="checkbox"/> Political Science and Government    |
| <input type="checkbox"/> Criminology   | <input type="checkbox"/> Social Sciences                     |
| <input type="checkbox"/> Development Economics and International Development | <input type="checkbox"/> Sociology                           |
| <input type="checkbox"/> Econometrics and Quantitative Economics             | <input type="checkbox"/> Urban Studies/Affairs               |
|  | <input type="checkbox"/> Western Civilization/Culture        |

**99) Theology and Religious Vocations: Of the following, which best describes your specific academic major?\***

- |  |   |
|--|---|
| <input type="checkbox"/> Biblical Languages/Literatures    | <input type="checkbox"/> Pre-Theology/Pre-Ministerial Studies |
| <input type="checkbox"/> Biblical Studies                  | <input type="checkbox"/> Religious Education                  |
| <input type="checkbox"/> Divinity/Ministry                 | <input type="checkbox"/> Religious/Sacred Music               |
| <input type="checkbox"/> Missionary Studies and Missiology | <input type="checkbox"/> Theology                             |
| <input type="checkbox"/> Pastoral Studies/Counseling       | <input type="checkbox"/> Youth Ministry                       |

**100) Transportation And Materials Moving: Of the following, which best describes your specific academic major?\***

- |  |  |
|--|--|
| <input type="checkbox"/> Aeronautics/Aviation/Aerospace Science and Technology | <input type="checkbox"/> Aeronautics/Aviation/Aerospace Science and Technology |
| <input type="checkbox"/> Airline Pilot and Flight Crew                         | <input type="checkbox"/> Airline Pilot and Flight Crew                         |
| <input type="checkbox"/> Air Traffic Control                                   | <input type="checkbox"/> Air Traffic Control                                   |
| <input type="checkbox"/> Aviation/Airway Management                            | <input type="checkbox"/> Aviation/Airway Management                            |
| <input type="checkbox"/> Marine Science/Merchant Marine Officer                | <input type="checkbox"/> Marine Science/Merchant Marine Officer                |
| <input type="checkbox"/> Maritime Science                                      | <input type="checkbox"/> Maritime Science                                      |

101) Transportation And Materials Moving: Of the following, which best describes your specific academic major?\*



**102) Visual And Performing Arts: Of the following, which best describes your specific academic major?\***

- |   |  |
|---|--|
| <input type="checkbox"/> Acting                                   | <input type="checkbox"/> Dance                               |
| <input type="checkbox"/> Acting and Directing                     | <input type="checkbox"/> Design and Visual Communications    |
| <input type="checkbox"/> Applied Art                              | <input type="checkbox"/> Directing and Theatrical Production |
| <input type="checkbox"/> Art                                      | <input type="checkbox"/> Dramatic/Theater Arts               |
| <input type="checkbox"/> Art History, Criticism and Conservation  | <input type="checkbox"/> Drawing                             |
| <input type="checkbox"/> Arts Management                          | <input type="checkbox"/> Fashion/Apparel Design              |
| <input type="checkbox"/> Ballet                                   | <input type="checkbox"/> Fiber, Textile and Weaving Arts     |
| <input type="checkbox"/> Ceramic Arts and Ceramics                | <input type="checkbox"/> Film/Cinema Studies                 |
| <input type="checkbox"/> Cinematography and Film/Video Production | <input type="checkbox"/> Fine/Studio Arts                    |
| <input type="checkbox"/> Commercial and Advertising Art           | <input type="checkbox"/> Graphic Design                      |
| <input type="checkbox"/> Commercial Photography                   | <input type="checkbox"/> Illustration                        |
| <input type="checkbox"/> Conducting                               | <input type="checkbox"/> Industrial Design                   |
| <input type="checkbox"/> Crafts, Folk Art and Artisanry           | <input type="checkbox"/> Interior Design                     |

## University Selection

**103) In which of the following regions is your university located?\***

- Mid-Atlantic (Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania)
- Midwest (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin)
- New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)
- South (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia)
- Southwest (Arizona, Oklahoma, Texas)
- West (California, Colorado, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming)
- Alaska, Hawaii, and Kaplan Online

**104) Mid-Atlantic: Please select your university from the list below.\***

- |   |  |
|---|--|
| <input type="checkbox"/> Adelphi University             | <input type="checkbox"/> Cazenovia College             |
| <input type="checkbox"/> Albright College               | <input type="checkbox"/> Colgate University            |
| <input type="checkbox"/> Alfred University              | <input type="checkbox"/> Delaware Valley College       |
| <input type="checkbox"/> Baruch College                 | <input type="checkbox"/> Duquesne University           |
| <input type="checkbox"/> Bucknell University            | <input type="checkbox"/> Gallaudet University          |
| <input type="checkbox"/> Buffalo State College          | <input type="checkbox"/> Gannon University             |
| <input type="checkbox"/> Canisius College               | <input type="checkbox"/> Hostos community college CUNY |
| <input type="checkbox"/> Catholic University of America | <input type="checkbox"/> Howard University             |

- |   |  |
|---|--|
| <input type="checkbox"/> John Jay College                     | <input type="checkbox"/> Rensselaer Polytechnic Institute                          |
| <input type="checkbox"/> Kutztown University                  | <input type="checkbox"/> Rensselaer Polytechnic Institute                          |
| <input type="checkbox"/> Lafayette College                    | <input type="checkbox"/> Rosemont College  |
| <input type="checkbox"/> Lafayette College                    | <input type="checkbox"/> Saint Joseph's University                                 |
| <input type="checkbox"/> LaGuardia Community College/CUNY     | <input type="checkbox"/> Seton Hall University                                     |
| <input type="checkbox"/> Lehigh University                    | <input type="checkbox"/> Seton Hill University                                     |
| <input type="checkbox"/> Manhattan College                    | <input type="checkbox"/> Shippensburg University                                   |
| <input type="checkbox"/> Marist College                       | <input type="checkbox"/> Skidmore College  |
| <input type="checkbox"/> Messiah College                      | <input type="checkbox"/> St. Lawrence University                                   |
| <input type="checkbox"/> Monmouth University                  | <input type="checkbox"/> Stony Brook University                                    |
| <input type="checkbox"/> Monroe College                       | <input type="checkbox"/> SUNY College of Technology - Alfred State College         |
| <input type="checkbox"/> Moore College of Art & Design        | <input type="checkbox"/> SUNY Fredonia   |
| <input type="checkbox"/> Moravian College                     | <input type="checkbox"/> Syracuse University                                       |
| <input type="checkbox"/> Mount Saint Mary College             | <input type="checkbox"/> The Washington Center for Internships & Academic Seminars |
| <input type="checkbox"/> Mount St. Mary's University          | <input type="checkbox"/> Union College   |
| <input type="checkbox"/> New York Institute of Technology     | <input type="checkbox"/> University of Maryland - College Park                     |
| <input type="checkbox"/> Pace University                      | <input type="checkbox"/> University of Maryland, Baltimore County (UMBC)           |
| <input type="checkbox"/> Paul Smith's College                 |  |
| <input type="checkbox"/> Penn State Erie, The Behrend College |  |
| <input type="checkbox"/> Ramapo College of New Jersey         |  |

**105) Midwest: Please select your university from the list below.\***

- |   |   |
|---|---|
| <input type="checkbox"/> Aquinas College                                  | <input type="checkbox"/> Elmhurst College                                   |
| <input type="checkbox"/> Ashland University                               | <input type="checkbox"/> Ferris State University                            |
| <input type="checkbox"/> Augustana College                                | <input type="checkbox"/> Fort Scott Community College                       |
| <input type="checkbox"/> Ball State University                            | <input type="checkbox"/> Grinnell College                                   |
| <input type="checkbox"/> Beloit College                                   | <input type="checkbox"/> Gustavus Adolphus College                          |
| <input type="checkbox"/> Benedictine College                              | <input type="checkbox"/> Hamline University                                 |
| <input type="checkbox"/> Butler University                                | <input type="checkbox"/> Harris-Stowe State University                      |
| <input type="checkbox"/> Calvin College                                   | <input type="checkbox"/> Heidelberg University                              |
| <input type="checkbox"/> Capital University                               | <input type="checkbox"/> Hope College                                       |
| <input type="checkbox"/> Central Michigan University                      | <input type="checkbox"/> Indiana State University                           |
| <input type="checkbox"/> Cincinnati State Technical and Community College | <input type="checkbox"/> Indiana Tech                                       |
| <input type="checkbox"/> Clarke College                                   | <input type="checkbox"/> Indiana University                                 |
| <input type="checkbox"/> Cleveland State University                       | <input type="checkbox"/> Indiana University - School of Informatics - IUPUI |
| <input type="checkbox"/> Coe College                                      | <input type="checkbox"/> Indiana University Northwest                       |
| <input type="checkbox"/> College for Creative Studies                     | <input type="checkbox"/> Indiana University Purdue University Fort Wayne    |
| <input type="checkbox"/> College of St. Scholastica                       | <input type="checkbox"/> Indiana University Southeast                       |
| <input type="checkbox"/> Creighton University                             | <input type="checkbox"/> Indiana Wesleyan University                        |
| <input type="checkbox"/> Defiance College                                 | <input type="checkbox"/> Iowa Lakes Community College                       |
| <input type="checkbox"/> Delta College                                    | <input type="checkbox"/> IUPUI  |
| <input type="checkbox"/> Drury University                                 |   |

- John Carroll University
- Kalamazoo College
- Kansas Wesleyan University
- Kendall College of Art and Design of Ferris State University
- Kettering University
- Lake Erie College
- Lakeland College
- Lakeland Community College
- Lawrence University
- Loras College
- Loyola University Chicago
- Luther College
- Macalester College
- Malone University
- Marian University
- Marietta College
- Maryville University
- Mayville State University
- McPherson College
- MIAD - Milwaukee Institute of Art & Design
- Michigan state University
- Michigan Technological University
- Minneapolis College of Art and Design
- Minnesota State University, Mankato
- North Dakota State University
- Northern Illinois University
- Northland College
- Northwest Missouri State University
- Northwood University
- Olivet Nazarene University
- Principia
- Purdue University
- Rockhurst University
- Roosevelt University
- Rose-Hulman Institute of Technology
- Saint Louis University, John Cook School of Business
- Saint Mary-of-the-Woods College
- Sinclair Community College
- Southern Illinois University Carbondale
- Southern Illinois University Edwardsville
- St. Norbert College
- St. Olaf College
- The Ohio State University, Fisher College of Business
- The University of Akron
- The University of Iowa
- University of Dayton
- University of Illinois at Springfield
- University of Illinois at Urbana-Champaign
- University of Michigan, Ann Arbor
- University of Michigan-Dearborn
- University of Minnesota - Twin Cities
- University of Minnesota Duluth
- University of Missouri, Trulaske College of Business
- University of Missouri-St. Louis
- University of North Dakota
- University of Saint Francis
- University of Vansville
- University of Wisconsin - Milwaukee, Lubar School of Business
- University of Wisconsin Oshkosh
- University of Wisconsin-Green Bay
- University of Wisconsin-Madison
- University of Wisconsin-River Falls
- Upper Iowa University
- Walsh College
- Washburn University
- Western Michigan University
- Westminster College
- Wichita State University
- William Jewell College
- Winona State University
- Wittenberg University
- Xavier University
- University of Evansville

**106) New England: Please select your university from the list below.\***

- |  |  |
|--|--|
| <input type="checkbox"/> Albertus Magnus College                 | <input type="checkbox"/> Middlebury College                |
| <input type="checkbox"/> Babson College                          | <input type="checkbox"/> Montserrat College of Art         |
| <input type="checkbox"/> Becker College                          | <input type="checkbox"/> Mount Ida College                 |
| <input type="checkbox"/> Brandeis University                     | <input type="checkbox"/> Nichols College                   |
| <input type="checkbox"/> Brown University                        | <input type="checkbox"/> Northern Essex Community College  |
| <input type="checkbox"/> College of the Atlantic                 | <input type="checkbox"/> Norwich University                |
| <input type="checkbox"/> College of the Holy Cross               | <input type="checkbox"/> Rhode Island College              |
| <input type="checkbox"/> Curry College                           | <input type="checkbox"/> Sacred Heart University           |
| <input type="checkbox"/> Eastern Connecticut State University    | <input type="checkbox"/> Simmons College                   |
| <input type="checkbox"/> Framingham State College                | <input type="checkbox"/> Southern New Hampshire University |
| <input type="checkbox"/> Franklin W Olin College of Engineering  | <input type="checkbox"/> Southern Vermont College          |
| <input type="checkbox"/> Goodwin College                         | <input type="checkbox"/> Springfield College               |
| <input type="checkbox"/> Hampshire College                       | <input type="checkbox"/> University of Connecticut         |
| <input type="checkbox"/> Massachusetts Bay Community College     | <input type="checkbox"/> University of New Haven           |
| <input type="checkbox"/> Massachusetts College of Art and Design | <input type="checkbox"/> University of New Haven           |
|  | <input type="checkbox"/> Wentworth Institute of Technology |

**107) South: Please select your university from the list below.\***

- |  |   |
|--|---|
| <input type="checkbox"/> Athens State University                               | <input type="checkbox"/> Liberty University                   |
| <input type="checkbox"/> Bellarmine University                                 | <input type="checkbox"/> Loyola University New Orleans        |
| <input type="checkbox"/> Berry College   | <input type="checkbox"/> Lynchburg College                    |
| <input type="checkbox"/> christian brothers university                         | <input type="checkbox"/> Middle Tennessee State University    |
| <input type="checkbox"/> Clark Atlanta University                              | <input type="checkbox"/> Morehead State University            |
| <input type="checkbox"/> Columbus State University                             | <input type="checkbox"/> Murray State University              |
| <input type="checkbox"/> Converse College                                      | <input type="checkbox"/> North Carolina A&T State University  |
| <input type="checkbox"/> Davidson College                                      | <input type="checkbox"/> Presbyterian College                 |
| <input type="checkbox"/> Eckerd College  | <input type="checkbox"/> Presbyterian College                 |
| <input type="checkbox"/> Embry-Riddle Aeronautical University                  | <input type="checkbox"/> Radford University                   |
| <input type="checkbox"/> Emory & Henry College                                 | <input type="checkbox"/> Randolph-Macon College               |
| <input type="checkbox"/> Ferrum College  | <input type="checkbox"/> Roanoke College                      |
| <input type="checkbox"/> Florida Institute of Technology                       | <input type="checkbox"/> Robinson College of Business, GSU    |
| <input type="checkbox"/> Florida International University, College of Business | <input type="checkbox"/> Samford University                   |
| <input type="checkbox"/> George Mason University                               | <input type="checkbox"/> Savannah College of Art and Design   |
| <input type="checkbox"/> Georgia College & State University                    | <input type="checkbox"/> Shorter College                      |
| <input type="checkbox"/> Georgia Southern University                           | <input type="checkbox"/> Southern Catholic College            |
| <input type="checkbox"/> Hampden-Sydney College                                | <input type="checkbox"/> The University of Tampa              |
| <input type="checkbox"/> Hendrix COLlege                                       | <input type="checkbox"/> The University of West Alabama       |
| <input type="checkbox"/> James Madison University                              | <input type="checkbox"/> University of Alabama at Birmingham  |
| <input type="checkbox"/> Johnson C. Smith University                           | <input type="checkbox"/> University of Arkansas at Pine Bluff |
| <input type="checkbox"/> Kaplan University                                     | <input type="checkbox"/> University of Central Florida        |
|  | <input type="checkbox"/> University of Louisiana at Monroe    |

- |   |  |
|---|--|
| <input type="checkbox"/> University of Mary Washington              | <input type="checkbox"/> University of South Florida   |
| <input type="checkbox"/> University of Memphis                      | <input type="checkbox"/> University of Virginia        |
| <input type="checkbox"/> University of North Carolina<br>Wilmington | <input type="checkbox"/> University of West Florida    |
| <input type="checkbox"/> University of South Alabama                | <input type="checkbox"/> Wake Forest University        |
| <input type="checkbox"/> University of South Carolina               | <input type="checkbox"/> Washington and Lee University |
| <input type="checkbox"/> University of South Carolina Upstate       | <input type="checkbox"/> Winthrop University           |

**108) Southwest: Please select your university from the list below.\***

- |  |   |
|--|---|
| <input type="checkbox"/> Arizona State University                  | <input type="checkbox"/> Texas State University                             |
| <input type="checkbox"/> Hardin-Simmons University                 | <input type="checkbox"/> The University of Texas at El Paso                 |
| <input type="checkbox"/> Huston-Tillotson University               | <input type="checkbox"/> The University of Texas at San<br>Antonio          |
| <input type="checkbox"/> Northwestern Oklahoma State<br>University | <input type="checkbox"/> The University of Texas at Tyler                   |
| <input type="checkbox"/> Oklahoma State University                 | <input type="checkbox"/> University of Houston Bauer College<br>of Business |
| <input type="checkbox"/> Our Lady of the Lake University           | <input type="checkbox"/> University of Oklahoma - Career<br>Services        |
| <input type="checkbox"/> St. Edward's University                   | <input type="checkbox"/> University of Texas at Dallas                      |
| <input type="checkbox"/> Texas A&M International University        |   |
| <input type="checkbox"/> Texas Christian University                |   |

**109) West: Please select your university from the list below.\***

- |   |  |
|---|--|
| <input type="checkbox"/> Biola University                           | <input type="checkbox"/> Seattle Pacific University                          |
| <input type="checkbox"/> California State University San<br>Marcos  | <input type="checkbox"/> Sierra College                                      |
| <input type="checkbox"/> California State University, Fresno        | <input type="checkbox"/> The University of Montana                           |
| <input type="checkbox"/> California State University,<br>Sacramento | <input type="checkbox"/> University of California, Irvine                    |
| <input type="checkbox"/> Carroll College                            | <input type="checkbox"/> University of California, Riverside                 |
| <input type="checkbox"/> Claremont Graduate University              | <input type="checkbox"/> University of California, San Diego                 |
| <input type="checkbox"/> Idaho State University                     | <input type="checkbox"/> University of California, Santa<br>Barbara          |
| <input type="checkbox"/> Linfield College                           | <input type="checkbox"/> University of Colorado, Leeds School<br>of Business |
| <input type="checkbox"/> MiraCosta College                          | <input type="checkbox"/> University of Nevada Las Vegas                      |
| <input type="checkbox"/> Montana Tech                               | <input type="checkbox"/> University of Northern Colorado                     |
| <input type="checkbox"/> Mount St. Mary's College                   | <input type="checkbox"/> University of the Pacific                           |
| <input type="checkbox"/> Pacific Northwest College of Art           | <input type="checkbox"/> University of Washington Bothell                    |
| <input type="checkbox"/> Point Loma Nazarene University             | <input type="checkbox"/> University of Wyoming                               |
| <input type="checkbox"/> Pomona College                             | <input type="checkbox"/> Washington State University                         |
| <input type="checkbox"/> Rocky Mountain College                     | <input type="checkbox"/> Whittier College                                    |
| <input type="checkbox"/> Santa Clara University                     | <input type="checkbox"/> Woodbury University                                 |

**110) Alaska, Hawaii, and Kaplan Online: Please select your university from the list below.\***

- |  |  |
|--|--|
| <input type="checkbox"/> Brigham Young University Hawaii | <input type="checkbox"/> Kaplan Online |
|--|--|

Prize Drawing Information

**111) Please complete the following information to be entered into our prize drawing: (Optional.)**

First name: \_\_\_\_\_

Last name: \_\_\_\_\_

Cell phone number: \_\_\_\_\_

Email address (MUST BE YOUR UNIVERSITY ".EDU" EMAIL ADDRESS!):

\_\_\_\_\_  
Alternate Email Address: \_\_\_\_\_

**112) May Intern Bridge contact you in the future with regard to new surveys or internship information?\***

Yes  No

**113) Is there anything in particular you would like to share with employers as it relates to internship or co-op programs? (Optional.)**

**114) What would you like your peers to know about the internship search? (Optional.)**

**115) How could this survey be improved? (Optional.)**

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Thank You!

Thank you for taking our survey. Your response is very important to us.

**APPENDIX II**

**PARTICIPATING INSTITUTIONS**

Adelphi University	Calvin College
Albertus Magnus College	Canisius College
Albright College	Capital University
Alfred University	Carroll College
Aquinas College	Catholic University of America
Arizona State University	Cazenovia College
Ashland University	Central Michigan University
Augustana College	Christian Brothers University
Athens State University	Cincinnati State Technical and Community College
Babson College	Claremont Graduate University
Ball State University	Clark Atlanta University
Baruch College	Clarke College
Becker College	Cleveland State University
Bellarmino University	Coe College
Benedictine College	Colgate University
Beloit College	College for Creative Studies
Berry College	College of the Atlantic
Biola University	College of the Holy Cross
Brandeis University	College of St. Scholastica
Brown University	Columbus State University
Bucknell University	Converse College
Buffalo State College	Creighton University
Butler University	Curry College
California State University, Fresno	Davidson College
California State University, Sacramento	Defiance College
California State University San Marcos	Delaware Valley College
	Delta College

Drury University	Hostos community college CUNY
Duquesne University	Howard University
Eastern Connecticut State University	Huston-Tillotson University
Eckerd College	Idaho State University
Elmhurst College	Indiana State University
Embry-Riddle Aeronautical University	Indiana Tech
Emory & Henry College	Indiana University
Ferris State University	Indiana University Northwest
Ferrum College	Indiana University Purdue University Fort Wayne
Florida Institute of Technology	Indiana University - School of Informatics - IUPUI
Florida International University, College of Business	Indiana University Southeast
Fort Scott Community College	Indiana Wesleyan University
Framingham State College	Iowa Lakes Community College
Franklin W Olin College of Engineering	IUPUI
Gallaudet University	James Madison University
Gannon University	John Carroll University
George Mason University	John Jay College
Georgia College & State University	Johnson C. Smith University
Georgia Southern University	Kalamazoo College
Goodwin College	Kansas Wesleyan University
Grinnell College	Kaplan University
Gustavus Adolphus College	Kendall College of Art and Design of Ferris State University
Hamline University	Kettering University
Hampshire College	Kutztown University
Hampden-Sydney College	Lafayette College
Hardin-Simmons University	LaGuardia Community College/CUNY
Harris-Stowe State University	Lake Erie College
Heidelberg University	Lakeland College
Hendrix College	
Hope College	



Lakeland Community College	Minnesota State University, Mankato
Lawrence University	Monmouth University
Lehigh University	Monroe College
Liberty University	Montana Tech
Linfield College	Montserrat College of Art
Loras College	Moore College of Art & Design
Loyola University Chicago	Moravian College
Loyola University New Orleans	Morehead State University
Luther College	Mount Ida College
Lynchburg College	Mount St. Mary's University
Macalester College	Murray State University
Malone University	New York Institute of Technology
Manhattan College	Nichols College
Marian University	North Carolina A&T State University
Marietta College	North Dakota State University
Marist College	Northern Essex Community College
Maryville University	Northern Illinois University
Massachusetts Bay Community College	Northland College
Massachusetts College of Art and Design	Northwest Missouri State University
Mayville State University	Northwestern Oklahoma State University
McPherson College	Northwood University
Messiah College	Norwich University
MIAD - Milwaukee Institute of Art & Design	Oklahoma State University
Michigan state University	Olivet Nazarene University
Michigan Technological University	Our Lady of the Lake University
Middle Tennessee State University	Pace University
Middlebury College	Pacific Northwest College of Art
MiraCosta College	Paul Smith's College
Minneapolis College of Art and Design	Penn State Erie, The Behrend College
	Point Loma Nazarene University

Pomona College	Sinclair Community College
Presbyterian College	Skidmore College
Principia	Southern Catholic College
Purdue University	Southern Illinois University Carbondale
Radford University	Southern Illinois University Edwardsville
Ramapo College of New Jersey	Southern New Hampshire University
Randolph-Macon College	Southern Vermont College
Rensselaer Polytechnic Institute	Springfield College
Rhode Island College	St. Edward's University
Roanoke College	St. Lawrence University
Robinson College of Business, GSU	St. Norbert College
Rockhurst University	St. Olaf College
Rocky Mountain College	Stony Brook University
Roosevelt University	SUNY College of Technology - Alfred State College
Rose-Hulman Institute of Technology	SUNY Fredonia
Rosemont College	Syracuse University
Sacred Heart University	Texas A&M International University
Saint Joseph's University	Texas Christian University
Saint Louis University, John Cook School of Business	Texas State University
Saint Mary-of-the-Woods College	The Ohio State University, Fisher College of Business
Samford University	The University of Akron
Santa Clara University	The University of Iowa
Savannah College of Art and Design	The University of Montana
Shorter College	The University of Tampa
Seattle Pacific University	The University of Texas at Dallas
Seton Hall University	The University of Texas at El Paso
Seton Hill University	The University of Texas at San Antonio
Shippensburg University	The University of Texas at Tyler
Sierra College	
Simmons College	

The University of West Alabama	University of Missouri, Trulaske College of Business
The Washington Center for Internships & Academic Seminars	University of Missouri-St. Louis
Union College	University of Nevada Las Vegas
Upper Iowa University	University of New Haven
University of Alabama at Birmingham	University of North Carolina Wilmington
University of Arkansas at Pine Bluff	University of North Dakota
University of California, Irvine	University of Northern Colorado
University of California, Riverside	University of Oklahoma - Career Services
University of California, San Diego	University of Saint Francis
University of California, Santa Barbara	University of South Alabama
University of Central Florida	University of South Carolina
University of Colorado, Leeds School of Business	University of South Carolina Upstate
University of Connecticut	University of South Florida
University of Dayton	University of the Pacific
University of Evansville	University of Vansville
University of Houston Bauer College of Business	University of Virginia
University of Illinois at Springfield	University of West Florida
University of Illinois at Urbana-Champaign	University of Wisconsin - Milwaukee, Lubar School of Business
University of Louisiana at Monroe	University of Wisconsin Oshkosh
University of Mary Washington	University of Wisconsin-Green Bay
University of Maryland, Baltimore County (UMBC)	University of Wisconsin-Madison
University of Maryland - College Park	University of Wisconsin-River Falls
University of Memphis	University of Wyoming
University of Michigan, Ann Arbor	Wake Forest University
University of Michigan-Dearborn	Walsh College
University of Minnesota - Twin Cities	Washburn University
University of Minnesota Duluth	Washington and Lee University
	Washington State University

Wentworth Institute of Technology

Western Michigan University

Westminster College

Whittier College

Wichita State University

William Jewell College

Winona State University

Winthrop University

Wittenberg University

Woodbury University

Xavier University