A COMPARATIVE STUDY OF INTERNSHIP PROGRAMS
AND EXPERIENTIAL LEARNING IN HIGHER EDUCATION

CATHERINE A. PEEK

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Catherine A. Peek
Ottawa University, Overland Park, Kansas

Approved by:

Chairperson

Supervisory Committee

Director of Graduate Studies
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Catherine A. Peek
Ottawa University, Overland Park, Kansas

A Master's Research Project in Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Human Resources

April 1999
ACKNOWLEDGMENTS:

I would like to express my sincere appreciation to the following people for their assistance and support during the research and writing of this paper.

DR. WILLIAM BREYTSPRAAK
DR. JAMES BILICK

A SPECIAL THANKS TO:

MS. LORI PEEK

For supporting me during this process, for reading the paper via e-mail, and for the countless hours of discussion and words of encouragement.

MOST OF ALL TO MY ENTIRE FAMILY FOR THEIR LOVE AND PATIENCE DURING THE MANY HOURS SPENT ON THIS PROJECT.
Abstract

The masters research project begins with a study of literature focusing on mentoring and experiential learning methods being used on college and university campuses. A detailed study of co-op programs and internships and their existing link to business organization’s human resource needs was conducted. Research revealed the desire of organizations to hire knowledgeable employees and their willingness to provide internship opportunities for students. By partnering with colleges and universities to develop successful programs, organizations can reduce costs and be provided with the opportunity to hire better-qualified employees.

To evaluate The College’s (Ottawa University original campus) program, a sample was taken of present students and past graduates. A telephone survey of 14 college/universities was conducted to provide a comparison model for examining The College’s existing program. The survey results and the literature review of changes in the workplace further demonstrated a need for program changes at The College.
INTRODUCTION

Undergraduate programs in many of America's colleges and universities, despite their many differences in origin, size, and location, have become very similar. Even so, most define themselves as unique by emphasizing a particular program here or an unusual characteristic there. Yet few stray far from the basic patterns that define their missions, organize their facilities, and structure their curricula (Townsend, 1992).

Colleges and universities across the United States are being challenged by similar problems. Recruitment and retention of students is one of the most important issues facing college campuses today (Cantor, 1997, p. 5). Competition for students has reached an all time high. It is not uncommon for a student who has proven to be academically successful or who has excelled in athletics to receive hundreds of letters and brochures from colleges and universities, each letter and piece of literature trying to persuade the potential student to attend their school. From personal review, one of the common themes among recruiting brochures is to promote not only the campus programs, but also the potential opportunities after graduation. Of particular interest to prospective students is the potential for employment following graduation.

A select group of colleges and universities, however, are fundamentally different. They are often referred to as distinctive institutions. They demonstrate that significant educational innovations can be initiated and sustained. Distinctive colleges and universities share certain characteristics: a unifying theme or vision of what education should be, the expression of this theme or vision in all or most
institutional activities, and the striving for excellence to achieve their purpose. Ultimately, the distinctive institution is a product of a social contract among colleagues to organize their efforts around a unifying purpose. Institutional distinctiveness results when both internal and external constituents support the values and vision that drive a college or university's curriculum, and educational practices (Clark, 1970, Kuh & Whitt, 1988).

Human resource professionals are also facing a similar problem within their organizations. "Finding reliable workers is a continuing problem for small and medium-sized businesses in parts of the country where unemployment levels are low" (Maynard, 1997, p. 15). The issue of finding and retaining workers has caused many HR professionals to become more creative in locating and hiring productive employees. Besides economic issues (unemployment rates), which directly affect the number of candidates within the job market, there are also legal guidelines which dictate most hiring practices. Economic issues and legal guidelines have forced HR professionals to expand their roles within an organization to include recruitment, retention, training, employee evaluation, and budget management.

Patti Price, personnel director for C. D. Baird Co., Inc. of Milwaukee, WI, stated she had found employees through programs operated by local and state economic-development agencies (Maynard, 1997). "Human resources professionals face the uphill battle of selecting, developing, and retaining high-potential, high-performance employees in today's fast-paced, technology-driven workplace" (Mailliard, 1997, p. 1). The question businesses are exploring is how best to meet
these challenges? Could the answer be as simple as partnering with colleges and universities to create programs which could benefit both the academic institution and the organization? This partnership has been referred to as both-gain programs (Mailliard).

The potential of partnerships between colleges/universities and organizations has only begun to be explored. Such partnerships could offer mentoring, experiential learning, and internship possibilities. Within this project, existing programs throughout colleges and universities will be explored. Different learning styles will be evaluated. Programs in mentoring, experiential learning, and internships will be researched. Finally, existing programs at Ottawa University main campus, referred to in this paper as The College, will be examined. Information from present and past students of The College, who participated in internships, will be presented and suggestions for possible changes that could benefit students, faculty, and the surrounding community will be investigated.
PROBLEM STATEMENT

The purpose of this research project was to examine mentoring, experiential learning and internship programs on college and university campuses and to explore the existing link between the field of Human Resources and higher education. The focus of the study is to review programs that could lead to partnerships within The College between students and faculty and also connect such a program to organizations outside of the campus. Such a program could benefit the students, the faculty, and the human resources department of the business and could potentially help graduates locate employment opportunities after graduation and/or prepare them for entrance into graduate degree programs. Following a review of existing literature, the current internship program will be described, analyzed, and compared to existing programs in similar institutions.
MENTORING

Research has illustrated the positive effects of personalizing a campus to encourage students to feel and become part of the environment (Musselwhite, 1993). Mentoring is one means of attaining the goal of creating a positive and accepting campus community. If the students feel connected, they are also more likely to utilize campus resources and services (Musselwhite). These students are also the students who remain enrolled and do not add to retention problems. Studies have also illustrated that a student’s involvement in campus activities or who have had direct contact with a faculty member are most likely to have academic success (Santovec, 1992). Common sense predicts the higher the quality of the university involvement, the higher the level of student, faculty, and administrative satisfaction.

Merrian (1983) defines mentoring as a powerful emotional interaction between an expert and a novice; a relationship in which the expert member is trusted, caring, and experienced in the guidance of the novice. Mentoring is typically defined as a relationship between an experienced and a less experienced person in which the mentor provides guidance, advice, support, and feedback to the mentee (Haney, 1997). A mentor could be a faculty member, a staff member, or any person within an off-campus organization. Effective mentoring will increase a student’s sense of involvement and integration by teaching interpersonal, social, intellectual, and communication skills (Terrell & Hassell, 1994). Mentoring occurs through one-on-one or small group interactions between the faculty member and the student and may happen through an informal or formal process. According to Gross-Davis (1993),
frequent and rewarding informal contact with faculty mentors is the single strongest predictor of whether or not a student will remain in college. This outside individual contact has proven to be an extremely strong motivator for students.

More formal mentoring relationships often result from assigned roles such as completing research for faculty or working with designated coaches. Involving students in research or scholarly activities can help the student learn about the methodology and procedure of the field (Gross-Davis, 1993). By linking the college/university programs to non-academic organizations, students will benefit from both textbook learning and on-the-job experience. This experiential learning will contribute to the knowledge level of the student, as well as enhance his or her confidence level and self-esteem (Santovec, 1992).

Besides helping the student to feel more involved in the present, mentoring can also provide a means for achievement and future success. According to the Association for Women in Science (1993), there has been ample documentation of the importance of mentors in most individuals’ academic and career development. Mentors can work to encourage youth while serving as role models. As students progress through their academic careers, the mentor may help them to evaluate their development, improvement, and future goals. Once the students near graduation, the mentor can serve as a valuable resource to assist in the job search or the graduate school application process. The mentor is also a direct link to the world outside of the college campus.

To assume that a student’s advisor was also his/her mentor could be incorrect.
This happens more frequently on small college campuses than in the case of larger campuses when an advisor might have fifty or more students as advisees. At The College many advisors become mentors because their advisees are also majors in the faculty member’s instructing area. On larger campuses, the availability of mentors for each student enrolled, is less likely. The mentor/mentee relationship becomes more evident as the student progresses within his/her major course of study. The aggressiveness of the student to seek out and establish the mentor/mentee relationship also may determine the extent of the relationship. Faculty members have a limited amount of time and may focus more on the students with high academics and interest in their major area of teaching concentration.

**Intrinsic Rewards.**

The mentee obviously has much to gain, both interpersonally and academically, because of participating in a formal or in an informal mentoring program. However, the positive outcome and rewards are not just for the students. There are also several reasons for faculty members and organizational leaders to serve as mentors. Mentoring can lead to both personal and professional gain. Faculty members may find mentoring to be intrinsically rewarding as they serve as a role model and help students to achieve (Musselwhite, 1993). Faculty may feel good about “giving back” because of positive relationships they had through their educational process. Faculty members most often have earned a Ph.D., or at the least a masters degree, in their field of study. Typically a person does not attain such an advanced level of education without having “connected” with a mentor somewhere
along the way.

Organizations receive the benefit of having creative, enthusiastic employees for a trial period with little financial commitment. "The payoff for employers include firsthand knowledge about the work habits and hands-on experience of employees hired from the programs" (King, 1998, p. 63).

**Extrinsic Rewards.**

Investing in the student body and institution can lead to recognition from students, colleagues, and university administration. Most institutions of higher learning require tenure track faculty members to devote a portion of their time to campus or community service. Serving as a mentor particularly through formalized mentoring programs is one way to meet that requirement. An active faculty member within the local community and well known within local business organizations can also bring a positive image to the institution. The ultimate positive effect could be additional donations for scholarship funding.

Still another benefit for the faculty mentor is the opportunity to be stimulated by new ideas that the mentee introduces (Dolan, 1993). While faculty members are often extremely focused upon one project or study, mentees are usually involved in several classes, lessons, and extracurricular activities. Mentees can bring a different and unique perspective to the project at hand. Women and minorities have the potential to convey a distinct cultural viewpoint as well.

Another perspective is that students are consumers, and the university is a business. The greater the number of students attending the university and remaining
at the university, the more profit gained. Each student who chooses to remain at the
institution represents a potential gain in tuition revenue. They also contribute to
revenue gained within the community where the college or university is located.
There is no question as to the financial importance of adequate enrollment figures.

**Problems Associated with Mentoring.**

Faculty members are often overloaded with university teaching, research, and
committee obligations (Crawford et al., 1996). Thus, it is difficult to find quality
faculty members who have the time, ability, and who are willing to commit to the
mentoring of undergraduate students. According to Lori Peek (personal
communication, January 22, 1999), a graduate student at Colorado State University,
the mentoring program at CSU was recently discontinued because of a lack of faculty
involvement. This lack of involvement was a result of faculty members who simply
did not have the time to commit, or who did not feel that participation was valued
enough to discontinue work in areas that are perceived as more highly valued by the
university system. The same problem of a lack of time also exists at The College,
since most faculty members also have other responsibilities such as coaching or
directing of activities and programs. They have little time left in their day to devote
to mentoring individual students. An experiential learning and internship program
could assist in solving this time dilemma.

"A crisis presently exists in the American liberal arts college" (Miller, 1990,
p. 78). The Carnegie Foundation's 1986 article, *College: The Undergraduate
Experience in America* states:
The undergraduate college is a troubled institution. Driven by careerism and overshadowed by graduate professional education, many of the nation's colleges and universities are more successful in credentialing than in providing a quality education for their students (p. 16).

Since this attitude exists and is a negative reflection on institutions of higher education, programs need to be implemented to change the belief. An organized program of experiential learning and quality internships could be the catalyst to change this attitude and misconception.
EXPERIENTIAL LEARNING AND CO-OP PROGRAMS

If the American business sector and the institution of higher education both feel pressured to find solutions to existing and future problems, it seems only natural that a cooperative effort could begin or in some cases be refined and continued. The anticipated solution should create both-gain programs, which would benefit everyone involved, the educational institution, the student, and the organization. These both-gain programs are referred to by several titles. Internships, apprenticeships, mentoring, and experiential learning programs focus on the same issue: a student observing and learning from an experienced teacher or mentor. In such a learning process everyone benefits, the institution, the faculty, the organization, and the student.

"For thousands of years, across cultures and professions, the need to serve an apprenticeship—to shadow a masterful elder—was de rigueur" [common place, according to custom] (Patterson, 1997, p. 31). A modern-day version of the apprenticeship is now referred to as experiential learning. Internships and cooperative education are two categories of experiential learning

**Cooperative Education Programs.**

Cooperative education (co-op) programs combine academic experience with practical work experience in a student's chosen field. Collins and Cohen define cooperative education as "...the integration of classroom theory with practical work experience under which students have specific periods of attendance...and specific periods of employment" (Vickers, 1993, p. 13). Some students complete their job
duties and academic course work concurrently. Patterson states: "more commonly, students alternate one semester of work in a work assignment and one semester in the classroom, with work assignments progressing in difficulty as the student advances academically" (1997, p. 31). Co-op students are paid during their employment and many employers increase students' salaries each semester or quarter they return to the workplace. The students also receive academic credit during their work assignment (Patterson).

There is a definite distinction between a co-op and an internship. Most co-ops take place during the school year and are paid positions. They can last up to half a year and often extend a student's stay in school. By contrast, internships generally come in the summer or during a student's non-classroom time. Most co-op experiences are paid positions and internships can be paid, unpaid, or provide a cost-of-living stipend. Co-op programs are often used by economically challenged students who can not afford to be full time students without employment. They often work for part of a year and then go to class for a semester. Then go back to the job for a period of time and back to the classroom. This lengthens the time it takes to receive a degree, but lessens the financial burden of borrowing four or five years of tuition cost.

Co-ops and internships are a long-practiced way for corporations to evaluate the quality of the student before they hire the graduate as a full time employee. This process is referred to in some literature as "trying before buying." Corporations, driven by downsizing and the drive for internal efficiencies, are relying on co-ops and
internships at an unprecedented degree. Cleveland State University has seen the number of students taking part in cooperative education programs rise nearly 60 per cent over two years, from 1,400 in 1994 to 2,229 in 1996 (Rapacki, 1997). This method of “trying” students before hiring is easier and saves thousands of dollars in hiring costs. When a student is offered full-time employment, he/she has already proven their worth to the organization, thus saving capital. The new employee also has developed loyalty to their new organization. Loyalty is the key to controlling turnover within the work place.

Co-op programs are more prevalent in technical and scientific fields rather than in liberal arts disciplines, but that too is changing. Paul Klein, director of Cleveland State University career services department, explains this by using IBM as an example. IBM in the past, only used accountants and computer programmers in their internship/co-op programs. Recently, the company started a co-op program to prepare students for sales and management careers (Rapacki, 1997). Thus, the liberal arts emphasis is being incorporated into internship and co-op programs.

The increased emphasis on co-op programs has put more pressure on colleges and universities to establish ties with corporations. Mike Hopper, director of placement services for the University of Akron, said, “universities will find themselves spending more to create such programs and attract students to them” (Rapacki, p. 21). Hopper feels it will be the school’s responsibility to get students prepared for and involved in co-op programs and to spend necessary money to create worthwhile programs. Such programs will attract not only students, but also
corporations.

**Experiential Learning.**

Experiential learning has been discussed and described both as a process of learning and a method of instruction. Cross reminds us that experiential learning has been around since the beginning of time (1994a). Experiential education, on the other hand, has been discussed, described, and debated as an alternative and/or enrichment to instruction, and a philosophy. Clements cites Stevens’ and Richards’ (1992) definition: “Experiential education can be defined as immersing students in an activity (ideally, closely related to course material) and then asking for their reflection on the experience” (1995, p. 116). Experiential education refers to learning activities that engage the learner directly in the phenomena being studied. This learning can be in all types of work or service settings by undergraduate and graduate students of all ages. Hence, as a method of education it facilitates active multisensory involvement on students in some aspect of the course content (Clements, 1995). This immersion in the material becomes the basis for analysis and reflection on the part of the student and consequently learning. Confucius was referring to experiential learning thousands of years ago when he said, “I hear and I forget. I see and I remember. I do and I understand.” (450 BC).

Besides changing student roles, experiential learning requires a change in the role of educators. When students are active learners, their endeavors often take them outside the classroom walls. Faculty can become quite creative in designing learning environments. Professors in the arts and humanities sometimes implement role-plays
in languages and literature, student-run radio stations in communications, and reenactments in history to facilitate experiential learning. In the social and behavioral sciences, students often work in community-based organizations and clinics in the form of service learning. In the physical sciences and mathematics areas, students often benefit from laboratory work and research projects. Finally, in the professional areas such as education and health, practicums and clinicals in health-care agencies and school-based fieldwork are not uncommon.

When evaluating experiential learning as a teaching method, one must take into account the fact that the demographics of our student population in colleges across the nation have changed to more closely reflect the changing American population (Cantor, 1997). Increasingly, more students are not native English speakers, and more represent ethnic, racial, and gender minorities. Many also are single parents and principal breadwinners with a need to financially support their families – something often afforded to students through internships and clinical experiences. With an increase in the numbers of nontraditional learners comes a proportionate increase in the numbers of older learners – average age late 20s to early 30s – absent from the classroom for some time. Another type of student entering the classroom are those who have physical limitations and learning disabilities. There are also learners who have a long personal history of academic failure and a need to build self-confidence. All of these groups will require new programs to meet and fulfill their unique educational needs (Cantor, 1997).

Motivation is the one key to learning within these diversified classrooms.
Students can/will connect the content of knowledge with the context of application, if motivated to do so. Experiential learning activities seem to serve as natural motivators. This type of learning can inspire students to cross the bridge from passive learning to the challenges of the hard-edged world of work. "Frequently, there is a disconnection between the learning that takes place in the classroom and the knowledge that is needed in a knowledge-based society" (Ryan, p. 16). The differences between classroom teachings and work environments are astonishing. The goal of experiential learning is to make active learning relevant for students in and beyond the classroom and to create lifelong learners. Experiential education can significantly enrich the learning experience of students by demanding that they take an active role and personal responsibility for what they are and are not learning.

More organizations are requiring team effort and social skills from their workers. They are looking to higher education to provide such learning. Our educational institutions must provide opportunities for students to develop these skills along with their other studies. The implementation of experiential learning practices within the classroom is the first step toward building a successful partnership with the community, industry, and businesses. It has become an economic necessity for higher education to more closely interface with business and the community.

Experiential leaning theory is constructed on the assumption that the central task of adult development is managing and adapting to change and that learning, therefore, is a central activity throughout adulthood (Leibowitz, Farren & Kaye, 1986). Kolb and Plovenick saw learning in a four-stage cycle and believed "concrete
experience leads to observation and reflection, which produce concepts that suggest implications for action, which leads to future concrete experience” (Kolb & Plovnick, 1977, p. 68). Figure 1 demonstrates this design.

Table 1. The Experiential Learning Model.

![Diagram showing the Experiential Learning Model]

Source: Adapted from Kolb and Plovnick, 1977, p. 68.

Kolb and Plovnick believed that – as a result of socialization, heredity, and past experiences – most people develop dominant and different learning styles, related to the four stages of the learning cycle. Their theory led to the development of their Learning Style Inventory, an instrument that helped to identify an individual’s dominant learning style.

Data from the Learning Style Inventory make it possible to design learning programs that build from each individual’s learning strengths. The approach to teaching/training used most often in organizations reflects traditional academic settings and emphasizes abstract concepts and theory formation. But this kind of
teaching not only puts those with other learning styles at a disadvantage; it also is increasingly seen today by organizations as both uneconomical and impractical (Leibowitz, Farren & Kaye, 1986). The current trend is toward alternative ways of learning and acquiring new skills, such as on-the-job experiences, internships, and self-directed activities. One of the most common and one of the best known learning practices is through the use of internships.
INTERNSHIPS

The most common type of experiential learning available to college students is the internship. Internships provide students with practical work experience in their chosen fields. The duration may be one semester, a summer, or an agreed upon length of time between the student, the employer, and the school. Internships are primarily single, planned educational experiences for students. A student may receive academic credit, a grade or both for their internship work. Internships may be paid or unpaid.

Internships involve an off-campus experience under the supervision of an advisor at the site (Howery, 1993). There is reason to believe that internships are becoming even more prevalent in all disciplines. Internship programs supplement the textbook-driven academic process with practical hands-on learning; and students are given a view of what life is like in a true-life work environment. Two decades ago only the best and brightest undergraduates won internships. "But as higher education becomes more vocationally oriented—and with unemployment at just 4.3% (or lower)—internships have become de riguer [common place]: 77% of the class of '98 did one [internship] according to the Vault Reports" (McGinn & Hayden, 1998, p. 62).

Student Teaching.

Education majors experience several of the most well known forms of experiential leaning through a type of internship program. Early within their college education, students are required to visit and observe teachers within classrooms.
They are observing only and are not involved in the teaching process. Later, usually within the final year of education, they are required to “student teach.” At this time, the student is assigned to a classroom with the teacher as the cooperating partner in the endeavor. The student is the primary instructor with the teacher as the observer. As they teach classes, they are given the chance to use the education they have received from their college/university. The cooperating teacher assigns tasks and critiques the student teacher. The importance of this program is significant because the end result will determine their employability. The recommendations of the supervising teacher are part of the future teacher’s credentialing package.

Student teaching is one of the most widely known and also one of the most organized programs that demonstrates experiential learning and a form of internship. Each state is involved in establishing the guidelines for the program because of the licensing requirements. Every college that offers education degrees is required to have schools available for their future teachers to do student teaching. This program fosters strong relationships between the school organization (who accepts students within their classrooms) and the college/university. The program, due to its years of establishment, was designed and has been refined to assist the prospective teacher in gaining classroom experience and the knowledge necessary to acquire their state certification and licensing. It also gives the school two advantages, first an assistant within the classroom to help the full-time teacher and secondly a chance to evaluate a prospective new teacher for possible employment.
Future of Internship Programs.

The future of internship programs and their link to colleges and universities seems bright. A recent study by the Bureau of Labor Statistics found by the year 2000, 65% of all jobs would require a technical skill. In an interview with Mike West, director of human resources at Arthur Andersen & Company in Denver, West said his company had been hiring interns for over 20 years (Drazga, 1997). Their goal was to hire 90% of these interns after graduation as full time employees. West also stated internships are becoming more competitive due to more student awareness and interest. At Arthur Anderson & Co., interns go through the same selection and training process as new hires and are expected to handle the same responsibilities. The goal of most business internship programs is to provide interns with networking and mentoring opportunities, while the organization benefits from the extra work they perform.

Goals of Internship Programs.

A common complaint about internships is that experience alone does not warrant the awarding of academic credit. Students deserve credit when they exhibit the ability to reflect upon, analyze, and critique their experiences in a way that demonstrates greater knowledge of their major field of study and also demonstrates a more sophisticated ability to apply this knowledge within the classroom (Whitaker, 1989). Sound academic internships require an extended experience coupled with the ability to link classroom learning to the work place environment. Bringing together experience and reflection increases the students' mastery of the subject in two ways.
First, it allows them an extended opportunity to apply their classroom knowledge within a real organization, and secondly, it gives them the chance to acquire new knowledge and insights from the organization and to increase their understanding of the internal workings of that organization.

After conducting an extensive literature review, five primary goals become apparent in some form in most suggested programs. The five suggested academic goals of an internship program are:

1) For the student to acquire new knowledge related to employment in particular occupations or industries.

2) For the learning within the internship to serve as a catalyst for deeper investigation of a topic or into all aspects of an industry.

3) To always keep the academic side of the internship in the forefront, while enhancing students' motivation and academic achievement.

4) To increase personal and social competence related to work in general and to foster career exploration and planning.

5) For the student to apply knowledge learned within the classroom in all aspects of their lives.

According to Howery, internships allow students to "link theoretical material, perspectives, and ideas to the practical concerns of concrete examples" (1983, p. 336). Thus, an internship furthers the achievement of one of the primary goals of a college or university's curricula — to promote students' abilities to apply the perspective of the discipline to understand their lives (ASA, 1991). At the most basic
level, application means that a student recognizes an experience or observation from
the site as an instance of some broader concept. Students learn by linking established
concepts to new situations. However, the academic benefit of an internship
encompasses more than matching a set of concepts to a set of observations. The real
power of experiential learning comes when it enables students to comprehend
previously learned material in new and different ways (Schon, 1983). Experience can
enrich the lessons students previously learned and can ground them in reality.
Overall, an internship should invite and challenge students and faculty supervisors to
move to deeper levels of understanding as new meanings and syntheses become
necessary and possible.

The first academic goal of an internship is for students to acquire new
knowledge about their major field. It has been found throughout the literature
reviews that this may occur in at least three ways. The work environment introduces
students to relevant facts and skills directly. Students doing research for a state
corrections department or students assisting in income tax preparation are examples
of learning skills first hand. Another way that site-based activities lead to the
acquisition of knowledge is that students’ experiences serve as a catalyst for deeper
investigation into a topic that was only given limited attention in class. The intern
who made presentations at staff meetings and functioned as a continuing education
colleague by keeping them informed on research and literature in their field. In most
instances, the students’ experiences at the site provided the impetus for acquiring new
knowledge.
In some programs, especially those at the graduate level, students utilize internships to generate new knowledge through original research or to develop new insights through grounded theory. A faculty-community research partnership could lead to new insights into the problems facing communities. Another example is a student doing research within the college/university they are attending. A student interviewed for the purpose of this study, actually researched the plight of minority students at a major university and found that those who remained until graduation were those who developed a link to someone or to a program within the university. The student surveyed minority students, faculty, and administrators and then participated in the analysis of the data, the writing of the research report, and the presentation of the findings to a board of university faculty.

For many observers, the academic quality of an internship comes from creating a structure that facilitates integration (DeMartini 1979; Dorn 1983; Hesser 1990; Karraker 1996; Parilla & Smith-Cunnien 1997). Integration refers to students making a connection between classroom-based knowledge and knowledge gleaned from their experience. This integration is likely to occur through careful structuring of the internships.

The second goal of internship programs is for the learning received within the internship to stimulate the student to seek deeper investigation in a topic or into the industry in which they are interning. Internships need to be well integrated with the rest of the curriculum so those students receive the necessary knowledge and skills to make connections between previous learning and their experiences. Some
departments have structured their programs to ensure that the internship is closely linked with other courses in the curriculum. Programs should be organized around a particular theme or content area and either require or recommend an internship as a way to ensure the students have direct experience in that area. Through careful sequencing of courses in which specific courses are required, a department can achieve integration. It is not uncommon to see departments requiring the completion of a pre-internship course or workshop in order to prepare for their field experience. The College offers preparatory courses in the fields of Human Services, Accounting, Sociology, Communication, and Management Information Systems, only when the students are receiving academic credit for the internship. Most are labeled with the title of “Field Experience” or “Field Research.”

In addition to building the curriculum so that internships are well integrated with other courses, the internship itself must be structured so that students are taught to integrate their field experience with prior learning. Students need to connect their experiences at the site with the knowledge they have gained from courses. As Dorn writes, “the internship experience must continually be brought back to the classroom for analysis and discussion and the knowledge of the classroom must continually be brought to the field of work situation for application” (1983, p. 16).

A well-structured internship leads to better academic outcomes for several reasons. For many students, an internship is uncharted ground with unusual assignments. A well-defined structure furnishes them with a sense of direction. An internship is an academically challenging experience for most students. Many
students have difficulty interpreting "real world" situations. They may encounter difficulties because they are expected to draw upon their entire education and recall concepts and theories learned in courses taken months or years ago. The structure of an internship may help students succeed in meeting these academic demands.

The third reason for structuring internships is to keep the academic side of the internship in the forefront. Students often approach internships with a different set of priorities than faculty members. Instructors must ensure that students do not become so enchanted with their "new job" that they lose sight of the main goal of the internship—to increase their understanding of the job responsibility and the organization and to apply their classroom knowledge within the work arena.

To some extent, the challenges that internships create for faculty members stem from the social structure of the internship. In analyzing internships, it is clear that the social position of the intern requires students to fulfill two very distinct role sets. On the one hand, they are expected to fulfill the role of "employee." Like any new employee, they must undergo fairly intensive on-the-job socialization and training and then are expected to perform their duties. The site supervisor evaluates them based upon organizational standards accepted at the organization or in their profession. At the same time, interns are still students. They are expected to complete academic requirements associated with the internship. A faculty member evaluates them using academic criteria that may be unrelated to their performance at the site (Kendall, 1986; Knowles, 1986; Whitaker, 1989).

In theory, students can meet the demands of both sets of roles. However,
students often give priority to the roles associated with being an employee and downplay the academic side of the internship (Parilla & Smith-Cunnien, 1997). Their motivation for participation in an internship may spring more from its potential to lead to future employment than its ability to further their knowledge of their academic major. Once in the field, students, especially those in their final year of college, can begin to shift their frame of reference from the norms of academia to those of the workplace. In this situation, the influence of the college/university begins to wane and the attraction of the workplace looms larger. In a sense, they become more worried about doing a good job than earning a good grade. Students also devote more energy to the experience side of the internship because it can be more exciting and produce more anxiety for them than the academic side (Parilla & Hesser, 1998). The type of learning expected in internships can be quite intellectually demanding. Students may therefore place less emphasis on their classroom endeavors. The final and most problematic challenge is that students may begin to question the value of the analyses that faculty members expect of them (Parilla & Hesser 1998). They want to do the work, not reflect upon it academically. For all these reasons, students may either avoid or resent the academic goals of an internship. The instructor must determine ways to overcome these challenges so that the internship is rewarding academically.

The fourth academic goal of a successful internship program is to increase personal and social competence related to work in general and to foster career exploration and planning. As previously mentioned, this goal should not become
such a high priority that the student loses sight of the academic importance of the internship. The social world of a college or university campus is certainly different from the world of a structured organization. Campuses across the United States exhibit a relaxed life style, as opposed to organizations that rely upon formal policy to structure their workforce. This change, while seeming minuscule, can create problems for the unsuspecting and unprepared intern. A detail as seemingly unimportant as dress code can set the intern apart and label him/her as non-conforming to the culture of the organization. If accepted by the organization, the intern will be considered a part of the group and will be more apt to be treated like a team member with many of the rights and benefits of all other employees. This treatment will allow for more sharing of information and limit the likeliness of the intern just being used as cheap, slave labor. If fully accepted by the organization, the intern could be allowed to present information in group meetings, to become acquainted with individuals who could impact their job search in later months by giving professional recommendations, and be given the opportunity to fully explore more career choices within the organization. All of this may rely on social acceptance within the organization.

The fifth and final goal of a successful internship program is for the student to apply the knowledge learned within the classroom in all aspects of their lives. The ultimate goal of any academic program is to graduate students well prepared to contribute positively to society. A need for educated workers and citizens who can meet the challenges of a new world economy and order; and a changing workplace
requires students to effectively interface with each other and understand their roles as team players (Cantor, 1997). Internships, experiential learning, co-op programs all reinforce an increased understanding of learning theories and cognitive development. A well-known learning theory is Bloom’s Taxonomy. Major categories in the Cognitive Domain of the Taxonomy of Educational Objectives (Bloom, 1956) – as cited in Writing Instructional Objectives (from Gronlund, 1970) states:

1) Knowledge – Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

2) Comprehension – Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.

3) Application – Application refers to the ability to use learned material in new and concrete situations. This may include the application to such things as rules, methods, concepts, principles, laws, and theories.
Learning outcomes in this area require a higher level of understanding and comprehension.

4) Analysis – Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

5) Synthesis – Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

6) Evaluation – Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because
they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria (pp. 20-21).

After examining the five main academic goals, why and how should a program be created that can meet all of these challenges? One way to address these issues is through the investigation of the benefits of an internship to the student and the organization. And after the investigation is complete, to create and structure the internship programs accordingly.

**Benefits of Internships to Students.**

The benefit of internships, defined as structured and career relevant work experiences obtained by students prior to graduation for an academic program, have been widely extolled by academicians, practitioners, and students themselves (Blensley, 1982; Taylor & Dunham, 1980). Much of the research literature consists of interns’ retrospective reactions to their work assignments, which not surprisingly, have tended to be favorable. However, the true validity of these studies can be questioned. Although several studies have reported that internships yield high job satisfaction and favorable employment opportunities for participants, this research has rarely controlled for potential contaminants such as career goals and grade point average (McClim & Kessler, 1992).

One objective of internships is to assist students in recognizing their vocationally relevant abilities, interests, and values. "By performing job tasks relevant to the chosen vocational field, interns are expected to identify personally valued, work-related outcomes (e.g., coworkers pay, autonomy, and responsibility)
and the vocational abilities and interests needed to attain satisfaction form the work arena” (Taylor, 1988, P. 393). As a result, interns are likely to be more satisfied with their first jobs and more likely to remain in them than are students without such experience. This experience is most likely their first chance to examine an organization from the inside rather than from the perspective of a textbook.

Interns also are expected to have an easier transition from college/university to work because they experience less reality shock on starting permanent jobs than do other students (Hall, 1986). High levels of reality shock occur when individuals find that many of the work standards and procedures learned in school directly conflict with those required on the job. Consequently, they can lose confidence in their preparation for work and experience high levels of anxiety. This anxiety can lower job performance, job satisfaction, and probability of remaining on the job. The literature on job search and early work transitions suggests that internships may aid individuals in the difficult transition from school to work for at least three reasons: Greater understanding of vocational self-concept and work values, less reality shock, and better employment opportunities.

Another benefit of internship programs is the positive impact on the employment opportunities that students receive after graduation. Internships are thought to result in greater employment opportunities for two reasons. Interns are expected to have greater access to informal job sources, that is, those that do not use an established third party to make contact between applicants and employees (e.g. work acquaintances, professional organizations). This is referred to as networking
and students who are interns have more legitimate sources to directly contact for information. Students who have not participated in an internship program rely on more formal sources for employment, such as the school placement office or newspaper ads. Informal sources have been found to generate higher quality (e.g. salary, type of position) and more satisfying job opportunities that the formal ones used extensively by students (Taylor, 1984). Employers are expected to evaluate the job qualifications of interns more positively and, thus, are more likely to hire interns than other students with little or no practical experience.

Internship programs supplement the textbook driven academic process with practical, hands-on learning. Leadership and management skills are difficult to acquire solely from course work. Internships offer students the chance to have mentors within an industry that they may aspire to work in someday. Technological skills are also increased when practiced in a true work environment. Thus, two very important benefits to the student enrolled in an internship program.

Companies want to hire people who will contribute to the organizational profit margin and future growth, in addition to having a college degree, good grades, and intelligence. With that in mind, companies look for college graduates who have acquired specific skills from relevant course work, previous employment experience, and other sources that will make them productive members of the organization (Kaufman, 1994). According to a survey by the Career Services Department of Seaton Hall University, students with internships found jobs sooner after graduation and earned higher salaries than students without such experience. Students with
internships were 32% more likely to find jobs immediately after graduation. In addition, 80% of students were offered permanent employment by the organization in which they held the internships (Stateman, 1997).

**Characteristics of Participating Organizations.**

A study from the Institute on Education and the Economy at Columbia University, found certain characteristics of employers who offered internships. These employers emphasize competition based on quality rather than price, provide more training, are more oriented towards national and international markets, and have more progressive human resources practices (e.g., job rotation, quality circles). Participating employers tend to provide a mentor, document and assess student learning on the job, and have a written agreement between the student and the college or university. The internships averaged about 23 weeks. This study also found paid internships to be of higher quality (Lewis, 1998).

**How Organizations Benefit.**

"More companies are recruiting high school and college interns, banking that the students will sign on after graduation as much-needed full time IS [Information Systems] professionals" (King, 1997, p. 63). Internship programs for college-age students will be more popular than ever this summer. Companies with strong internship programs are often overwhelmed with applications. During 1997, Nike received 1,000 applications for 80 positions. Lucent Technologies (formerly part of AT&T) have almost doubled their applications in the past five years. Lucent receives approximately 7,000 resumes for only 300 available positions (Anonymous, 1997).
“Employers love internship programs because they function as pre-employment programs,” says Diedre Sepp, director of career development at Marist College in Poughkeepsie, N.Y. (Crumbley, 1998). The typical internship lasts for a minimum of 90 days or can last as long as a year. An organization has a chance to evaluate a person even before they make an offer. In many current press and journal articles this was referred to as “trying before buying.” An aggressive internship program can reflect sound business practices.

“More than two-thirds (70 %) of employers that place an emphasis on college hiring like to try out their job candidates in internship or cooperative education programs before offering them permanent employment” (Frazee, 1997, p. 19). The National Association of Colleges and Employers (NACE) identified this popular method of creating a pool of job candidates in a November 1996 study. Such programs provide employers with the chance to sample the abilities and gauge the potential of prospective employees. This provides organizations with employees that are familiar with the business, who have been trained and oriented to the corporate culture, and who have already had their work habits and productivity evaluated. This allows not only the company but also the student to decide if the company is a “good fit” for them (Frazee).

Many reports place employers in the center of the school-to-work movement. With unemployment dramatically low—well under five percent—and the economy still booming, employers are much more interested in what they can do to increase the skills of entering workers. This interest has resulted in an increase in the number of
organizations now willing to offer internships. Research conducted by the Institute for Research on Higher Education at the University of Pennsylvania using a 1997 Census survey of employers of at least 20 employees, found that 25% of employers strongly involved in internship initiatives had lower turnover rates among young workers (Lewis, 1998). NACE’s survey showed that 61% of the respondents have summer internship programs available to college students, and 98% of those use these programs to turn interns into full-time, permanent employees. On average, the companies have 32 college students working as interns, with a mean of 13 interns becoming regular, full-time employees following graduation (Smith, 1996).

An internship program can also cut down on hiring costs, which typically can range from $2,500 to $5,000 for advertisements, interviews, and training (Cantor, 1997; Crumbley, 1998; Frazee, 1997; Karl, 1997). In dollars and cents, recruiting and training a staff replacement can cost upwards to 60% of the departed employee’s annual compensation, according to David Hofrichter, vice president for the Chicago-based Hay Group, a consulting firm. “Companies are quickly coming to the conclusion that having interns partially or fully trained is one way to combat the high costs of replacing workers” (Hein, 1997, p. 7). The investment in an intern is far less than the cost of traditional recruitment methods.

Unable to pay for highly skilled experts, many companies turn to interns to fill in the gaps; and college students turn to small companies for real world experiences (Karl, 1997). An internship program can be an integral recruiting tool. By attracting outstanding college students, businesses can reduce their traditional reliance on
secondary markets for entry-level personnel.

Many organizations offer interns employment after graduation, but the effectiveness of internships is much more pervasive. A student returning from an internship with a favorable impression becomes an on-campus advertisement. Students listen to their peers and often trust their opinions more than those of campus representatives or professors. The cost of recruiting permanent employees is reduced as students become familiar with the opportunities the organization has to offer and top students are attracted to permanent positions (Crumbley, 1998).

The internship process is an opportunity for organizations to develop and maintain relations with universities while gaining exposure on campus. Positive relations with universities provide organizations with opportunities to communicate their needs, thus potentially influencing the educational process. "Camaraderie between an organization and faculty ensures that the best students are recommended to the organization" (Crumbley, 1998, p. 55).

Internship programs reap dividends for businesses, students, and the profession at large. They promote a comprehensive educational process and increase the likelihood that top students will be attracted to the profession, thus helping to ensure the organization's quality and status. The opportunity to increase staff at minimal cost, screen and recruit potential new hires, and support universities and their professions are the keys to how businesses can benefit from a strong internship program. John Langford, Audit Manager at IBM in Armonk, N.Y., describes intern programs as "a win-win situation for the company and students. The company profits
from the fresh perspective of some of our universities' best and brightest. The students enjoy the opportunity to put theory into practice” (Crumbley, p. 58).

“A good internship program is basically a partnership. And like most partnerships, it requires planning beforehand and ongoing maintenance” said Holly Ivel, a program associate for the National Society for Experiential Education in Raleigh, NC (Price, 1996, p. 19). She went on to say that if it is a true partnership, it is a lot more likely that it will be a good experience for both sides. Employers can do much to ensure the success of their internship programs by first examining what they really expect from an intern and the program.

**What Interns Bring to Programs.**

“Some of the 200 to 300 new IS and engineering staffers hired this year at McDonnel Douglas Aerospace in Huntington Beach, CA, will have already worked at the company through its summer hiring program for college students” (King, 1997, p. 63). This statistic along with the others mentioned previously, create the idea that these students are definitely bringing worthwhile knowledge and new ideas from the classroom to the organization. It is also evident from many surveys that students are being hired by the organizations they have interned with, upon the completion of the internship program or being upon their graduation (Crumbly, 1998; Leong, 1998; Kalstrom, 1998; Rapacki, 1997; Rifkin, 1998; Smith, 1996; Tobias, 1996; Woodward, 1998). What are students bringing to organizations that persuade management to want to retain them?

Colleges and universities are preparing students to be well-rounded
individuals who will contribute in many ways to the organizations who hire them. “We don’t prepare students for one particular industry. We prepare students who understand the entire operation. When industries hire them, they are able to groom them to fit their particular industry” says Cordes Porcher, facility director of the Printing and Converting Research Center at Clemson (Davis, 1998, p. 35).

Students are more technologically advanced than they were a decade ago. Traditional age students have had the benefit of using a computer for most of their educational careers – from elementary school through college. This knowledge is taken into the workplace and this minimizes time spent training new hires in computer fundamentals. Along with this computer savvy, also comes the ability to use the system for research and as a direct link to information, which aids in problem solving. Students are often energetic, enthusiastic and creative. They bring a fresh approach into the organizational culture. They are there to learn from the experts, but also bring valuable knowledge from the classroom to the work arena.

Students are willing to assume more responsibility, to become accountable for their own production and quality of work. They are often asked to use their judgment and make decisions. Colleges and universities through many program changes are teaching students to communicate effectively, solve problems, resolve conflicts, and function as a team member. They are critical thinkers and apply their conclusions within the workplace. Faculty members as well as the management within the business where the students will be interning, set expectations for high performance and repeatedly, students meet the defined standards (Wheeles, 1991). The goal of a
well-established internship program is to prepare the student in such a way that this behavior is automatic and is a natural part of their job performance.

**Negatives to Avoid.**

Internships and experiential learning have their critics. In a study conducted by Satariano and Rogers (1979), it was reported that 40% of the survey respondents believed internships often lacked academic content (p. 363). They believed this misconception was caused by a lack of open communication between the faculty person and the organization. When sponsoring a student internship, two or more organizations enter into joint responsibility for the education of the student through the work place. Unlike some other arrangements for alternating work and study, an internship does not merely transfer students from one jurisdiction to another, but also requires intraorganizational commitment to a shared process (Fisher, 1977).

Identification of the mutual goals of the program is necessary. For students to receive the educational benefit of an internship, the participating organizations must provide sufficient resources and make regular procedures flexible enough for the internship to function well within the organization (Aldrich, 1997). The resources and flexibility usually develop when the internship becomes properly legitimized from both the college/university and the organizational perspectives. An effective internship requires that the university and the agency accommodate one another identified interests in such a way that the student’s education and employment roles are complimentary. This requires a great deal of communication and if there is a break down, the student is the person that loses the benefit of the intended positive,
learning experience.

A class action suit in California has refocused attention on whether college students working as interns at radio and television stations should be paid. It had been the precedent that radio and television stations had not paid any salary for their interns. There had been a great deal of competition to get into this field and interns were willing to work for free. This suit, originally filed in 1996, set a new precedent for paid internships. Internships can no longer be tagged as “slave labor.” The guidelines, established more that 20 years ago by the US Department of Labor’s Wage and Hour Division as part of the Fair Labor Standards Act, determine if the intern is a “trainee” who is not paid or an employee who should be paid (Prato, 1996). Since 1996, many changes have taken place in all industries. The positive benefit of these changes are that now most internships pay a salary, give the student an educational stipend, or pay their cost of living while they are performing the internship.

The last negative is that sometimes an organization will hire an intern that just does not fit the organization. Proper screening and hiring practices on the part of the organization’s human resources department can often lessen this risk. Most students go through an interview process just as if they were being hired as a full time, permanent employee. Since the internship position is a temporary one, it is less costly for the organization than the expense of hiring a permanent employee. This reflects the benefit of the “try before you buy” theory discussed previously within this study.
Business and Education Partnerships.

The US Congress enacted the Educational Partnership Act of 1988 to stimulate the creation of partnerships between educational institutions and the private and nonprofit sectors of the community. These partnerships, part of the Omnibus Trade and Competitiveness Act of 1988, were intended to foster projects through which private and nonprofit community organizations and educational institutions could combine their efforts for several common goals. The three primary focuses of such a program are: (1) to raise career awareness of secondary and post-secondary students and provide exposure to the world of work; (2) to expand learning and experiential opportunities for educationally disadvantaged and gifted students; and (3) to work on school improvement (Bodinger-deUriarte, 1994). Christina Bodinger-deUriarte, Ph.D., California State University, did extensive fieldwork and documentary analysis during the course of the documentation and evaluation of the Office of Educational Research and Improvements (OERI’s) Educational Partnerships Program (EPP). She used cross-site analysis of documents, formal and informal observations, and conversations with partnership participants to evaluate the program. The partnerships she studied were formed among schools and some set of the following: businesses, colleges and universities, community groups, government agencies, hospitals, law enforcement agencies, religious organizations, and/or social service organizations (Bodinger-deUriarte).

The study pointed out the importance of shared understandings of project goals and outcomes. It also explored the difference of a pluralist view and a
paternalist view in the creation of the new program. The pluralist view recognizes the “people do not share the same world of meaning,” and deems this an acceptable feature of social reality (Perdue, 1986, p. 169). The pluralist ideal is a balance of power, in a heterogeneous setting earmarked by a variety of interests. The pluralist view is clearly visible in structurally based partnerships. The paternalist model, by contrast, recognizes one “world of meanings” as primary or wiser or more developed than another does. The paternalist view is exhibited in structured relationships (Bodinger-deUriarte, 1994).

One of the characteristics of pluralist partnerships is the written commitment or formalized agreement that acts as the clear contract/agreement among the organizations. It creates a structure based on the negotiated interests of different participating groups. In a pluralist partnership, all interests are represented. The agreement ensures role clarity and maintains the focus on the project. Pluralistic relationships are referred to as social contracts.

Theodorson and Theodorson (1969) describe paternalism as “a type of leadership in which those that are superordinate provide for the needs of the subordinates in return for loyalty and obedience” (p. 293). The individual with the higher rank (superordinate) also typically defines the needs of the subordinates, whether or not the subordinates concur, this is akin to a “do-it-to-them-for-their-own-good” (father knows best) rationale.

The pluralistic relationship leads to better cooperation between and among participating institutions than do paternalistic perspectives. It proves more
efficacious in mutually reinforcing role clarity and role expectations. Most non
school-site participants expressed paternalistic assessments of their roles when they
were face to face with teachers, schools, or districts. In other words, they felt they
were the superordinate or held the upper hand in most situations (Bodinger-deUriarte,
1994).

Paternalism creates inappropriate expectations concerning interorganizational
social relationships based on an inflated view of the importance of one organization
in relation to another. It involves an imperfect understanding of the norms and
established roles of potential partners, which can translate into confusion about the
relationship of roles to one another when attempting to implement a project.
Pluralism can promote more productive relationships in business-education
partnerships because paths of communication are horizontal rather than vertical,
allowing better understandings of role-appropriate division of tasks. In Bodringer-
deUriarte’s study, she explored her hypotheses from factual data gathered from
studying 20 partnership projects funded by OERI (1994).

Businesses and schools have been involved with each other since the late
1800s, and their relationship formalized into partnerships since the late 1970s.
“However, the conditions in the United States in the early 1980—the education crisis
in public schools, the low skill level of entry-level workers, and the demands of an
evolving economy—accelerated the development of these partnerships” (Lankard,

Between 1983-1984 and 1987-1988, the number of business/education
partnerships rose from 42,200 to 140,800 (Grobe et al., 1993). As they expanded in number, these partnerships also expanded in dimension, from simple one-to-one agreements to complex multi-agency collaborative arrangements. This expansion of partners and agendas has resulted in an expansion of perspective to an understanding of business/education partnerships (Lankard, 1995). In reviewing literature, it appeared that most authors during the 1980s until early 1990s viewed partnerships from the perspective of the benefits to education. As the economy changed from 1995 to the present, so did the opinions of many writers of journals and educational literature. The foci of the writings now have changed to say that partnering with education benefits organizations. An explanation for this change of attitude on the part of organizations is primarily because of the change in economy, the need for more qualified workers to lower the expense of training, to attempt to decrease turnover within the organizations, and finally to lower the expenses of finding qualified employees. In a time span of ten years, a complete change of opinion took place, which directly paralleled the changes in the US economy. This reversal of roles can be compared to the paternalistic structure discussed earlier. Education has the superior role and organizations are the subordinate because businesses now have the greater need. Their need is to fill much essential vacancies within their organizations with qualified workers.

Initially, educational partnerships were created by school system staff to "foster school-community cooperation, provide incentives for students, supplement curriculum and staff, and obtain equipment" (Clark, 1992, p.2). Organization's gains
from these relationships were primarily in improved public relations and enhanced community image (Grobe et al., 1993). Companies, during this time, were faced with the threat of an inadequately prepared work force that would jeopardize their competition with other industrial nations. Motivated to improve the academic and technical skills of the future work force, organizations and schools joined in partnerships of various sizes and types to achieve their common and separate goals (Lankard, 1995).

Whatever the type of organization and educational partnership, the benefits must be realized by all participants or the arrangement is not a partnership (Grobe et al., 1993). In successful partnerships, the benefits radiate from one partner to another, resulting in rewards for all constituencies—business, education, higher education, parents, and communities. A better prepared work force, increased public confidence and support for education, and an improved quality of community life heighten the potential for local economic development and improve the economic health of businesses and of the entire community.
Internship Programs at The College

While my research was limited to the existing programs of The College, it explored and evaluated the positive and negative aspects of the system presently in place. The present program of student teaching for education majors enrolled at The College is not being discussed in this writing. The program, because of required guidelines, is structured to meet state requirements and it is supervised through the education department. The partnership between this department and surrounding school districts is one that has helped secure many students with jobs following graduation.

The existing programs at The College assign the guidance of all programs of experiential learning, internships, or mentoring to the individual faculty members. Currently, there is no centralized location for information or for establishing guidelines assuring the equal treatment of all students during their internship assignments. There exists little campus-wide coordination or promotion of such programs. To discover existing programs, one must take the initiative to interview a faculty person overseeing the program or be acquainted with a fellow student who has participated with an area organization in an internship. The literature and catalogs promoting The College devote little, if any, information explaining any programs or internship links with area organizations. The development of a more united program could dramatically change recruiting methods for both the admissions department (seeking new students) and the cooperating business's human resources departments (seeking well-educated new employees). The end result would benefit the
surrounding community, its’ students, and its’ profit and not-for-profit organizations. The possibility of an internship could be the goal students could strive for as the reward for their years of dedication to classroom activities. This program would lead to more student satisfaction, which in turn would increase retention of students.

The College assigns internships without any specific organization. It is based on the student wanting to participate in such a program and the instructor’s personal knowledge of the need of the surrounding community. The career/placement office, as it presently exists, is staffed by one full time person and student workers acting as receptionists. The director divides time between teaching classes and counseling students with academic or personal needs. The office also acts as the credentialing center for education majors. This takes a deal of diligence because these files are required to contain critical information to receive state certification. The center also helps with the creation of resumes. Still another assignment is to provide a career day for seniors in both the fall and spring. Most students feel these are preparatory or practice sessions to prepare them for a “real” interview and treat the event with a lack of respect or seriousness. The functions performed in this office are so diverse that none are promoted to the students in a satisfactory manor. The survey produced one comment from a fifth year student stating that they didn’t know why the office was even in existence and they had never been there for any service.

In 1996, due to budget cuts, the long-time director resigned and the office underwent a complete reorganization. There was no research into the actual function of the office or the potential changes that could benefit the students. It was purely a
financial decision that has proven to be detrimental to the students. It also stopped an effort on the part of the past director to establish strong community-university links. The director had been working on a project to attract adult workers of the local organizations to partner with The College to gain more education. The director also acted as a liaison between faculty members and area organizations to inform them of internship needs within the Ottawa and surrounding communities. If the creative ideas being explored would have been encouraged, perhaps a program of excellence could have been established.

The present internship program at The College depends on the initiative of the student to seek out and secure an internship. It also is dependent on the faculty person to locate set-up, supervise, and evaluate the benefit received by the student and evaluate the student’s benefit to the organization. Journals are used in most of the internship programs as a way of supervising the student’s progress and to attempt to judge if the student is applying classroom knowledge in the workplace and bringing workplace knowledge back to the classroom. Students earn credit hours for internship participation in no established way. Some students were earning as many as 12 credit hours for internships, while others only received 3 or 4. Statistical data is not readily available from any department. When seeking information concerning the number of students, who participated in an internship each semester, the registrar was where the information was kept. To provide such information it took time and effort on the part of a staff person.

The supervision of interns by faculty persons requires added time outside of
normal teaching assignments. They have to review journals and meet regularly with the student intern. This also requires added time on the part of the busy student. If the intern position is out of town or in the summer in the place where they reside, there is an even bigger strain on the student-faculty relationship. The supervision is less and the meeting infrequently.

The last negative within the present system is a lack of development of the relationship between the surrounding community organizations and The College. Area organizations need workers, The College possibly could provide such workers, but neither knows about the other’s needs. A stronger public relations effort is needed. The organization – community link is missing. This link should be cultivated and advertised. A continued effort to increase the university partnerships with local organizations would result in more jobs for graduates, more positive placement information to share with potential recruits, and more positive public relations within the local community.

The newest twist on college internships that some colleges and businesses are trying as a tool for developing more skilled workers – especially high-tech workers – is enrolling faculty members as interns. The difference is that the students who eventually hope to gain enough experience to work for such companies aren’t the ones selected as interns, their instructors are. The purpose is for faculty to gain a better understanding of the work environment to help students prepare for a career in the field. To keep programs current, faculty must be involved with industry. Mike Tokheim, an educational consultant for the Wisconsin Technical College System
Board, stated “this means more than just reading a magazine page or a textbook. It means being out in business and industry serving and sometimes participating on-site” (Gitman, 1998, p. 18). Wisconsin, since 1984, has set aside funding for college faculty to snare internships in all sorts of fields, at local businesses of all sorts. Last fiscal year, Wisconsin funded 81 internships for a total of $70,439. These internships tend to run short – two weeks – so that more instructors can participate (Gitman, 1998).

Laurie Collins, a counselor and vocational liaison for Mission College in Santa Clara, CA, contends “instead of funding ten internships for students, colleges should consider three internships for faculty members who will return and teach two classes of 40 students each” (Gitman, 1998, p. 19). The College faculty, who sometimes feel overwhelmed with their many varied duties, would benefit greatly with such a program. The implementation of a program would also help develop the relationship with surrounding organizations.

Support for the faculty person serving in the role of internship supervisor is necessary. Whether through a program of encouraging the faculty member to participate in an internship or through a more simplified program of attending one-day seminars to remain abreast of current trends, it is a must to offer added aid to faculty members. It is also necessary to offer guidance to the supervisor of the intern at the organization. The corporate person should be given training in managing interns and frequent meetings should be scheduled with the faculty supervisor and The College’s program supervisor. These meetings would allow for the discussion of
common concerns and for information sharing. Such meetings would benefit everyone involved with the ultimate benefit to the student in the form of a more organized program between The College and the organization. Structured goals for the student could be set a joint meeting at the beginning of the internship period. A final meeting at the end of the internship would allow a final critique of the student’s performance and the program. Each meeting would help to refine and increase the effectiveness of the program as a whole.
Survey of Comparable Institutions

Telephone interviews were conducted with 14 colleges/universities across the state of Kansas. All of the colleges/universities polled were private institutions; many also are members of the athletic conference in which The College participates, the Kansas College Athletic Conference (KCAC). The survey was based on member institutions of the KCAC because of their similarities to The College. Most are supported by a religious affiliation, have similar enrollment sizes, have similar economic situations, and all compete for the same students. Many also are located in the same small community settings with the exception of Friends, St. Mary’s, Kansas Newman, and Mid America Nazarene who are located in metropolitan areas. The information concerning internship programs was obtained by contacting the career/placement offices of each school. Several schools did not have a career/placement office. In those schools without career centers, the contact center for information was the Student Life Office.

It is possible that economic factors have forced schools to reduce services and cut departments and programs. If so, these institutions are missing an integral contributor to the success of students – a well-organized career/placement center. Five years ago a similar survey was conducted and every college had a career/placement center. The colleges/universities contacted were: Baker, Benedictine, Bethany, Bethel, Friends, Heston, Kansas Wesleyan, Kansas Newman, McPherson, Mid-America Nazarene, Southwestern, Sterling, Tabor, and Ottawa.
Every institution contacted responded that they do take internships in the career center and may distribute them to the departments or through a newsletter to the students. However, the number one theme in each of these schools was that it is primarily the responsibility of the student to find an organization, find a faculty sponsor, and then they may receive extra help. However, it is the student initiative. These programs sounded very similar to The College’s.

Two schools were different, Bethany and McPherson. They both promote Experience Based Education (EBE). At Bethany a student must work 50 hours for one credit hour. At McPherson it is 80 hours for one credit hour. At Bethany there is a high participation with over 100 students being enrolled last spring. The career center helps with the placement and finding a faculty sponsor. Students must keep a journal of their experiences that is brought to the career office and to the sponsoring faculty member for review. Rick Johnson of Bethany said he felt the program provided high satisfaction for all involved. These two schools also said a student’s major field of study was not a determining factor of whether they could intern or not. They did, however, try to match placement to student interest and education. The focus of both programs was learning outside of the classroom and application of what was learned within the classroom on the job.

McPherson College sent the guidelines for their Experience-Based Program (See Appendix A). The information explains the program, lists the responsibilities of the student and the employer, instructs how to write work logs, includes a work evaluation form for the E.B.E. supervisor, and includes the student agreement form
for program participation. The program was originally designed and implemented in 1993 and has met with great success.
Survey of Present and Past Student Interns

Based on knowledge of the internship program at The College, a varied sample was selected of present and past student participants of internships. This sample was made up of 12 graduates and 5 students presently enrolled in The College’s existing internship program. Data was gathered by a questionnaire made up of 15 questions (See Appendix B). The following information was compiled from the graduate and present student survey. Twenty-seven questionnaires were distributed to students of different educational affiliations with 17 replying. One participant was not a student at The College but had done an internship there. The students surveyed graduated between 1990 and 1998. The students presently enrolled will graduate in 1999 or in 2000. Table 2 represents the number of survey participant interviewees by major and gender.

Table 2. Survey Participants by Major Course Study and Gender

<table>
<thead>
<tr>
<th>Major</th>
<th>Number</th>
<th>Graduate/Non Grad.</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>1</td>
<td>NG</td>
<td>male</td>
</tr>
<tr>
<td>Business Administration</td>
<td>3</td>
<td>1 G 2 NG</td>
<td>2 female 1 male</td>
</tr>
<tr>
<td>Counseling/Student Personnel</td>
<td>1</td>
<td>G</td>
<td>male</td>
</tr>
<tr>
<td>Human Services</td>
<td>8</td>
<td>6 G 2 NG</td>
<td>5 female 3 male</td>
</tr>
<tr>
<td>Psychology</td>
<td>2</td>
<td>1 G 1 NG</td>
<td>1 female 1 male</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>NG</td>
<td>female</td>
</tr>
<tr>
<td>Sociology/Human Services</td>
<td>1</td>
<td>G</td>
<td>female</td>
</tr>
</tbody>
</table>
The students performing internships at The College and those who had completed internships were most frequently Human Services majors. There were seven (7) males and ten (10) females with ten having graduated and seven currently enrolled.

Question two was concerned with when they performed their internships. Twelve were carried out in the spring, nine in the fall, and four during the summer. Two (2) students did internships for more than one semester.

Question three asked how the internship was located, by the instructor, from knowledge through a non-university contact or by having information concerning an organizations need for an intern. Twelve (12) positions were secured by a faculty member, two (2) by the student's knowledge of the business, two (2) by the student knowing the organization needed a worker, and one (1) student was working for the organization before the internship began.

Question four was inquiring about whether the internship was paid or non-paid. Eleven students were paid, while interning, and nine were not. Some did double internships so this is the reason for twenty (20) responses to the questions.

Question five showed that all were done for academic credit. Question six was focusing on the profit or non-profit status of the companies offering internships. Seven were for profit and twelve were not-for-profit organizations.

Question seven asked what advantage/gain was given to the university. There was a great variance in the answers to this question. A summation of the answers follows:

1) Acts as a positive public relations source.
2) Brings a source of revenue to the students which in turn allows them to pay their tuition to the university.

3) Provides a network of information from the outside organization back to the college.

4) Helps the students to be better rounded within the classroom and allows them to bring outside information back to the classroom.

5) Provides students and the university with another source of information for projects that either might be working on – i.e. fund raising, research.

6) Gives The College a good reputation within the surrounding community because of providing the organization with top-notched student interns.

7) Provides a place for students to practice learned classroom skills within the workplace.

8) Proves the quality of The College's student and brings a source of additional labor to the organization.

9) Prepares students to be more productive workers after graduation.

Question eight asked if they believed the advisor benefited in anyway from having a student performing an internship. Three individuals felt there was no benefit to the sponsoring instructor, fourteen cited the following:

1) Kept him/her involved with current status of outside organizations and what is happening in the world outside of The College.

2) Brought positive feedback and discussions back to the classroom making class time more beneficial for all students.
3) Gave him/her other sources of internship possibilities for future students.

4) Gave students funds, which allowed them to pay tuition, which in turn paid the instructor’s salary.

Question nine asked the participant to list the benefits they had gained from doing an internship:

1) Gave job experience in a professional field.

2) Provided money and real life work experience, which would be beneficial knowledge for them in a future career.

3) Increased positive references and job skills to list on their resume.

4) Developed professionalism, time management/organizational skills, task prioritization, and experience dealing with the public.

5) Allowed classroom knowledge to be shared with office-campus organizations.

6) Exposed the student to different management styles in a real work setting.

7) Learned that some classroom education could and some could not be applied on the job site.

8) Developed a cultural insight.

9) Strengthened self-esteem.

Question ten queried the participant concerning any challenges they encountered or expected to encounter while performing their internship. The answers varied from few challenges, to some who believed they had not been prepared well
for what they encountered outside the classroom. A summation of the given answers follows:

1) To learn all the information about the organization and how it functioned was demanding and difficult.

2) To deal with difficult clients and parents of clients was challenging. The art of mediation was learned within the workplace.

3) To properly schedule times and manage it productively, was a challenging task and gave them more difficulty than they had expected.

4) To be accepted as a peer by fellow workers who were not always cooperative found fellow workers were not always cooperative and felt not accepted as a team member at the job site.

5) The main challenge was outside the job. It was difficult to learn to balance family, school assignments and work hours.

Question eleven asked how many had remained as employees after completion of the internship. Six or 35% were hired to remain as full time employees. Nine were not hired and two were still involved with the internships. This would have been 59% who did not remain with the organization. Most cited the reason for not remaining as a full-time employee was because of a lack of openings within the organization. Two students later returned to the organization as full time employees. This would up the percentage of those students remaining to 47%. Other reasons cited for not remaining within the organization were because they did not like
the field, the organization left Ottawa, the student was not from the Ottawa community and returned to their home, and one chose not to apply.

Question twelve was directed to the students who were still involved in an internship. It asked if they felt it could lead to full-time employment. Every student who was participating in an internship answered yes and felt they could remain if they chose to do so.

Question thirteen asked graduates if they were working within their major field of study. To this question, eleven replied that they were working within their designated major field of study, and one was not working at all.

Question fourteen was seeking information concerning future plans. Thirteen of the seventeen surveyed, planned to return to school to pursue more education – 77%.

Of all the questions, question fifteen received the most comments and long written answers. The question read, “Do you feel you received adequate assistance from the career/placement office in locating employment after graduation or in locating an internship while a student? List any changes you would make to Ottawa's placement procedure. Please explain.” Three students felt it was adequate with no comments as to why. One student answered not applicable (this student had not completed the internship). The majority of students, 13, were very critical of the present system and office. A content analysis of these 13 responses revealed the following five weaknesses central to the student concerns. Almost every student mentioned all five of the following items. The five critical points follow:
1) The office focuses on counseling students and helping education majors and is not known as a source of information concerning possible internships or jobs. It does offer two job fairs per year and attempts to teach interview skills.

2) One student did not even know the office existed on campus or its purpose.

3) One comment concerned the reputation of the office as not being positive and that they had heard horror stories from other students who had negative experiences within this division of the university.

4) One student, who did ask for help in locating an internship, was directed to a set of "dusty old books" and was told to look there.

5) The office appears to be very unorganized and there is never anyone there willing to help.

The fact that 13 of 17 survey participants took the time to write detailed responses to this question verifies the need for improvement of this department.

The opportunity for improvement in this area appears to be enormous. Both Bethany and McPherson Colleges boasted of excellent offices on their campuses and of having above average placement rates for students in both internship programs and in full time positions following graduation. Both individuals interviewed could cite facts and figures that documented the statements they made about the successes of their programs. This offered reinforcement of the opinion of the programs being different and more beneficial. These programs were also used as a recruiting tool to
convince students to enroll at their respective institutions. If The College is serious about improving the internship program within its’ organization, this would be the place to start. The career/placement office should be the hub and central location for all internship activities and employment opportunities. The person in charge of this office should not be splitting time between counseling students and helping locate possible employers for The College’s students.

The technical offerings of this office are also not current. The computer is one of the best sources for locating internships, part time jobs, and full time employment. One very well known program located on the web is www.internship.com. One of the responsibilities of the career center/placement office at larger universities is to offer weekly seminars teaching students how to search for internships and/or jobs. They have personnel available to assist students in locating and applying for internships as well as in locating employment after graduation. This office also should be actively seeking campus support from organizations outside of the university. The director should be a public relations figure for the university and would be continually networking with outside organizations. Under the present system, this is not happening. The director is not only acting as a counselor but also is spending time as an instructor. It is extremely important to have a counselor to assist students, but it should not be the primary goal of a placement office. This should be separate because of the stigma attached to being counseled. One of the responses on the survey was that they thought the office
was only for disadvantaged students who were lacking academically or who could not seek internships and/or employment on their own.

Another reason for centralization of internship responsibility is to reduce the workload of faculty members. One faculty member received much high praise from the students who answered the questionnaires because of her involvement with the outside organizations. She served on the board of directors for a not-for-profit governmental funded organization and at one time was employed there. This link guaranteed many students internship possibilities that might not have been available without her network of off-campus contacts.

The question that seemed to reoccur was how can reorganization of the present program benefit The College, the students, the faculty and the staff? There would be many benefits and to begin such a project would be the first step toward helping The College to become “distinctive” among its’ peers. The survey of the fourteen colleges was documentation that Ottawa could develop a program that would act as a recruiting tool and also as a distinguishing factor to set it apart from its competition. In an interview with Ryan Ficken, a past Ottawa University graduate and now employed full time as an admissions counselor, he stated, “One of the most commonly asked questions by perspective students and their parents is about job possibilities after graduation. And also sometimes even about internship possibilities.” The long-term goal of every recruit is to someday have full time employment. When asked about information in recruitment publications concerning employment and internships, he felt this area was not adequately covered because a
program was not in existence that warranted such publicity. Bethany and McPherson colleges both stated that they publicized their programs widely and not just to potential recruits, but also to area community organizations. The two individuals from Bethany and McPherson also felt this program was directly linked to the decision made by recruits to attend their institutions over other colleges and universities. They have brochures published explaining their programs and advertising the organizations that cooperate/partner with them in the effort to give every student a chance to earn credit and experience outside of the classroom in the world of a functioning organization. After evaluating the questionnaires and speaking with the fourteen colleges and universities, the following improvements are suggested.
SUGGESTIONS FOR AN IMPROVED PROGRAM AT THE COLLEGE

There is urgency for colleges and universities to provide a quality education for their students. There is also a shortage of qualified workers within the workplace. The expected outcome of any newly created program, designed to help both the field of higher education and the business sector, should be: (a) to standardize most departmental procedures used in granting of internships and monitoring of students while they are participating, (b) to interact with the business to assure that qualified individuals are being used as supervisors/mentors of the student, and (c) to ultimately graduate a student better prepared to enter the workplace with not only academic knowledge, but also with on-the-job experience. A key element of this program will be to teach the students the use of participant observation methods while they are interning. The students will be expected to use their liberal arts background to be critical thinkers while observing the business function first hand.

According to the National Society for Experiential Education (NSEE), an internship is “any type of carefully monitored work or service experience in which an individual has intentional learning goals and reflects actively on what he/she is learning throughout the experience” (Kendall, 1986, p. 12). The Council for Adult and Experiential Learning (CAEL), a national leader in the field of adult learning and workforce development, has been providing individuals and organizations with the tools and strategies they need for creating practical, effective lifelong learning solutions for their education and training needs (CAEL, 1999). The organization was founded in 1974. CAEL’s web site states, “the most effective way for a company to
capitalize on rapid changes in the workplace is to implement a learning system that empowers employees with lifelong learning opportunities that are aligned with long-range business goals” (www.cael.org). With this statement in mind, it could be changed to reflect what could begin to take place at The College, if a new program was adopted. The statement of purpose for The College’s newly created internship program could read: *The most effective way for The College to capitalize on rapid changes in the workplace is to implement a partnership that empowers students to become lifelong learners and encourages organizations to become partners in an internship program that will assist in the fulfillment of the long-range business goals of both organizations.*

When businesses engage in collaborative partnerships, they expect benefits that will directly affect the operation, productivity, and profit margin. The College should also expect equal benefits. Some advantages for The College that could be realized with the implementation of a new program are:

1) The College’s image could be enhanced drawing closer to being recognized as a distinctive institution.

2) The College would have greater visibility in the community.

3) The dollars spent by students, to attend The College, could have the clearer purpose of an investment toward a future vocation.

4) Individual faculty and staff could derive personal satisfaction from assisting in the development of productive citizens.
5) The development of organizational/university relationships, which prepare future employees, would benefit all organizations.

6) Increased enrollment figures and retention rates as a result of the desire to participate in a distinctive internship program, would be a step toward distinctiveness.

The organizational partners also would benefit from the cooperative program by using the joint venture as a/an:

1) Recruiting tool for attracting outstanding students.

2) Way of improving the selection process when hiring permanent employees.

3) Means of obtaining qualified personnel at reasonable costs to the organization.

4) Opportunity to develop and maintain relations with The College while gaining exposure on campus.

5) Demonstration of the organizations commitment to improving the quality of the profession.

An aggressive, well-organized internship program will allow The College's graduates to standout and will emphasize Ottawa University's effort to become a distinctive institution of higher education. By developing a new program, The College will set itself apart from the practices of many other colleges and universities within the State. A powerful method of teaching students about their major course of study and to encourage them in developing a love of learning is to encourage them to practice what they know. Both students and employers are increasingly demanding more
effective means to accelerate professional readiness and reduce the uncertainty factors in the educational and hiring process. This newly developed program could accomplish that and even more.

Another area of concern is funding for such a program. Information was given concerning the Educational Partnership Act of 1988. The literature failed to give information concerning the longevity of this program. If it is still available, it possibly would require writing a grant application to receive funding. This would be an available solution to funding problems. Research by an aggressive director of the newly formed department could find sources for funds.

Developing a productive and interesting internship program – revamping the old one – will take time and commitment. “It might take longer than five years to realize your investment in it” [a newly created internship program] warns Bill Skinner, human resources manager for the Xerox Corporation’s Pal Alto Research Center, which offers 55 intern positions each year. “You have to understand that it is a long-term investment, and you have to have complete and total buy-in from the top that the company is committed and will not kill the program before it has had time to reach fruition” (Woodward, 1998, F3). This statement also rings true for The College. It must be ready to commit to the long-term, be willing to hire professionals with the qualifications and energy to develop an outstanding program. This person must command the respect of faculty, administrators, students, and the business community. The task will not be an easy one and hurdles might need to be creatively overcome. However, the end result will far out-weigh any challenges met in the implementation of such an outstanding program. The benefits to all involved in the
successful program will out number any challenges. The following model illustrates the balance within a successful internship program and the individual interactions.

Table 2. A model for excellence as a result of the inter-activity between the student, the faculty member, and the organizational partner with the career center director acting as the central coordinator of the program.
The theme for the formation and implementation of a new program reads:

The most effective way for The College to capitalize on rapid changes in the workplace is to implement a partnership that empowers students to become lifelong learners and encourages organizations to become partners in an internship program that will assist in the fulfillment of the long range business goals of both organizations.
References

Achieving scale and quality in school-to-work internships: findings from an employer survey. IEE Brief No. 20, Teachers College, Columbia University, New York, NY.


Appendix A

McPHerson COLLEGE

EXPERIENCE-BASED EDUCATION

Program Guidelines

The Experience-Based Education (E.B.E.) program of McPherson College is designed to provide the student with an opportunity to gain hands-on work experience in his/her major field of study and to receive credit for that experience. Through this program, it is anticipated that the student will achieve invaluable educational gains that could not be obtained in the classroom and that this knowledge will, in turn, ease the student’s transition from the classroom to the job.

Any type of work assignment is acceptable, as long as the student can demonstrate that it has the potential to make a significant educational contribution to his/her field of study. Work in which the student has had previous experience will not viewed as having the potential to make a significant educational contribution.

To be eligible, a student must hold a junior classification or above and have a minimum 2.2 G.P.A. overall. Transfer students, in addition to having a 2.2 G.P.A., must also have completed at least twelve semester hours of work at McPherson College.

The number of credit hours awarded in the E.B.E. program is based strictly on the number of hours worked. One (1) credit hour is awarded for eighty (80) hours of work.

A maximum of fifteen hours of E.B.E. can be counted toward graduation. Due to the above restrictions on the maximum credit to be awarded, accumulation of more than twelve credit hours would require the student to participate in at least two E.B.E. programs. In the event a student should wish to participate in more than one E.B.E. program, he/she must complete a minimum of twelve hours of academic work at McPherson College between placements.
General Information for Employers and Work Supervisors

EXPERIENCE-BASED EDUCATION

The following is an outline of the requirements for McPherson College students to receive academic credit through the Experience-Based Education (E.B.E.) program.

**Student Responsibilities**

1. A student, in consultation with his/her faculty advisor, identifies the kind of Experience-Based Education program that will enhance his/her educational objectives.

2. The student identifies an employer who is willing to provide a suitable internship experience and to appoint a work supervisor for the student.

3. The student coordinates the necessary arrangements with the employer and completes the necessary forms for enrolling in the internship.

4. Upon enrollment the student develops, in cooperation with the work supervisor, a list of goals to be attained through the E.B.E. program and submits these to the E.B.E. Coordinator of the college.

5. Throughout the duration of the internship, the student is to maintain a daily log of his/her activities and is required to submit two summaries of these to the E.B.E. Coordinator, one at the mid-point of the E.B.E. program and the other at the end of the program.

**Employer Responsibilities**

1. The employer is asked to assist the intern by placing the student under a work supervisor who is capable of assisting the intern in the learning experience. It is hoped the student will be permitted (or required) to develop some expertise or depth in one or more aspects of the business and that the intern will also have sufficient opportunity to be exposed to numerous activities so as to provide the student with a broad perspective of the total business.

2. The work supervisor will be asked to assess and evaluate the performance of the intern twice during the E.B.E. experience, and to submit a copy of each evaluation to the E.B.E. Coordinator at the college. One evaluation is due at the mid-point of the E.B.E. program and the other at the end of the program.
A special form will be provided for these evaluations. The work supervisor is encouraged, but not required, to discuss the assessment and evaluation of the intern’s performance with the intern prior to returning the evaluation form to the E.B.E. Coordinator at the college.

**Due Dates**

Deadline for submission of the various documents discussed above are determined by the E.B.E. Coordinator in consultation with the student, prior to the student beginning the E.B.E. program. It is the student’s responsibility to adhere to these deadlines by informing the work supervisor of the deadlines when evaluations are due and to provide the work supervisor with the necessary forms and address for submitting the evaluations directly to the E.B.E. Coordinator. The dates of employment must be arranged by the student with the employer before the E.B.E. program begins.

**Credit Hours**

1. The number of credit hours awarded for an E.B.E. program is based upon the amount of time committed to the experience. Students who are working forty hours a week will receive one credit hour, up to a maximum of twelve hours of credit, for every two weeks of experience.

2. Students working less than forty hours a week, but who are enrolled as full-time students at McPherson College will receive one credit hour for every four weeks of experience, up to a maximum of ten hours. Students not enrolled full-time will be restricted to six credit hours.
E.B.E. REQUEST FORM

Name: ___________________________________ Date: ______________

College
Address: ___________________________________ Phone: ______________

Date given information packet: ________________________________

Date forms are completed:

_______ Program Guidelines
_______ Information Sheet
_______ General Information
_______ Guidelines for Log I
_______ Clearance for Enrollment
_______ Guidelines for Log II
_______ Standard Agreement
_______ Request Form (Coordinator File)

Place of employment and address: __________________________________________

________________________________________________________________________

Contact Person: __________________________________________________________

Phone number at work: __________________________________________________

Beginning date of employment: ___________________________________________

Ending date of employment: _____________________________________________

Comments:

________________________________________________________________________

Faculty Supervisor: ______________________________________________________

Advisor: ________________________________________________________________
McPherson College

EXPERIENCE-BASED EDUCATION

Clearance for Enrollment

Name of Student: ________________________________

Current Address: ________________________________ Phone: ________________

The above student has indicated a desire to enroll in a program of Experience-Based Education. You are requested to review the following proposed program. If this program meets with your approval, please indicate this by placing your signature in the appropriate space at the bottom.

Type of Work Experience: ________________________________

Dates of E.B.E. Program: Beginning: ________________________________

Ending: ________________________________

Number of Credits: ________________________________

Means of Evaluation: Pass-Fail Letter Grade

Faculty Supervisor: ________________________________

*Please note: Under the current E.B.E. guidelines, the student will be required to submit a list of goals for the experience and two (2) logs, one at the mid-point and the second at the end of the program. The student will also be evaluated by his/her immediate work supervisor at the mid-point and at the end of the program. The student’s faculty supervisor will be asked to evaluate the student based on the work evaluations, student logs, and the degree to which the student seems to have fulfilled his/her goals.

The above plan has been approved by:

1. ________________________________ (Student)
2. ________________________________ (Advisor)
3. ________________________________ (Faculty Supervisor)
**McPherson College**  
**EXPERIENCE-BASED EDUCATION**

**Standard Agreement**

To receive credit for Experience-Based Education, I will:

1. **Work**  
   **Full-Time**  
   **Part-Time**
   
   Beginning Date:  
   Ending Date:  
   Number of Weeks:  
   Credit Hours:  

2. **My Title**  
   **Employer’s Name**  
   **Job Supervisor’s Name**  
   **Employer’s Address**  

3. Develop and submit a list of goals outlining the specific knowledge and skill I hope to gain through this experience.  
   Date Due:  

4. Maintain a daily log and submit summaries of my activities twice during my time of employment.  
   **1st Summary Due at Midpoint of the Program:**  
   **Date**  
   **2nd Summary Due at End of the Program:**  
   **Date**

I also understand that my work will be evaluated by my job supervisor as designated above and that my final grade will be based on these evaluations and the degree to which I have satisfied my stated goals.

__________________________  
Student’s Signature  
__________________________  
Date

This form is to be completed and submitted to the supervisor prior to the beginning of the work experience.
McPherson College
EXPERIENCED-BASED EDUCATION

Information Sheet

This sheet is to be completed and returned to your Faculty Supervisor at the end of your first week on the job, along with a list of your goals for this experience. The goals list must consist of a description of the types of knowledge and skills you hope to gain. You may find it necessary to ask your immediate job supervisor for assistance in determining the types of activities you will be involved in.

STUDENT DATA

Name __________________________________________

Address _______________________________________

Phone _________________________________________

Advisor _______________________________________

Faculty Supervisor ______________________________

Job Title ______________________________________

EMPLOYER DATA

Employing Organization __________________________

Address _______________________________________

Immediate Supervisor ___________________________
McPherson College

EXPERIENCE-BASED EDUCATION

Guidelines for Writing E.B.E. Work Logs

The purpose of your work logs is to provide your faculty supervisor with as accurate a picture as possible of the effectiveness of your placement. You are asked to take enough time to provide a complete description of your development in the areas of new skills, knowledge, and professional relations with co-workers.

To assist you in your efforts, a few questions have been listed below to which you are requested to respond. Please attempt to cover each question in your log; however, do not restrict yourself to these questions exclusively. Include your own thoughts concerning your placement and professional growth. Your log needs to be a minimum of two pages in length.

1. Describe the activities you have participated in during the first half of your experience.

2. How well does this experience seem to be progressing toward helping you to meet your objectives? In what specific ways?

3. What do you feel you have achieved up to this point in the areas of personal, educational, and skill development?
McPherson College
EXPERIENCE-BASED EDUCATION

Guidelines for Log II

Listed below are a few questions you are asked to respond to in your second and final log. Once again you are urged not to restrict yourself exclusively to these questions, but to contribute additional information on your own. Keep in mind, I am wanting as complete a description as possible on the content of your experience, particularly the gains you have received from it.

1. Describe the activities you have participated in since your first log.

2. What do you feel you have gained in terms of personal, educational, and skill development that you could not have gained in a college setting?

3. In what way did you find your college experience helpful in preparing you for this experience and in what ways was it lacking? Please be specific.

4. What career goals do you now have for yourself and in what way(s) has this experience helped to influence them?

5. How do you feel your experience could have been improved?
McPherson College
EXPERIENCE-BASED EDUCATION

Work Evaluation

The information checked below will help McPherson College staff evaluate the performance of ________________________________.

Please indicate how you, as the student’s supervisor, would describe his/her:

Relations with other employees

_____ Exceptionally well accepted
_____ Works well with others
_____ Gets along adequately
_____ Has some difficulty working with others
_____ Works very poorly with others

Quality of Work

_____ Excellent
_____ Very good
_____ Average
_____ Below Average
_____ Poor

Judgement

_____ Exceptionally mature
_____ Above average
_____ Usually uses poor judgement
_____ Often uses poor judgement
_____ Consistently uses poor judgement

Dependability

_____ Completely dependable
_____ Above average
_____ Usually dependable
_____ Often negligent / careless
_____ Unreliable

Attendance

_____ Regular
_____ Irregular

Punctuality

_____ Regular
_____ Irregular

Overall Performance

_____ More than satisfactory
_____ Satisfactory
_____ Unsatisfactory

What are some of this student’s chief assets?

What are some suggestions you would make for further educational or career planning which the student may benefit from?

This evaluation has been discussed with the student:  _____ Yes  _____ No

Date_________________________  Signature_____________________________
Appendix B

Internship Survey

1. What is/was your major?

2. When did you / are you doing/ or when will you do your internship?
   SPRING: 
   FALL: 
   SUMMER: 

3. How did you find your internship?
   a. The instructor suggested & set it up: 
   b. Knew of through a non-university contact: 
   c. Knew of a business needing assistance: 

4. Is or was your internship paid or non-paid? 

5. Is or was the internship for credit or non-credit? 

6. Is the internship within a profit or not for profit organization? 

7. What advantage/gain do you believe internships give the university?

8. Do believe your advisor benefited in anyway from you doing an internship?

9. What benefits have you gained or hope to gain from the internship?

10. What challenges did you encounter or expect to encounter, while participating in an internship?
11. If your internship has been completed, did you remain as a full-time employee upon graduation? If yes, why do you believe you were hired?

If no, why do you believe you were not hired?

Would you have stayed with this organization if offered a position?

11. If you have not completed your internship, do you believe it could possibly lead to full-time employment?

12. If you have graduated, are you working in your major field of study?

13. Do you plan on returning to school to receive a higher degree or to begin a new field of study?

14. Do you feel you received adequate assistance from the career/placement office in locating employment after graduation or in locating an internship while a student? List any changes you would make to Ottawa’s placement procedure. Please explain.