Perceptions of College Internship Coordinators: Services and Practices that Most Effectively Facilitate Internships of Academic and Professional Value

A Dissertation submitted in partial fulfillment of the requirements
For the Doctor of Education Degree
in Educational Leadership
by
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ABSTRACT

Perceptions of College Internship Coordinators: Services and Practices that Most Effectively Facilitate Internships of Academic and Professional Value

by

Shannon M. Johnson

Doctor of Education Degree

In Educational Leadership

When managed effectively, internships can be valuable experiences for students, employers, and colleges (Keller, 2012; Kuh, 2008; Sides & Mrvica, 2007; Sweitzer & King, 2004). However, concerns about the academic and professional value of internships can be found in research, as well as in the daily experiences of those participating in internships (Keller, 2012; Kuh, 2008; Metzger, 2002; Spann, 1994). College internship coordinators are theoretically best suited to play pivotal roles in facilitating valuable internships because their practices directly influence student and employer experiences (Jones, 2007; Metzger, 2002; Miller, 1997; Reitter, 2009; Ross, 1985; Spann, 1994). Yet, internship research has focused primarily on experiences of students and employers (Garavan & Murphy, 2001; Reitter, 2010; Spann, 1994), with minimal exploration of internship coordinators (Jones, 2007; Metzger, 2002; Miller, 1997; Reitter, 2009; Ross, 1985; Spann, 1994). Thus the purpose of this study was to explore what internship coordinators perceive as the services and practices of college internship programs that most effectively facilitate internships of academic and professional value.

This qualitative study investigated the following research questions: What services and practices do college internship programs use to most effectively facilitate
internships?, How do college internship programs use these services and practices to most effectively facilitate internships?, and What factors support or constrain the use of these services and practices in college internship programs? To explore these research questions, an online survey and individual interviews were conducted. One hundred and fifty-four internship coordinators completed the survey and four internship coordinators participated in one-on-one interviews.

Data were analyzed for the predetermined areas of preparation, contracting, evaluation, and outreach services. Survey responses were assigned to a descriptive category and tallied to determine what coordinators perceived to be the most effective services in each area. Interviews were analyzed for key themes related to the practices of these most effective services. A descriptive case summary for each of the four most effective services was then developed to describe the key similarities and differences in the practices. Additionally, supports and constraints for the services and their practices were discovered.

Survey respondents identified assisting with resume/cover letter writing as the most effective preparation service, developing learning contracts/agreements as the most effective contracting service, conducting student/employer evaluations as most effective evaluation service, and developing employer relations as the most effective outreach services. To conduct these services, internship coordinators worked in cross-functional teams, built collaborative relationships, utilized technology, and sought new ways to promote and deliver their services. Additionally, internship coordinators identified faculty/employer/alumni collaborations, technology, and fellow staff members as
supports. Coordinators noted time constraints, budget constraints, and low staff-to-
demands ratios as their greatest constraints.

The findings of this study suggest internship coordinators decide what services to
c conducive based on the service’s effectiveness and implement practices based on efficiency,
given the supports and constraints of their campuses and communities. As the connection
between students and employers, college internship coordinators are key players in what
services are offered and what practices are implemented to deliver these services. This
study was an initial step to tap into services and practices that can assist college
internship coordinators in their efforts to effectively and efficiently facilitate internships
of academic and professional value.
CHAPTER I: STATEMENT OF THE PROBLEM

College internship programs have been a part of American universities since the early 1900s, when the University of Cincinnati established the first formal program in 1906 (Heinemann, 1982). The university’s engineering school established the program to connect theory and practice in response to the growing demand by businesses for work-ready graduates. Today, internships are a form of experiential learning broadly defined as work-based educational experiences designed to provide students with real-world experience while in school (Cantor, 1995; Chickering, Frank, & Robinson, 1996; Cooperative Education and Internship Association, n.d.; National Association of College and Employers, 2011a). Over the last century, internships have become a popular way for students to pursue academic and professional growth prior to graduation. The National Association of Colleges and Employers (NACE) reported 55% of college seniors surveyed in 2012 had completed an internship (2012a). Many of these internships were completed through college internship programs or with some type of assistance from college internship programs (NACE, 2012b).

Significance of the Study

Internships are an effective way for students to pursue academic and professional growth that has many advantages and few disadvantages (Garavan & Murphy, 2001; Knouse, Tanner, & Harris, 1999; Reitter, 2010; Sides & Mrvica, 2007; Sweitzer & King, 2004). Students see their classroom curriculum come to life, while demonstrating their ability to apply concepts and skills in a real-world environment (Fletcher, 1986; Taylor, 1988; Young & Baker, 2004). Students also gain professional advantages, such as early job offers, more job offers, and higher salary offers because employers perceive students
with internship experience as better entry-level employees (Casella & Brougham, 1995; Green, Graybeal, & Madison, 2011; Knouse, Tanner, & Harris, 1999; Zhao & Liden, 2011). Poorly managed internships, however, can impede or distort academic and professional growth, ultimately damaging future experiences (Cantor, 1995; Dewey, 1938; Kolb, 1984). John Dewey, a pioneer in experiential learning, stressed that it was not enough to engage in experiential learning; rather it was the quality of the experiences that impacted learning and influenced later experiences (Dewey, 1938).

College internship programs are designed as a three-way partnership between students, employers, and the colleges (Altland, 1990; Narayanan, Olk, & Fukami, 2011; Sides & Mrvica, 2007). As a result of this partnership, the academic and professional value of internships is dependent on these partners and their actions (Metzger, 2002; Narayanan, Olk, & Fukami, 2011; Sides & Mrvica, 2007). When effectively managed by employers and colleges, internships have academically and professionally valuable outcomes for students (Keller, 2012; Kuh, 2008; Narayanan, Olk, & Fukami, 2011; Sides & Mrvica, 2007; Sweitzer & King, 2004). However, there is concern about how effectively managed internship programs are on college campuses today. Research has found that college internship programs lack uniform guidelines, which raises concern about the academic and professional outcomes for students participating in internships (Keller, 2012; Kuh, 2008; NACE, 2011b).

In addition, recent federal lawsuits (Bickerton v. Charles Rose and Charlie Rose, Inc., 2012; Glatt v. Fox Searchlight Pictures Inc., 2011; Wang v. The Hearst Corporation, 2012) question the legitimacy of internships that may not provide opportunities for academic or professional learning. Former interns filed lawsuits alleging the environment
lacked learning opportunities during their internships. There is little doubt that gaining real-world experience has professional value, but internships without learning components fail to meet the purpose of internships – academic and professional growth (Chickering, Frank, & Robinson, 1996; Collin & Tynjalla, 2003; Fletcher, 1989; Sides & Mrvica, 2007; Taylor, 1988; Young & Baker, 2004).

The actions of college internship coordinators influence the academic and professional outcomes of internships because of their roles as facilitators in the three-way partnership (Altland, 1990; Keller, 2012; Kuh, 2008; Narayanan, Olk, & Fukami, 2011; Sides & Mrvica, 2007; Weible, 2010). Although each partner has varying objectives for participating in internship programs, these objectives can be aligned in systematic practices that increase the likelihood of academic and professional growth for students (Keller, 2012; Kuh, 2008; Narayanan, Olk, & Fukami, 2010; NACE, 2011a). By exploring current services and practices of college internship programs, light can be shed on what has worked and what has not worked for coordinators. Findings might then be used to plan and guide programmatic services and practices that most effectively facilitate internships of academic and professional value.

**Problem Statement**

Concerns about the academic and professional value of internships are found in the research, as well as in the daily experiences of those participating in internships (Keller, 2012; Kuh, 2008; Metzger, 2002; Rothman, 2007; Spann, 1994). Internships often fail students and employers, when poorly managed (Keller, 2012; Kuh, 2010; Narayanan, Olk, & Fukami, 2011). Student complaints range from being treated simply as temporary employees to a lack of mentoring, both shortcomings of an internship that
provide little opportunity to learn (Coco, 2000; Tackett, Wolf, & Law, 2001; Ward, 1991). Students who struggle in poorly managed internships lose learning opportunities and may choose to bypass future internship opportunities, thus missing out on possible academic and professional growth (Jones, 2007; Keller, 2012; Kuh, 2008; Metzger, 2002).

College internship coordinators are theoretically best suited to play pivotal roles in facilitating internships because their practices directly influence student and employer experiences (Jones, 2007; Klein, 1990; Knouse, Tanner, & Harris, 1999; Metzger, 2002; Miller, 1997; Reitter, 2009; Ross, 1985; Spann, 1994). Yet, internship research has focused predominately on experiences of students and employers (Garavan & Murphy, 2001; Knouse, Tanner, & Harris, 1999; Reitter, 2010; Spann, 1994; Ward, 1991), with minimal exploration of internship coordinators’ experiences (Jones, 2007; Klein, 1990; Knouse, Tanner, & Harris, 1999; Metzger, 2002; Miller, 1997; Reitter, 2009; Ross, 1985; Spann, 1994).

Internship coordinators face internal and external challenges in their daily efforts (Spann, 1994). Internally, internship coordinators work with varying levels of student preparedness, as well as having to defend the value of internships within the academic community (Sides & Mrvica, 2007; Spann, 1994; Weible, 2010). Externally, internship coordinators cope with fluctuating economic trends, diverse needs of varying industries, and demand for qualified students (Narayanan, Olk, & Fukami, 2010; Spann, 1994). Coordinators, strained by internal and external challenges, have been frustrated attempting to identify and transfer superior services and practices (Ewert, 1987; Spann, 1884; Weible, 2010). Colleagues at other institutions may have identified and conducted
services and practices that most effectively facilitate internships of academic and professional value; yet many college internship coordinators still struggle to discover this information (Ewert, 1987; Lundsteen, 2001; Metzger, 2002; Rothman, 2007; Spann, 1994; Weible, 2010). Some may lack the know-how or be unsure how to identify or adopt superior practices across their many and varied services (Metzger, 2002; Spann, 1994; Weible, 2010).

**Purpose of the Study**

The purpose of this study was to explore what internship coordinators perceive as the services and practices of college internship programs that most effectively facilitate internships of academic and professional value. As a three-way partnership, internship programs can reap “triple profits” across students, employers, and colleges when managed strategically (Altland, 1990). One response to aligning differing objectives has been to adopt and adapt effective programmatic practices of colleagues. This study was an initial step through research on current services and practices to discover effective services and practices with the goal of programmatic improvement. I conducted this study to bring internship coordinators’ voices to the conversation about how to most effectively facilitate internships of value. I did not, however, explore outcomes of the services and practices discussed in this study. Determining the practices of college internship programs that were most impactful on students was beyond the scope of this study. Future research might explore the outcomes of the services and practices found in this study, as additional efforts towards developing best practices.
Research Questions

I sought to answer the following research questions in this study: What services and practices do college internship programs use to most effectively facilitate internships?, How do college internship programs use these services and practices to most effectively facilitate internships?, and What factors support or constrain the use of these services and practices in college internship programs?

Methodology Overview

I conducted an online survey and one-on-one interviews to address the research questions of this study. I conducted the online survey to determine quantitatively what internship coordinators perceived to be the most effective services in the areas of preparation, contracting, evaluation, and outreach. I then conducted four interviews to develop descriptive cases for each of the four effective services found in the survey. These cases are “in-depth explorations of activities and processes based on data collection” (Creswell, 2007, p. 476). I chose a multi-case study approach because I wanted to describe the services and practices of college internship programs and discover explanations for the services and practices. Accordingly, case studies were an optimal research strategy because I sought to understand and interpret educational services and practices (Creswell, 2007). I hope for the findings from this study to influence future services, practices, and policies in college internship programs.

I requested participation from college internship coordinators who were in the public directory of the Cooperative Education and Internship Association (CEIA). CEIA is a professional learning community for students, employers, and educators who work in or support work-integrated learning. One hundred and fifty-four college internship
coordinators completed an online survey, and four college internship coordinators were interviewed.

In the survey, I asked coordinators whether their program offered preparation services, contracting services, evaluation services, and outreach services; and if so, which services they believed to be most effective for their students. Based on the survey results, I identified four services as most effective in each of areas, which I explored further in the interviews. In the semi-structured interviews, I asked internship coordinators to discuss their practices for delivering these services, as well as the factors that support or constrain these services and practices.

To determine which services were considered most effective, I categorized survey responses under descriptive labels and tallied the responses. I used the most effective service in each of the four areas to adjust the interview questions. In the interview analysis, I developed descriptions and discovered themes based on my knowledge of the field from academic study and professional experience, as well as relevant literature (Creswell, 2007). I then developed case summaries of each service based on the information shared by the four internship coordinators. The final stage of data analysis was sharing my interpretation of the findings, which was used to develop and support the discussion and conclusions in Chapter 5.

**Limitations and Delimitations**

This study contains limitations, which are inherent in qualitative research. Sampling was purposeful and theoretical. Therefore the findings may not be representative of other college-based programs, yet did provide insights from participants that were relevant to the purpose of this study (Merriam, 1998). The quality of data
collection, analysis, and conclusions were dependent on my ability, as the researcher, to uncover coordinators’ services and practices, thus some concern about the credibility and dependability of the study persists.

This study also contains delimitations, which were created by the constraints determined by me to narrow the scope of the study. This study was bounded by participant selection of college internship coordinators who were listed in the public CEIA directory and had working email addresses, and by those internship coordinators who agreed to participate. Currently, CEIA has more than 500 members, representing 300 universities/employers, 46 states, six provinces, and nine countries. As a national organization, the membership of CEIA is comprised of individuals involved in cooperative education and internships, and thus were the individuals of interest to the purpose of this study. In addition, participation in a professional association suggests some level of interest in discovering best practices for long-term use, while also interacting with like-minded others in a community of practice.

I had hoped that members of CEIA would be favorable to participating in research related to their professions. Although coordinators who are not members of CEIA may have been as willing to or more willing to participate, the CEIA public database provided ease of reaching out to possible participants. A drawback of this convenience sampling is that coordinators using certain services and practices may have been over-selected, under-selected or missed altogether. This study may find the effective practices that these coordinators know about as a result of their participation in this professional organization, but that does not mean that other more effective practices do not possibly exist and remain untapped from other sources. It is necessary to study those outside CEIA
as well to get a good impression of the college internship programs. I attempted to address these limitations and delimitations through comprehensive methodology by describing detailed research procedures, utilizing mitigating research strategies, and providing sound rationale for methodology choices.

**Organization of Dissertation**

This chapter provides an overview of the upcoming research study to illustrate how the study was formed and how the study was guided for the desired outcome of authenticity and trustworthiness. This chapter describes a statement of the problem, the purpose of the research study, the principal research questions, the significance of the research study, the proposed methodology, and limitations and delimitations of the research study. Chapter 2 provides a review of the literature to identify and describe others’ work related to the research topic of experiential learning, internships, college internship programs, and roles of internship coordinators. Chapter 3 provides the detailed methodology that was followed to complete this research study. Chapter 4 provides the findings that were discovered in the collection and analysis of the data. Chapter 5 provides discussion and conclusions of the data based on my interpretation of the findings, as well as implications and recommendations for future research. This dissertation study concludes with references followed by an appendix of related documents.
CHAPTER II: REVIEW OF THE LITERATURE

Research shows that students place strong emphasis on both academic and professional growth as desired outcomes of a college education (Pew Research Center, 2011; Pryor et al., 2011). Internship participation is a popular, growing, and effective way to pursue both academic and professional growth during college (Chickering, Frank, & Robinson, 1996; Collin & Tynjalla, 2003; Fletcher, 1989; Green, Graybeal, & Madison, 2011; NACE, 2012a; Sides & Mrvica, 2007; Taylor, 1988; Young & Baker, 2004). Many higher education institutions manage college internship programs, which are aimed at facilitating students’ participation (Keller, 2012; Kuh, 2008; Narayanan, Olk, & Fukami, 2011; NACE, 2012b; Spann, 1994). Accordingly, internship coordinators, who manage these programs, act as facilitators between students and employers in a three-way partnership meant to produce beneficial outcomes (Altland, 1990; Rothman, 2007; Sides & Mrvica, 2007). The crucial element to producing these beneficial outcomes is the academic and professional value of the internships.

However, some research calls into question the academic and professional outcomes of internships (Kuh, 2008; Keller, 2012). In addition, recent federal lawsuits (Bickerton v. Charles Rose and Charlie Rose, Inc., 2012; Glatt v. Fox Searchlight Pictures Inc., 2011; Kuh, 2008; Wang v. The Hearst Corporation, 2012) question the legitimacy of internships that fail to provide learning opportunities. Research and legal actions revealing that internships sometimes fall short of their goals have raised the stakes for colleges to avoid such outcomes.

Poorly managed internships can impede or distort both academic and professional growth for students, ultimately damaging future experiences (Cantor, 1995; Dewey,
College internship coordinators are theoretically best suited to play pivotal roles in facilitating internships of value, because their services and practices directly influence student and employer experiences (Jones, 2007; Klein, 1990; Knouse, Tanner, & Harris, 1999; Metzger, 2002; Miller, 1997; Reitter, 2009; Ross, 1985). Narayanan, Olk, and Fukami (2010) have proposed the theory of knowledge transfer as a conceptual framework to evaluate the internship experience because the framework emphasizes multiple actors (students, employers, and colleges) and how their actions impact the transfer of knowledge (value of internships). This framework, applied to college internship programs, emphasizes the college’s preparedness for the internship, the college’s interaction with the employers and students, and the college’s enhanced capabilities and facilitation of student development. Many internship coordinators, however, struggle to identify or adopt effective practices across these many responsibilities (Metzger, 2002; Spann, 1994; Weible, 2010). They may lack the know-how or be unsure how to best navigate the complexities they encounter in their day-to-day efforts (Narayanan, Olk, & Fukami, 2010; Sides & Mrvica, 2007; Spann, 1994).

The purpose of this study was to explore what internship coordinators perceive as the services and practices of college internship programs that most effectively facilitate internships of academic and professional value. The purpose of this study was addressed through the following research questions: What services and practices do college internship programs use to most effectively facilitate internships?, How do college internship programs use these services and practices to most effectively facilitate internships?, and What factors support or constrain the use of these services and practices in college internship programs? My hope was the findings would complement previous
research to gain a more comprehensive picture of college internship programs and discover services and practices that facilitate internships of value.

This literature review includes an overview of the following areas: Definitions of internships, historical background of internships, experiential learning and internships, internships as knowledge transfer: a conceptual framework, academic and professional value of internships, concerns about the academic and professional value of internships, roles of college internship coordinators, and a summary.

**Definitions of Internships**

Internships are commonly defined using academic and professional descriptors. The Cooperative Education and Internship Association (n.d.) defined internships as work-integrated learning experiences. NACE (2011a, p. 1) defined internships as a “form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting.” Additional descriptions have included “work-based educational experiences,” “career-oriented curricular endeavors,” (Merritt, 2008, p. 1), and experiences “designed to give students a chance to work in pre-professional positions while still in school” (Chickering, Frank, & Robinson, 1996, p. 13).

Although elements of internship programs may vary by college, they share the common goal of providing learning opportunities for students in a workplace setting (Rothman, 2007). Terms including fieldwork, field experience, co-op education, field education, and practicum have often been used interchangeably with the term internship (Sweitzer & King, 2004). Although there are some variations among the terms, such as time commitment and compensation, they all address the goals of academic and
professional growth (Rothman, 2007; Sides & Mrvica, 2007). In this study, I used 
internships as the primary term to describe these activities. For the purposes of this study, 
“internship” does not include teacher preparation placements or clinical placements such 
as for nursing, counseling, or physical therapy.

**Historical Background of Internships**

Internship principles date back to the Greek and Roman apprenticeship systems 
and continued into the craft guilds of the Middle Ages. The English laws of Statute of 
Artificers in 1563 and Poor Law Act in 1601 have been cited as possibly the first 
legalization of internship principles (Sides & Mrvica, 2007). The Statute of Artificers 
established codes regarding labor conditions including training, while the Poor Law Act 
established standards for parishes to provide for the poor, including children, as trade 
apprentices. The apprenticeship system and craft/trade guilds voyaged across the Atlantic 
to the United States, where their primary goals at the time were to teach work skills and 
prepare individuals for employment. And until the early 1900s, this remained true. 
Individuals of lesser means would gain basic academics in early schooling, learn a trade, 
and enter into the workplace, while secondary and higher education were generally 
reserved for those with greater means (Gutek, 1994).

In the early 1900s, a “need for more highly trained and sophisticated technicians 
and professionals” encouraged public education’s growth (Gutek, 1994, p. 477). 
Education and employment training were no longer able to exist independently if the 
expanding needs of an industrialized society were to be met. Deeper content knowledge 
and higher skill levels than through coursework or training alone were needed to succeed 
in complex work environments (Dewey, 1938).
The first college internship programs were established in the early 1900s with the goal to provide students with a combination of academic and professional training. Herman Schneider, an engineer, architect, and educator, is most often cited as establishing the first college cooperative education program at the University of Cincinnati in 1906 (Heinemann, 1982). Schneider developed a co-op program for engineering students that placed them in the field while also attending courses. The University of Cincinnati expanded the program into the business school in 1922, and in 1919 Antioch College developed a cooperative program for liberal arts students (Sides & Mrvica, 2007). In the 1930s, John Dewey, an educational reformer, advocated for experiential learning, a philosophy and methodology encouraging real-world application of classroom curriculum. Dewey (1938) argued that only through the combination of classroom knowledge and real-world application of that knowledge could true learning occur.

In 1961, the Wilson-Lyons Report, commissioned by the Ford and Edison Foundations, examined the academic credibility of work-study college programs, which included cooperative education and internships. Positive results motivated the growth of internship programs as colleges sought to take advantage of the potential academic and professional value (Heinemann, 1982). From this time, college internship programs have become common on campuses across the United States.

Over the last century, the number of internships has steadily increased with considerable growth in the last twenty years. NACE (2012a) found that more than 50% of seniors surveyed in 2012 had completed internships in comparison to 17% found in a 1992 study by Northwestern University (Greenhouse, 2010). NACE also found that more
than 90% of colleges surveyed in 2011 provided some assistance with internships (2011a). These numbers imply that college students are eager to participate in internships, and many of them are doing so through college internship program.

**Experiential Learning and Internships**

Today, experiential learning is an umbrella term covering internships, cooperative education, apprenticeships, service learning, and field experiences (Carver, 1996; Itin, 1999; Kolb, 1984; Linn, 1999; Sweitzer & King, 2004). The most dominant experiential learning activities in the United States are cooperative education and internships, terms often used interchangeably despite some differences in time commitment and compensation (Sides & Mrvica, 2007). The type of learning fostered by internships is experiential, and the partnership of college internship programs falls within the experiential education triangle in Figure 1 (True, 2013).

![Experiential Education Triangle](image)

*Figure 1. Experiential Education Triangle. Reprinted from “New Director’s Training,” by M. True, 2013, Presentation at the Cooperative Education and Internship Association Conference.*

Experiential learning is a philosophy and methodology in which “educators purposefully engage with learners in direct experience and focused reflection in order to
increase knowledge, develop skills and clarify values” (Association of Experiential Education, n.d.). Dewey (1938) defined experiential learning as the integration of classroom and out-of-classroom experience with learning supported by application and reflection. Dewey, however, observed that not all experiential learning based experiences are of value. Rather, the value of an experience is dependent upon the quality of the experience, the learner’s engagement, and the connection to future experiences. It is active learning that is based on doing, in which experience is central (Webb, Metha, & Jordan, 1992). The National Society for Experiential Education (NSEE) proposed eight principles to define authentic experiential learning activities: intention, preparedness and planning, authenticity, reflection, orientation and training, monitoring and continuous improvement, assessment and evaluation, and acknowledgement (1998). These principles highlight the relationship between the learners and facilitators and the objectives and actions from them, and are displayed in Table 1.
Table 1

*National Society of Experiential Education’s Experiential Learning Principles*

<table>
<thead>
<tr>
<th>Principle</th>
<th>Clarifying Description</th>
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<tr>
<td>Intention</td>
<td>Learners and facilitators must be clear why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it.</td>
</tr>
<tr>
<td>Preparedness and Planning</td>
<td>Learners and facilitators must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined.</td>
</tr>
<tr>
<td>Authenticity</td>
<td>The experience must have a real-world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.</td>
</tr>
<tr>
<td>Reflection</td>
<td>For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications.</td>
</tr>
<tr>
<td>Orientation and Training</td>
<td>Learners and facilitators must be prepared with important background information about each other and about the context and environment in which the experience will operate.</td>
</tr>
<tr>
<td>Monitoring and Continuous Improvement</td>
<td>Learning activities will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner.</td>
</tr>
<tr>
<td>Assessment and Evaluation</td>
<td>Outcomes and processes must be systematically documented with regard to initial intentions and quality outcomes.</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments.</td>
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Experiential learning provides students with a deeper understanding of coursework, the application of knowledge in complex or ambiguous situations, and the ability to engage in life-long learning (Eyler, 2009). Experiential learning promotes cognitive development and is a natural motivator for students to take ownership for their own learning (Cantor, 1995). Kolb (1984) found that exposure to experiential learning encourages more flexible and complex thinking. Like Dewey (1938), Kolb cautioned that experiential-based activities alone do not lead to learning; rather, the experiences must be reflected upon and processed systematically for learning to occur.

**Internships as Knowledge Transfer: A Conceptual Framework**

Internships are experiential learning activities that involve three participants: students, employers, and college internship programs. Students participate as learners and the employers and college internship programs participate as facilitators. Most of the internship research, however, focuses on the student experience only. A lesser amount of research focuses on the employer experience. And little research explores the experiences of those managing the college side of the experience. However, the principles of experiential learning require the interconnectedness of all three participants for the experience to be valuable. Accordingly when studying internships, a conceptual framework that includes all three partners is necessary to adequately determine the value of internships (Dewey, 1938; Narayanan, Olk, & Fukami, 2010; NSEE, 1998).

Narayanan, Olk, and Fukami (2010) conceptualized internships as transfers of learning and knowledge and proposed knowledge transfer as a framework to guide the study of the internship experience. They reasoned that the use of knowledge transfer is an appropriate framework to explore internship effectiveness for two main reasons. First, the
framework accounts for multiple participants and their individual roles, which accounts for the partnership of students, employers, and college internship programs. Secondly, the framework explains the internship experience as a process rather than an event, which accounts for the actions of the three partners throughout the internship experience.

Narayanan, Olk, and Fukami, (2010) developed a conceptual model to illustrate the application of knowledge transfer as a framework to evaluate the internship experience. Figure 2 displays the Narayanan, Olk, and Fukami’s “Internship Model” (2010), which in keeping with the principles of knowledge transfer includes the inputs, outputs, and processes of the three participants. For the college internship program, the model emphasizes the college’s preparedness for the internship, the college’s interaction with the employers and students, and the college’s enhanced capabilities and facilitation of student development.

In accordance with experiential learning theory, the model regards the three partners as learners or facilitators whose actions affect the quality of the experience, the learner’s engagement, and connections to future experiences. Additionally, the model aligns with the eight principles of experiential learning proposed by NSEE (1998): intention, preparedness and planning, authenticity, reflection, orientation and training, monitoring and continuous improvement, assessment and evaluation, and acknowledgement. Narayanan, Olk, and Fukami’s “Internship Model” emphasizes the effects that the partners’ interconnectedness and their actions can have on the value of internships (2010).
Academic and Professional Value of Internships

Internships provide opportunities for students to apply their academic knowledge outside the classroom and develop their professional skills while in school. Students see their classroom curriculum come to life as they demonstrate the ability to apply concepts and skills to the workplace (Dewey, 1938; Fletcher, 1986; Taylor, 1988; Young & Baker, 2004). Challenging, relevant, and authentic assignments in the classroom and workplace foster students’ learning goals during internships (Crumbley & Sumners, 1998; Cunningham, 2010; Sides & Mrvica, 2007; Young & Baker, 2004). During this experience, students gain confidence, leadership skills, maturity, and motivation (Knouse & Fontenot, 2008; Merritt, 2008; Ricks et al., 1993; Sweitzer & King, 2004). Students are then motivated to pursue further connections between the classroom and workplace in later experiences.

Students develop job-hunting skills, including resume writing, networking, and interviewing, when pursuing internships (Metzger, 2002; Sides & Mrvica, 2007; Sweitzer & King, 2004). The stronger these skills, the more competitive students are in their post-college job searches (Green, Graybeal, & Madison, 2011; Klein, 1990; Knouse, Tanner, & Harris, 1999; Metzger, 2002). Students explore career interests and interact with industry leaders to assist in their post-college career decisions during internships (Merritt, 2008; Taylor, 1988). In addition, internships are a significant qualification for certain industries and one of the limited ways a company may bring in new talent (Brougham & Casella, 1996).

One of the most influential factors in whether students find post-college employment is work experience during college (Brougham & Casella, 1996). Employers
review resumes with internships more favorably than those without internships (Klein, 1990), giving students with internship experience a competitive edge in post-college employment (Metzger, 2002). Many employers use internships as a recruiting tool because students’ skills and abilities can be tested prior to employment offers (Brougham & Casella, 1996; Zhao & Liden, 2011). Conversely, students are able to test a company prior to acceptance of employment (Brougham & Casella, 1996; Zhao & Liden, 2011). This allows both students and employers to obtain realistic information and to evaluate each other prior to long-term commitments (Zhao & Liden, 2011). The Association of American Colleges and Universities (2008) found 80% of employers believe a supervised and evaluated internship is an effective way to ensure students have the skills and knowledge needed to succeed at their companies. Employers view the classroom as vastly different from the workplace and see an internship as indication that students are transitioning from student to professional (Metzger, 2002).

Internships of value begin with students taking ownership for their own learning and acting as the primary decision makers regarding the experience (Cantor, 1995; Dewey, 1938; Kolb, 1984; Sides & Mrvica, 2007; Sweitzer & King, 2004). Students then see themselves as the leading voice in their academic and professional growth (Cantor, 1995; Fletcher, 1986; Merritt, 2008, Taylor, 1988). But many students express a need for assistance from colleges during their internship pursuits and experiences (Knouse, Tanner, & Harris, 1999) and employers also state a need for assistance from colleges (Metzger, 2002). Students desire academic and professional mentors to seek assistance from during their internships (Coco, 2000; Crumbley & Sumners, 1998; Cunningham, 2010; Henry, Rehwaldt, & Vineyard, 2001; Hite, 1986; Knouse, Tanner, & Harris, 1999).
Students also identify mentor feedback as instructive for their academic and professional growth during internships (Crumbley & Sumners, 1998; Henry, 2002; Tackett, Wolf, & Law, 2001).

NACE (2011b) has proposed the following criteria to increase the likelihood that internships will have value for students:

- The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
- The skills or knowledge learned must be transferable to other employment settings.
- The experience has a defined beginning and end, and a job description with desired qualifications.
- There are clearly defined learning objectives/goals related to the professional goals of the student’s academic coursework.
- There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
- There is routine feedback by the experienced supervisor.
- There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

These evaluative criteria are consistent with experiential learning principles, which emphasize that learners and facilitators are mutually responsible for the quality of the

The services and practices of college internship programs facilitate students’ internship experiences. College internship programs connect students’ campus activities to the professional world. College internship programs strengthen and bring relevancy to curriculum (Narayanan, Olk, & Fukami, 2010; Young & Baker, 2004). Curriculum is updated when students bring current practical knowledge back to classrooms and share it with fellow students and faculty (Casella & Brougham, 1995; Sides & Mrvica, 2007). Additionally, staff and faculty collaborate with employers to stay current with industry and employment trends, which again is brought back to classrooms (Casella & Brougham, 1995). Employers also build their industry quality through their connections to academia when students bring current academic knowledge from classrooms to workplaces (Casella & Brougham, 1995; Sides & Mrvica, 2007). These relationships increase the educational value for all partners (Metzger, 2002).

The stronger the connection between campuses and employers, the greater the likelihood that knowledge is transferred in both directions (Narayanan, Olk, & Fukami, 2010; Reagans & McEvily, 2003). The crucial element is the connection between the classroom and the workplace. It is not enough to simply offer internship opportunities; rather, it is the quality of the experiences that impact learning and influence later experiences (Dewey, 1938; Kolb, 1984). As a connection between students and employers, college internship coordinators facilitate the quality and outcomes of internships through their services and practices (Jones, 2007; Knouse, Tanner, & Harris,
Concerns About the Academic and Professional Value Of Internships

Research documents the academic and professional value of internships when the experience is effectively managed (Chickering, Frank, & Robinson, 1996; Collin & Tynjalla, 2003; Fletcher, 1989; Knouse & Kontenot, 2008; Sides & Mrvica, 2007; Taylor, 1988; Young & Baker, 2004). However, poorly managed internships can stop or distort both academic and professional growth for students, ultimately damaging future experiences (Cantor, 1995; Dewey, 1938; Kolb, 1984). It is not enough to simply participate in an internship. There must be authentic connections between the classroom and the workplace (Dewey, 1938; Kolb, 1984). When effectively managed, internships encourage academic and professional growth. When poorly managed, internships hinder academic and professional growth.

Whether students are provided academic and professional learning opportunities during their internships affect their future academic and professional pursuits (Eyler, 2009; Hendricks, 1994; Narayanan, Olk, & Fukami, 2010). Researchers identify meaningless assignments, lack of orientation, poor training, and little or no feedback as characteristics of poorly managed internships (Keller, 2012; Kuh, 2008; Ward, 1991). Additionally, research finds poor communication and weak commitment among the partners during internships result in fewer authentic learning opportunities (Henry, Rehwaldt, & Vineyard, 2001; Metzger, 2002; Narayanan, Olk, & Fukami, 2010). In addition to the research, recent lawsuits (Bickerton v. Charles Rose and Charlie Rose, Inc., 2012; Glatt v. Fox Searchlight Pictures Inc., 2011; Wang v. The Hearst Corporation,
2012) contain complaints of being treated simply as temporary employees with little opportunity to work on authentic assignments or learn new skills in the workplace.

Some employers perceive students to be unable to contribute or add value to their organization, which often results in a less than satisfying experience for both students and employers (Scott, 1992). When students do underperform, resource costs for the employer generally increase and negative perceptions of students’ abilities are further fueled (Deane, Frankel, & Cohen, 1978; Scott, 1992). The learning curve for students can be long and students often finish the internship around the time they finally know the work (Metzger, 2002). Moreover, students’ expectations can be disappointed when they expect greater responsibility and pay than they are qualified to receive (Metzger, 2002).

These concerns can be alleviated through the facilitative actions of the partners, particularly internship coordinators and employers. Facilitators should provide adequate training time, student mentoring, and authentic work assignments to foster internships of academic and professional value (Ward, 1991). Facilitators must commit to spending time away from their own work to mentor students, who may only stay in the internship for a semester (Scott, 1992). Internships of value require time resources, financial resources, and human resources (Deane, Frankel, & Cohen, 1978; Metzger, 2002). Facilitators should take into consideration the commitments and structure needed for an effectively managed internship program, and then make cost calculations before taking on students (Hite, 1986; Henry, Rehwaldt, & Vineyard, 2001).

**Roles of College Internship Coordinators**

Internship coordinators work in varied campus settings, yet there are some common structures of college internship programs (Sides & Mrvica, 2007; Sweitzer &
King, 2004). Programs are generally centralized, decentralized, or a combination of the two. In centralized programs, a designated campus department manages the internship program and works with students from all schools and majors. In decentralized programs, multiple academic departments manage internship programs across schools or majors. This means that various departments, for example political science, business, or film/television, may each have their own internship programs. In combination programs, a designated campus department manages a program and other academic departments also offer internship programs.

Consequently, internship coordinators may be classified as either faculty or staff depending on how the campuses have designed their internship programs. Coordinators classified as staff, though, often work closely with faculty in academic departments to manage their internship programs. Additional roles that faculty may play in an internship program are as faculty mentors for students completing internships or as course faculty when the program includes an academic course. Students may be required or choose to enroll in a credit-bearing course as part of the internship program. Depending on campus policy, courses that involve internships may be taught by faculty or internship staff, and sometimes may be carried out through combined efforts of faculty and internship staff. As a result of this structure, faculty may have certain authority or approval rights over aspects of an internship program. Figure 3 illustrates the typical process that a student goes through to participate in a college internship program. An internship coordinator or faculty member may have responsibility for or authority over any of these steps depending on how a particular campus chooses to design their internship programs.
An internship coordinator is commonly responsible for the overall development, implementation, daily operation and evaluation of the internship program. Narayanan,
Olk, & Fukami’s “Internship Model” (2012) sort these responsibilities under college’s preparedness for the internship, college’s interaction with the employers and students, and college’s enhanced capabilities and facilitation of student development. These responsibilities break down into day-to-day tasks that may include finding internship opportunities, preparing students, guiding students through program requirements or assignments, evaluating internships, and connecting with employers (Knouse, Tanner, & Harris, 1999; Miller, 1997; Spann, 1994). In this study, I categorized the day-to-day tasks described in the literature into preparation services, contracting services, evaluation services, and outreach services.

**Description of Preparation Services Offered in Internship Programs**

College internship coordinators may choose to offer preparation services to assist students in their internship pursuits. Students usually choose to engage in preparatory activities to strengthen their applications with the goal of obtaining internship offers. Preparation services help prepare students to present themselves as strong candidates in their internship pursuits. Students usually choose to engage in preparatory activities with the goal of obtaining internship offers. These may include attending orientation workshops, receiving resume and cover assistance, and participating in mock interviews (Jones, 2007; Sides & Mrvica, 2007). These commonly occur during the internship search process, internship application process, and interviewing process (Jones, 2007; Sides & Mrvica, 2007).

**Description of Contracting Services Offered in Internship Programs**

After obtaining internships, college internship coordinators may have certain requirements for students and employers to participate in their program. Contracting
services handle these requirements for participation in a particular college internship program. Coordinators usually conduct these services to ensure the academic and professional value of an internship or the legality of an internship. These may include approving internship descriptions, approving learning objectives and outcomes, confirming academic or legal guidelines are met, and completing risk management or liability forms (NACE, 2011b; Young & Baker, 2004). These typically occur once an internship offer is made and accepted by a student.

**Description of Evaluation Services Offered in Internship Programs**

Evaluation services assess student and employer internship experiences, which typically include evaluation of each other’s performance and the college internship program. Internships are experiential learning activities in which, students are supposed to be learning and doing, and facilitators are supposed to be supporting students in the learning and doing. Evaluations can help determine whether learning has occurred, as well as discover strengths and weaknesses of student performance (Metzger, 2002; Narayanan, Olk, & Fukami, 2010). Additionally, coordinators conduct these services to determine whether an internship is providing academic and professional value, as well as meeting federal, state, and campus guidelines for internships. These services may consist of conducting evaluative surveys, visiting internship sites, reviewing student assignments, and conducting student exit interviews. An internship site is the employer workplace at which the internship takes place. Coordinators conduct evaluations at various times throughout the internship period (Metzger, 2002; Narayanan, Olk, & Fukami, 2010).
Description of Outreach Services Offered in Internship Programs

Outreach services deal with the ways in which coordinators engage with others to manage their internship programs. Coordinators usually conduct these services to share program information and build relationships with students and employers (Narayanan, Olk, & Fukami, 2010; Sides & Mrvica, 2007; Weible, 2010). Outreach services may include developing employer relations, utilizing social media, conducting marketing activities, and arranging career fairs. Coordinators conduct outreach throughout their internship programs.

These services may be carried out in many and varied practices by internship coordinators to most effectively facilitate internships. It is the purpose of this study to discover the most effective practices of these services through the voices of internship coordinators. In carrying out their services and practices, college internship coordinators often work under internal and external conditions that support or constrain their efforts. The limited research on college internship coordinators thus far primarily addresses constraints (Spann, 1994). It was my intent to also explore the supports for coordinators’ work in this study. Supports and constraints are important to explore in programmatic practices because they can be the underlying causes of why certain decisions are made over others (Senge, 2005). When constraints are identified and linked with supports, decisions in programmatic improvements are grounded in daily structures of the programs (Senge, 2005).

Within college campuses, coordinators commonly work with considerable diversity in students’ knowledge, preparation, and qualifications for internship participation (Sides & Mrvica, 2007; Spann, 1994). Coordinators assist poorly prepared
or disinterested students, unrealistic or demanding students, as well as prepared and enthusiastic students (Sides & Mrvica, 2007; Spann, 1994). Moreover, coordinators often have to justify the academic and professional value of internships within the academic community (Spann, 1994; Weible, 2010). Outside college campuses, coordinators cope with fluctuating economic and employment trends that affect the volume of internship opportunities (Spann, 1994). Coordinators also manage diverse needs and wants of varying industries, as well as demand for qualified applicants from employers (Narayanan, Olk, & Fukami, 2010; Spann, 1994).

One practical way that college internship coordinators can respond to the challenges of providing internships of value is to explore the successful services and practices of other coordinators and programs and the way they capitalize on supports and tackle constraints. Current practices research is “time spent reading and talking to people who have solved or tried to solve similar problems which is likely to provide useful insights into underlying causes, strategies for change, and problems to expect along the way” (Center for Technology in Government at SUNY, 2000, p.1). This study is an initial step through research on current services and practices of college internship programs with the goal of programmatic evaluation and improvement.

Summary

Internships, as experiential learning activities, blend academic and professional growth. To achieve these outcomes, college internship programs require a three-way partnership between students, employers, and colleges. Research and recent legal actions raise concerns about the academic and professional value of internships, given the
varying objectives of students, employers, and colleges (Kuh, 2008; Keller, 2012; Metzger, 2002; Narayanan, Olk, & Fukami, 2010; Spann, 1994).

Internships can be meaningful experiences for students, employers, and colleges when managed effectively (Garavan & Murphy, 2001; Knouse, Tanner, & Harris, 1999; Keller, 2012; Kuh, 2008; Reitter, 2010; Sides & Mrvica, 2007; Sweitzer & King, 2004). College internship coordinators are theoretically best suited to play pivotal roles in effectively facilitating internships of value because their services and practices directly influence student and employer experiences (Jones, 2007; Klein, 1990; Knouse, Tanner, & Harris, 1999; Metzger, 2002; Miller, 1997; Reitter, 2009; Ross, 1985; Spann, 1994). Many internship coordinators, though, struggle to navigate the complexities they encounter in their day-to-day responsibilities (Lundsteen, 2011; Metzger, 2002; Narayanan, Olk, & Fukami, 2010; Sides & Mrvica, 2007; Spann, 1994; Weible, 2010). Many college internship coordinators are willing to identify, share, and transfer superior services and practices, yet few researchers have sought to discover this information from college internship coordinators (Ewert, 1987; Lundsteen, 2001; Metzger, 2002; Rothman, 2007; Spann, 1994; Weible, 2010).

This study sought to discover the services and practices identified by internship coordinators that most effectively facilitate internships of academic and professional value. Moreover, this study sought to discover the supports and constraints for these services and practices. I intend this information to open the door for more uniform and systematic practices of college internship programs that promote internships of academic and professional value (Narayanan, Olk, & Fukami, 2010; Spann, 1994; Sides & Mrvica, 2007). I selected a multi-case study approach and conducted an online survey and four
interviews. Through this investigation, I intended to identify which services coordinators believed to be most effective for students. I also intended to identify the practices being used in college internship programs to deliver these services. Additionally, I intended to identify the supports and constraints to using the practices in the delivery of these services.
CHAPTER III: METHODOLOGY

The purpose of this study was to explore what internship coordinators perceive as the services and practices of college internship programs that most effectively facilitate internships of academic and professional value. This study sought to answer the following research questions: What services and practices do college internship programs use to most effectively facilitate internships?, How do college internship programs use these services and practices to most effectively facilitate internships?, and What factors support or constrain the use of these services and practices in college internship programs? Broadly this chapter describes the methods of data collection and analysis used in this study. Specifically this chapter addresses: research tradition, research sample and data sources, instruments and data collection, survey instrument, interview instrument, data analysis, ethical issues, and role of the researcher.

**Research Tradition**

I selected a multi-case study approach for this study because I wanted to explain the complexities of educational services and practices of a specific population through comparisons of “incident to incident, incident to category, and category to category” (Creswell, 2007, p. 438). I aimed to construct descriptions of services and practices in real-life and intended to discover explanations for the services and practices (Yin, 2003). Moreover, I selected multiple cases to allow for analysis within the services and practices, as well as across the services and practices to better understand the similarities and differences among college internship programs (Creswell, 2007). In case study analysis, categories emerge during analysis. Categories are then refined to identify themes, and data are compared back to the categories to describe the services and
practices being explored (Creswell, 2007). I hope this study’s findings will influence future services, practices, and policies in college internship programs. Accordingly, case studies were an optimal research strategy because I sought to understand and interpret educational services and practices in-depth (Creswell, 2007).

**Research Sample and Data Sources**

I used purposeful, theoretical sampling to select this study’s participants because I “wanted to discover, understand, and gain insight and therefore needed a sample from which the most could be learned” (Merriam, 1998, p. 61). I used non-probability sampling for the interviewees so the cases would be relevant to this study’s purpose and allow for comparisons to identify similarities, differences, and relationships from a specific sample (Creswell, 2007).

Individuals who manage college internship programs were the data sources for this study. I recruited these participants from the public directory of CEIA. Those listed work under a variety of titles such as Internship Director, Employer Relations Specialist, and Director of Career Services. In this report, I use “internship coordinator” for ease of understanding. Currently, CEIA has more than 500 members, representing 300 organizations, 46 states, six provinces, and nine countries. Thus of the 4,700 degree-granting institutions in the United States (Snyder, Dillow, & National Center for Education Statistics, 2012), it can be supposed that about 300 are currently represented in the CEIA. And by some estimates, as many as 90% of universities offer some type of internship assistance to students (NACE, 2012b). Other national organizations that internship coordinators might be involved with include the National Association of Colleges and Employers, Association for Experiential Learning, National Society for
Experiential Education, in addition to the regional associations, such as the Mountain Pacific Association of Colleges and Employers and California Internship and Work Experience Association.

As a national organization, the CEIA is comprised of professionals involved in cooperative education and internships, and thus are individuals who were of interest to this study’s purpose and could provide a richness of responses. Participation in a professional association suggests interest in discovering successful practices for long-term use, while also forging partnerships with like-minded others in a community of practice. CEIA members were also chosen for ease of the association’s public membership directory.

I had hoped that members of CEIA would be favorable to participating in research related to their professions. Although coordinators who are not members of CEIA may have been as willing to or more willing to participate, the CEIA public database provided ease of reaching out to possible participants. A drawback of this convenience sampling is that coordinators using certain services and practices may have been over-selected, under-selected or missed altogether. This study may find the effective practices that these coordinators know about as a result of their participation in this professional organization, but that does not mean that other more effective practices do not possibly exist and remain untapped from other sources. It is necessary to study those outside CEIA as well to get a more complete view of effective services and practices in college internship programs.

I requested survey participation of the 943 internship coordinators who were listed in CEIA’s public directory and had working email addresses. During the survey’s
two-week period in July 2012, 192 coordinators started the survey with 154 completing the survey for a response rate of 16%. Thirty-eight respondents began the survey, but failed to complete the survey and their responses were not included in the findings. The 38 non-completers were split across public and private institutions, with eight at associate colleges, seven at baccalaureate colleges/universities, five at master’s colleges/universities, and 18 at doctorate-granting universities. This distribution of institution types mirrors those who completed the survey, except for the private, doctorate-granting institutions. Six private, doctorate-granting institutions did not complete the survey and seven completed the survey; an additional 40 public, doctorate-granting institutions also completed. With the low number of private, doctorate-granting institutions completing the survey, the additional six voices of those that did not complete survey could have possibly added undiscovered services to the findings. Responses began to fall off as they were asked about details of their internship programs. For example, only half of the 38 non-completers indicated whether their programs were centralized, decentralized, or combination. Further drop-offs occurred when coordinators were asked about their services, with only eight indicating whether they offered preparation services.

As a result of the lack of responses, details about the non-completers were difficult to gather, so it was not feasible to determine any further information about the degree to which the non-completers differed from the completers.

The 154 respondents who completed the survey were from unique institutions. The majority of respondents were female at 74% and 26% of respondents were male. Fifteen percent of respondents had earned a bachelor’s degree only, 68% of respondents had earned master’s degrees, 15% had earned doctorate degrees, and 2% had completed
post-graduate work. Figure 4 and Figure 5 illustrate respondents’ years employed in higher education and years employed as internship educators/professionals respectively.

**Figure 4.** Survey Respondents’ Years Employed in Higher Education

**Figure 5.** Survey Respondents’ Years Employed as Internship Educators/Professionals

Following completion of the survey, four internship coordinators participated in individual interviews. How I selected these four interviewees is described in the
upcoming interview instrument section. The four coordinators interviewed were asked to provide self-reported details about the services and practices in their programs only. If I had been able to observe the services and practices of these four coordinators over time, I may have seen inconsistencies or misrepresentations in their descriptions and explanations. Additionally, their agreeing to interviews may have indicated some higher level of knowledge about practices that are recommend by the profession, due to their involvement in the CEIA or other networks. Therefore, these coordinators might be, intentionally or not, reporting popular, profession-accepted practices as opposed to practices that they have seen as effective on their respective campuses. It was my intent to gather authentic and trustworthy data from internship coordinators and selected methods with that consideration, but the authenticity and trustworthiness of the data was dependent on those who chose to participate.

Three of my interviewees were female, and one was male. All of the coordinators were between 45-65 years of age. Their experience levels and program characteristics vary. One coordinator has worked in higher education for over 20 years and another is relatively new with 5 years of experience, and the remaining two each have 10 years of experience. Three of the coordinators work in internship programs that have 4-5 full-time employees, and the remaining coordinator works in an internship program that has three part-time employees only. Their program budgets fall across a wide range from $10,000 on the lower end to over $75,000 on the higher end. The following are additional descriptions of the interviewed coordinators individually:

• Andre (pseudonym) holds a Ph.D. and has been a Director of Internships for 25 years at his current institution. His position is classified as a staff position on his
campus. His institution has a centralized internship program at the university career center and facilitates over 500 internships per academic year. His doctoral-granting institution is located in a metropolitan area of the western U.S. and has a student population of 15,000.

- Monica (pseudonym) holds a Master’s degree and is Career Center Director with 5 years in this position at her institution. Her position is classified as a staff position on her campus. Her institution has a combination approach to internships with a centralized internship program at the university career center that facilitates between 50 and 100 internships per academic year. Additionally, certain departments on campus also provide internship opportunities. Her baccalaureate-granting institution is located in a metropolitan area of the U.S. Midwest and has a student population of 1,500.

- Steffi (pseudonym) holds a Master’s degree and is an Employer Relations Specialist with 10 years of experience at her institution. Her position is classified as a staff position on her campus. Her institution has a centralized at the university career center and facilitates between 100-200 internships per academic year. Her master’s institution is located in a metropolitan area of the southern U.S. and has a student population of 7,000.

- Martina (pseudonym) holds a Master’s degree and is an Assistant Director of Internships with 10 years of experience at her institution. Her position is a staff position on her campus. Her institution has a centralized internship program at the university career center and facilitates between 50 and 100 internships per
academic year. Her baccalaureate-granting institution is located in a rural area of the U.S. Midwest and has a student population of 1,300.

**Instruments and Data Collection**

I designed and conducted an online survey and four individual interviews with college internship coordinators for this study. For the survey and interviews, I designed instruments that would support data collection and data analysis to answer the research questions of this study. I conducted the survey and the interviews to provide corroboration and supportive findings for greater understanding of the services and practices (Bloomberg & Volpe, 2008). I conducted the survey prior to the interviews to discover services identified as most effective to then explore more deeply in the interviews. This sequence was an attempt to collect a more complete and revealing discovery and understanding of services and practices in college internship programs that most effectively facilitate internships.

**Survey Instrument**

My first form of data collection was an online survey, which I developed to discover the most effective services offered in college internship programs, as well as collect demographic information. I emailed a research invitation to 943 internship coordinators requesting participation in the online survey. The research invitation outlined the study’s purpose and steps of participation. In addition, the research invitation stated that participation would be confidential, voluntary, and able to be ceased at any time. A copy of the research invitation can be found in Appendix A.

In the survey, I asked coordinators whether they offered services in the areas of preparation, contracting, evaluation, and outreach, and if so what services within these
areas they believed were most effective for their students. In the final question, I asked if they would be willing to participate in an interview and if so, to provide contact information. I created, distributed, and collected the survey using SurveyMonkey, an online survey software and questionnaire tool that is widely used in both academia and the business world to conduct various types of research. Coordinators were asked to complete the survey within a two-week period during July 2012. A copy of the survey instrument can be found in Appendix B.

**Interview Instrument**

My second form of data collection was interviews with four college internship coordinators. Semi-structured interviews, with open-ended questions and probes, allowed for uniformity but also allowed for some flexibility as the interviews progressed (Bloomberg & Volpe, 2008; Glesne, 2011). Building on the survey findings, I developed the interview questions to focus on how the internship coordinators conducted the effective services identified in the survey and what supports and constraints they identified in their programs. To conduct a more systematic and comprehensive process, I used an interview instrument that included a list of questions with possible probes. A copy of the interview instrument can be found in Appendix C. I distributed and collected an informed consent form via email from the four interviewed coordinators. The informed consent form outlined the study’s purpose, participation steps, potential risks, potential benefits, non-payment, audio recording procedures, confidentiality procedures, uses of data, withdrawal ability, identity of researchers, and rights of participants. The informed consent clearly stated that each participant, as well as the college, would not be identifiable or disclosed.
I determined possible interview participants based on survey responses. First, coordinators who did not volunteer to be interviewed were eliminated. Second, coordinators whose programs did not offer services in every one of the four areas of preparation, contracting, evaluation, and outreach were eliminated. Third, coordinators who failed to name a specific service as most effective were eliminated. Twenty-two coordinators remained; these were then sorted by institution type in an effort to interview coordinators from differing institution types. Three coordinators at associate’s colleges, eight at baccalaureate-granting universities, four at master’s colleges, and seven at doctorate-granting universities remained as possible interviewees.

I determined the services deemed most effective by the entire pool of survey respondents, one in each of the areas of preparation, contracting, evaluation, and outreach. I then ranked the possible interviewees by the number of these most-effective services they also reported as most effective in their programs. For example, if a particular coordinator named each of the four most effective services found in the survey, he or she received a score of 4. If he or she only named one of the most effective services, they received a one. One coordinator from each of the institution types scored a four, and I contacted these four internship coordinators for interviews. The internship coordinators at the master’s college and doctorate-granting university agreed to interviews, while the other two declined.

Subsequently, I contacted coordinators at the associate’s and baccalaureate-granting institutions with scores of three. The two remaining possibilities at the associate’s colleges both declined. I then contacted the two remaining coordinators at the baccalaureate-granting institutions and both agreed to be interviewed. I selected a
baccalaureate-granting institution to replace an associate’s college because the baccalaureate-granting institutions were most responsive to the survey. The final two coordinators’ programs offered services in all four areas, but these coordinators identified a different service as most effective from that selected by the overall survey pool in one of the areas. When contacted about possible interviews, both of these coordinators stated they did offer all four of the most effective services found in the survey and would be able to speak about them. Therefore, I interviewed coordinators from a doctorate-granting institution, a master’s college, and two baccalaureate-granting institutions.

I conducted each interview by phone via Skype, an online calling, video, and messaging system. I recorded each call using Ecamm’s Call Recorder, an add-on for Skype. A paid transcriptionist transcribed the audio recordings. I then compared the transcripts to the audio recordings to confirm accuracy.

Data Analysis

Analysis of Survey Data

I analyzed survey data for the predetermined areas of preparation, contracting, evaluation, and outreach services. I categorized each survey response under a descriptive category and tallied the responses to determine most effective services. For example, assisting with resume/cover letter writing emerged as a descriptive category; thus responses that stated resume or cover letter assistance were placed into this category.

I anticipated mutually exclusive services; however, instances arose where a service fell into more than one area. When this occurred, the service was tallied in multiple areas, as the practices used to conduct the service may differ based on the area. For example, coordinators named online orientation as both an effective preparation
service and an effective outreach service. Online orientation as a preparation service may contain resume tips to encourage students to update their resumes prior to coming into the office. As an outreach service, online orientation may contain information about the various services offered through the internship program to encourage student participation.

While coordinators were asked to name the most effective service for their students, some chose to name more than one service. To fully account for their perceptions, each response was counted in the total. For a list of responses that were categorized into each service, see Appendix D. Through analysis of the survey data, I found four services to be the most effective, one in each of the areas of preparation, contracting, evaluation, and outreach. I used each of these services to adjust the interview questions.

**Analysis of Interview Data**

Initially I read through the interviews to obtain a general sense of the material. I then bracketed statements that provided details about the practices used to deliver the four services (e.g. resume/cover letter assistance). I then assigned thematic labels to indicate key themes related to practices (e.g. collaborative relationships). I was able to label text for description of services and practices, as well as code for themes in the services and practices using this method of analysis. I developed and determined thematic labels based on my knowledge of internship programs from academic study and professional experience, as well as relevant literature (Creswell, 2007). A sample of this coding can be found in Appendix E.
I then developed a case summary for each of the four most effective services. I chose to develop cases of the services rather than the individual coordinators because case descriptions of the “processes or series of steps that form the sequence of activities” (Creswell, 2007, p. 476) better addressed the research questions. Initially, I intended to develop case summaries around each of the coordinators and began to write up the data in that way. However, as I was doing so, the cases began to feel repetitious because of the many similarities in the practices; thus changing to case summaries of the four most effective services allowed for more thorough description of the services and how the practices were being implemented for each service. In addition, it is the services and practices that I hope other coordinators will be able to adopt and adapt to their own programs, so providing inclusive descriptions of the services and practices seemed more appropriate to the purpose of this study.

In the case summaries, I described the key similarities and differences of the internship coordinators’ practices for conducting the services. Additionally, I described supports and constraints for the services and their practices. I used quotes and descriptive examples, unidentifiably, in the case summaries to illustrate the findings. Based on these analytical steps, four themes emerged within and across the services and practices. These themes emerged by interrelating the descriptions and explanations of practices (e.g. sharing tasks and staff collaboration) into a blend of analyst-constructed and deductive themes (e.g. cross-functional teams) (Rossman & Rallis, 2003). For example, coordinators spoke often about sharing responsibilities with other staff members to meet high levels of student demand for certain services. I placed these descriptions and explanations under “cross-
functional teamwork,” a theme I determined based on my previous knowledge and experiences of cross-functional teams. I had not predetermined that cross-functional teamwork would be a theme of coordinators’ work, but when descriptions of cross-functional teamwork arose, I was able to identify it. The final stage of data analysis was presenting my interpretations of the findings, which were used to develop and support my conclusions.

**Ethical Issues**

Ethical issues connected to this study included protecting participants’ identities and ensuring ethical standards were met. Any information obtained in connection with this study that could identify a participant remains confidential and will only be disclosed as required by law. Participant names or identifying characteristics will be not used in the reporting of findings. In addition, participation in this study was voluntary and participants were able to stop at any time and/or withdrawal at any time from the study for any reason without consequences of any kind. To further ensure participants’ rights, participants were able to answer only portions of a question or decline to answer any question they were not inclined to discuss. In accordance with federal regulations, the proposal for this research study was submitted to the California State University, Northridge Institutional Review Board for approval to ensure it complied with all requirements for the study of human subjects.

**Role of the Researcher**

I, as the researcher, needed to acknowledge and clearly define the various roles I played in this research study. While these roles were negotiable and varied throughout the research study, they had the ability to affect the authenticity and trustworthiness of the
research study if I failed to account for them. One role I played in the research study was that of the principal researcher, as the study was conducted based on my choices and rationale. I set the parameters for the research study, including selecting the research topic, determining research questions, designing methodology, collecting data, interpreting findings, and presenting conclusions. Another role I played was a learner throughout the research study, because the purpose in conducting the study was to learn something about particular programs (Rossman & Rallis, 2003). Approaching research as a learner fosters both reflection and curiosity, which encouraged this researcher to address personal and professional biases (Glesne, 2011).

Every researcher enters a study with personal and professional beliefs, biases, and assumptions, which develop from a researcher’s own demographics, experiences, education, and so forth. I am employed as an associate director of career education, who manages a college internship program and possesses familiarity with the services and practices of college internship programs. In this position, I have a foundational knowledge of the research topic, which allowed me to participate as both a learner and knower – a plus when conducting qualitative research (Creswell, 2007; Rossman & Rallis, 2003). Moreover, my experience in higher education has created personal and professional biases about higher education’s purpose and responsibility to students. I believe education has multiple, interconnected purposes with the two guiding purposes being to develop thoughtful citizens and to prepare individuals for a profession. I believe those in higher education are responsible for designing, implementing, and carrying out curriculum and programs that address these two guiding purposes. I also believe internship programs should be incorporated into curriculum and designed with the same
intents as any academic course, if internships are to provide students with academic value. Unfortunately, most internship programs are run as extracurricular programs rather than academic courses, which I feel undermines the value that internships provide students and the value that internship programs provide to today’s higher education institutions. These beliefs could have had potentially biasing effects on this study. For example, there was the potential I would find certain interviewee statements more significant than other statements because they aligned with or confirmed my beliefs; and this could have potentially distorted my interpretations.

As important as it was for me to acknowledge biases, it was equally important for me to implement strategies that mitigated possible bias effects. The following are protocol strategies I employed to monitor and mitigate biases in this research study.

- Act as Interpreter/Translator – I designed the survey and interview instruments to encourage authentic and trustworthy responses, including open-ended questions, clarification of ambiguous responses, and limited sharing of my own experiences until after data collection (Seidman, 2006). Despite my own personal and professional biases about college internship programs, I remained open to information shared with me throughout the research process (Rossman & Rallis, 2003). For example, each of the interviewees was aware that I was also an internship coordinator, but I did not share my own services or practices with the interviewees until after they shared their services and practices. Even then, I would only share what was asked of me in the final questions of the interviews to respect their positions as coordinators and participants in my study.
• Community of Practice/Peer Review – I engaged in discussions with my dissertation committee, doctoral cohort members, professors, and office colleagues to review, scrutinize, and provide feedback about my research process. For example, my doctoral cohort would meet one Saturday a month for a year to share drafts of Chapters 1, 2, and 3 of our dissertations. During these Saturdays, we would provide and receive feedback about the reasoning and understanding of each other’s work.

The above strategies are oft-suggested methods to mitigate biases and appropriate for a qualitatively grounded study (Glesne, 2011; Hendricks, 2009; Rossman & Rallis, 2003).
CHAPTER IV: FINDINGS

The purpose of this study was to explore what internship coordinators perceive as the services and practices of college internship programs that most effectively facilitate internships of academic and professional value. Research suggests that internship coordinators lack uniform guidelines or framework by which to manage college internship programs (Keller, 2012; Kuh, 2008; Narayanan, Olk, & Fukami, 2011; NACE, 2011b). Additionally, recent federal lawsuits (Bickerton v. Charles Rose and Charlie Rose, Inc., 2012; Glatt v. Fox Searchlight Pictures Inc., 2011; Wang v. The Hearst Corporation, 2012) have fueled concern about internships that provide little to no learning opportunities. Internships and college internship programs fail when they do not provide students with academic and professional value.

Internships can have educational, professional, economic, and personal impact for students when managed strategically by the partners (Deane, Frankel, & Cohen, 1978; Garavan & Murphy, 2001; Knouse, Tanner, & Harris, 1999; Keller, 2012; Kuh, 2008; Reitter, 2010; Sides & Mrvica, 2007). As a connection for students and employers participating in college internship programs, coordinators are theoretically best suited to play pivotal roles in effectively facilitating internships of academic and professional value (Jones, 2007; Klein, 1990; Knouse, Tanner, & Harris, 1999; Metzger, 2002; Miller, 1997; Narayanan, Olk, & Fukami, 2011; Reitter, 2010; Ross, 1985; Spann, 1994).

This study was an attempt to discover the services and practices used by college internship coordinators to most effectively facilitate internships of value. Furthermore this study was an attempt to discover supports and constraints for these services and practices on today’s college campuses. This was an initial step through research on
current practices to discover superior services and practices in college internship programs. From the findings of this study, I hope internship coordinators will gain insights to assist in the development, implementation, and management of college internship programs for more academically and professionally valuable internships. In the findings below, I share demographic information about the internship coordinators who completed the survey. I then present case summaries of each of the most effective services and the practices used to conduct these services, followed by the supports and constraints for these services and practices. I conclude the chapter by presenting thematic findings within the cases and across the cases.

**Characteristics of Participating Internship Programs**

I emailed surveys to the 943 internship coordinators who were listed in the public directory of CEIA. The survey was open for a two-week period in July 2012, during which 192 career educators started the survey with 154 completing for a response rate of 16%. Only finished surveys were included in the results. I asked participating coordinators to share some demographic characteristics about themselves. This information can be found in Chapter 3 under “research sample and data sources.” In addition, coordinators shared characteristics about their campuses and internship programs.

Participating coordinators’ programs ranged across institution type and size. Of the participating coordinators, 68% worked at public institutions and 32% worked at private institutions. Figure 6 displays the breakdown of degree-granting type at the public and private institutions where respondents work.
The majority of respondents worked at mid-size institutions, with 4% from institutions of fewer than 1,000 full-time students and 25% from institutions with more than 20,000 full-time students. An additional thirty-seven percent of respondents worked at institutions with 1,000 to 5,000 full-time students and 34% worked at institutions with 5,001 to 20,000 full-time students.

In addition to campus descriptors, I asked for particular internship program descriptors in the survey. Thirty-four percent of respondents stated their internship program was centralized with a single program for the institution. Twenty-four percent stated decentralization with their institutions offering multiple internship programs across campus. The remaining 41% stated a combination of centralized and decentralized programs. For example, Steffi’s campus offered an internship program for all students through its campus career services, while the business school also offered internship opportunities for students. Coordinators at campuses with decentralized or combination
programs were asked to respond with respect to the particular program in which they worked, on the assumption that they would lack the knowledge to speak about other programs on campus. Thus Steffi, for example, spoke about the internship program at the campus career center, and not about the business school’s program. Additionally, 34% of respondents stated that all employees in their college internship programs held faculty status. Twenty-five percent reported no faculty status for those in their programs, and 41% stated that some program employees held faculty status.

The number of students participating in internships at respondents’ institutions ranged from fewer than 100 to over 1,000 in an academic year. Figure 7 shows the breakdown of student participation. In addition, 68% of respondents reported that internships were a graduation requirement for certain majors, while 12% reported internships were a graduation requirement for all majors and 20% reported internships were not a graduation requirement for any major.

![Figure 7. Percent of Annual Student Participation in Survey Respondents’ Internship Programs](image)
Case Studies of Services and Practices Used by College Internship Coordinators to Most Effectively Facilitate Internships

Internship coordinators employ practices to deliver services in order to meet the needs of their campuses and communities. In the survey, I asked whether respondents’ internship program offered preparation, contracting, evaluation, and outreach services. Respondents who stated that their programs offered these services were then asked to identify which service in each area they felt to be the most effective for their students. I interviewed four college internship coordinators to discuss their practices in regard to the most effective preparation, contracting, evaluation, and outreach services found in the survey: assisting with resume/cover letter writing, developing learning contracts/agreements, conducting student/employer evaluations, and developing employer relations. Andre, Monica, Steffi, and Martina were interviewed because each worked in an internship program that offered the services of interest to this study in their college internship programs. I have included both case-level analyses of the services and cross-case analyses of the services to illustrate the multilevel aspects of college internship programs.

Assisting in Resume/Cover Letter Writing along the Spectrum of Preparation Services

Ninety-three percent of respondents stated that preparation services were offered in their internship programs. Of these preparation services, assisting with resume/cover letter writing was most effective, according to 65% of respondents, followed by assisting with interview skills and assisting with internship searches. Assisting with resume/cover letter writing remained the most effective service across institution type and institution
size. Table 2 displays the breakdown of preparation services found most effective by respondents. For a list of responses that were categorized into each service listed in Table 2, see Appendix D.

Table 2

**Effective Preparation Services in Survey Responses**

<table>
<thead>
<tr>
<th>Preparation Service</th>
<th>% of Respondents Rating This Service Most Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assisting with Resume/Cover Letter Writing</td>
<td>65%</td>
</tr>
<tr>
<td>Assisting with Interview Skills</td>
<td>33%</td>
</tr>
<tr>
<td>Assistance with Internship Searches</td>
<td>13%</td>
</tr>
<tr>
<td>Conducting Pre-Internship Career Course</td>
<td>6%</td>
</tr>
<tr>
<td>Conducting Professional Etiquette Training</td>
<td>6%</td>
</tr>
<tr>
<td>Providing Career Counseling</td>
<td>5%</td>
</tr>
<tr>
<td>Conducting Internship Orientation Workshops</td>
<td>5%</td>
</tr>
<tr>
<td>Assisting with Internship Applications</td>
<td>3%</td>
</tr>
<tr>
<td>Conducting Networking Skills Training</td>
<td>3%</td>
</tr>
<tr>
<td>All Services</td>
<td>2%</td>
</tr>
<tr>
<td>Unsure</td>
<td>2%</td>
</tr>
</tbody>
</table>

*Note*. While coordinators were asked to name the most effective service for their students, some chose to name more than service. To fully account for their perceptions, each response was counted in the total; therefore, the total of these percentages exceeds 100.

All four interviewed coordinators spoke of playing some role in the resume/cover letter assistance offered in their internship programs. A specific individual or individuals were assigned to resume/cover letter responsibilities in each of the interviewed coordinators’ programs. Andre’s program had one specific staff member who specialized
in resume/cover letter work. The other three programs had multiple staff members specifically assigned to resume/cover letter responsibilities, but the work was distributed among these individuals through various methods.

Monica’s program had three career counselors involved in resume/cover letter assistance, but students were able to see any of the counselors or meet with whomever was available. However, prior to seeing a counselor, students were encouraged to meet with peer counselors who initially assisted them with their resumes/cover letters. Monica described the process:

The first time a student comes in to our center, they often drop in and are assisted by [peer counselors]. That is supposed to be less than 15 minutes and sort of a first path, first getting started introductory conversation. And then students are encouraged to make an appointment with one of our three full-time career counselors.

Steffi’s program also had career counselors assigned to students, but the assignments were based on academic level. Thus two counselors worked with students at the freshmen and sophomore levels and the remaining two counselors worked with junior, senior, and graduate level students. In addition, Steffi held special resume workshops prior to major professional development events, such as campus career fairs. These workshops provided students with additional time to meet with counselors for resume assistance.

In Martina’s program, two career counselors were assigned half of the alphabet and worked with students based on the students’ last name. However, prior to one-on-one work, the program offered a three-segment career preparation program to all sophomores,
with one segment focusing on resume writing. As Martina explained, “We walk them through ‘What is a resume? What are the parts? What experiences are on there?’ Ideally students leave with the start of a resume, trying to fill in sections or deciding what sections would be for them.”

While each program had slight variations in how they conducted their resume/cover letter preparation services, each coordinator acknowledged that these practices were not fixed in stone. Andre stated there were three staff members who also provided resume/cover letter assistance, in addition to the staff member specifically assigned to resume/cover letter assistance. The other three coordinators also recognized that most staff assisted in resume/cover letter responsibilities, regardless of their originally assigned roles, as a result of high demand. Steffi spoke about all staff assisting with resumes regardless of their job titles and felt this tasks fell under “other duties as assigned” for everyone.

Coordinators recognized faculty referrals, classroom presentations, and course requirements as influences on the demand for resume/cover letter assistance. Andre and Martina spoke of faculty who requested classroom presentations that usually included discussion about resumes/cover letters. The coordinators each remarked that certain disciplines were more inviting than other disciplines. Steffi’s recent visits to the classrooms, for example, resulted in six faculty members then requiring their students to make a follow-up appointment with Steffi and her staff to work further on their resumes, which Steffi encourages students to use during their internship pursuits.

Additionally, the coordinators spoke of including resume/cover letter assistance in courses when appropriate. Monica spoke of a faculty member who was including an
hour-long resume workshop in her classes, and how Monica was using this opportunity to encourage other faculty to do the same. Steffi also noted several courses on campus where the curriculum required students to work on resumes and interviews.

Although their practices and level of involvement in resume/cover letter assistance differed somewhat, all four coordinators rated resume/cover letter assistance as the most effective preparation service because of its contribution to students’ internship success. Andre cited resume/cover letters as “the first impression on paper,” which is especially important when “employers are reviewing lots of applications” because a polished resume will “get them an interview.” Monica concurred with Andre’s statement. As she explained, “[Resume preparation] is essential because at some point every graduate is going to need to represent themselves on paper. So it’s a pretty good place for us to start in terms of making sure they are ready for successful postgraduate pursuits.”

Monica emphasized the importance of beginning resume work as early as possible and continuing the work throughout students’ time on campus. Monica described her program’s efforts to reach students throughout their time on campus:

> We're in the process of developing sophomore level seminars and senior seminars. In the senior seminar, there will be a heavy emphasis on developing a narrative of the four years of the student's stay here. Whether that's a resume or a more verbal ability to represent one's self in the job market or in the graduate school admissions processes, we're hopeful that it will be much more integrated into the senior curriculum.

In sum, these internship coordinators assisted in resume/cover letter writing as part of their preparation services to help students become stronger candidates in their
internship pursuits. All emphasized the importance of a polished resume/cover letter. As Steffi explained, “You get one chance to make a first impression. Employers tell us they can look at a resume and tell when a student has put time and effort into it, and worked on really what is an advertising piece.” Andre summarized the importance of resume/cover letter assistance: “The bottom line is, to get a position, students have to present themselves competitively.”

**Developing Learning Contracts/Agreements along the Spectrum of Contracting Services**

Forty-six percent of respondents stated that contracting services were offered in their internship programs. Of these contracting services, developing learning contracts/agreements were listed as most effective, according to 62% of respondents, followed by confirming academic/legal standards of internships. Developing learning contracts/agreements remained the most effective service across institution type and institution size. Table 3 displays the breakdown of contracting services found most effective by respondents. For a list of responses that were categorized into each service listed in Table 3, see Appendix D.
<table>
<thead>
<tr>
<th>Contracting Service</th>
<th>% of Respondents Rating This Service Most Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Learning Contracts/Agreements</td>
<td>62%</td>
</tr>
<tr>
<td>Confirming Academic/Legal Standards of Internship</td>
<td>23%</td>
</tr>
<tr>
<td>Unsure</td>
<td>7%</td>
</tr>
<tr>
<td>Assigning Academic Projects</td>
<td>4%</td>
</tr>
<tr>
<td>Completing Risk Management/Liability Forms</td>
<td>4%</td>
</tr>
<tr>
<td>All Services</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Note.* While coordinators were asked to name the most effective service for their students, some chose to name more than one service. To fully account for their perceptions, each response was counted in the total; therefore, the total of these percentages exceeds 100.

The four internship programs of the coordinators interviewed for this study all required learning contracts/agreements in order to participate. For example, Martina’s program used an “Internship Contract” that included learning objectives and specific assignments connected to the student’s major. Andre, Steffi, and Martina each played administrative roles in developing individual students’ learning contracts/agreements as a part of their programs’ contracting services. Additionally, all three coordinators collaborated with faculty in some way to develop these learning contracts/agreements. As Martina explained, “[Students] have a faculty member work with them on creating that and I'm the administrator. I make sure those contracts are up-to-date and we work with the students to make sure they're complete and I keep them.” Andre played a similar role in his program. As he explained, “We can and do assist students with creating them. But I would say for the most part, we try to put that responsibility on three parties – the
student, the employer and the faculty member.”

While these three coordinators collaborated with faculty on students’ learning contracts/agreements, all remarked on their limited authority over approval. These coordinators’ roles were as facilitators of the learning contracts/agreements. Often they were the creators and holders of the documents. Yet they were not given final approval, which remained with faculty members. As Andre stated, “We don't have the authority. We sign the student's learning agreement but again, the bottom line here is the faculty makes the ultimate decision.” Steffi described a similar practice: “It's probably a combination of myself and faculty. On the other hand, final approval for the internship lies with faculty.”

For Martina, the approval process was a lengthy one as a result of the requirement for signatures from the student and employer, followed by the necessary approvals from the faculty mentor, internship coordinator, associate dean and finally the registrar. In Martina’s program, the faculty mentor helps determine an academic component to the internship experience and meets with the student throughout the internship to review progress on the academic component, which might include readings, a paper, a research project, and/or a journal. Martina approved the final version of the learning contract and kept it on record for review at any time during an internship. Each of these coordinators showed concern about their limited roles in the learning contracts/agreements. And each acknowledged that the practice has at times caused dissension between coordinators and faculty. As Andre elaborated,

A faculty member may approve a learning objective that just says, “I want to get experience on the job,” which we don't think is acceptable. We can tell the student
that we'd like to see more, and usually the student will come up with something better. But if they don't, and the faculty member approves it, there's nothing we can do.

Steffi spoke of extreme differences in faculty standards and her knowledge of which faculty allowed what in students’ learning contracts/agreements. Steffi then spoke about her concern that some students were allowed to participate in internships of poor quality, and ones that she ultimately had to accept because the faculty had final approval.

She illustrated an example of this in one of her colleges:

If it's just data entry, the [department chair] is not going to let you receive internship credit. But if [a student] has elective hours to fill, they turn around and send it to [another professor] and that professor says, Yeah, you can get three hours of elective credit. Yeah, you can go work for that employer. That's fine, if that's what you want to do.

Monica’s practice for learning contracts/agreements was quite different from the other three internship coordinators, as she had sole responsibility. As she explained, “[Our program] is solely in charge. And no, there isn't any faculty involvement in internship programs directly.” Monica felt this was a result of internships on her campus receiving no academic credit, although internships were noted on students’ academic transcripts when completed through the college internship program.

To streamline contracting services, Andre and Steffi’s programs had recently implemented the same automation software to facilitate their learning contracts/agreements process. Monica utilized a course management system to collect and store students’ learning contracts/agreements. Monica was then able to refer back to
the learning contracts/agreements throughout students’ internship experiences. As
Monica explained,

It's a three-part electronic contracting process. First, the student goes in and completes the section stating that they'll meet the minimum hourly requirements of the program, that they will commit to the reflective writing assignments throughout the program, and then list their goals and objectives for the internship experience. It's then forwarded electronically to their site supervisor, who completes a similar section on goals and outcomes. Then it comes back to us here where we vet those, put them on file, and then refer the student back to them as they do a series of three reflective writing assignments during the course of their internship.

All of the coordinators spoke about the difficulty in getting the learning contracts/agreements completed in a timely manner, regardless of what practices they used. The coordinators described receiving incomplete documents and then having to track down the missing components, or at times receiving the documents weeks into a student’s internship. As Steffi elaborated,

A student will say to a faculty member, “I've got this great internship. Can I do it?” And the faculty member will say, “Oh yeah.” And they'll just turn around and permit the student into the class. And they've never filled out the application, they've never brought me anything, and here I am asking, “Who are you working for? Who's your supervisor? Where's the email? Where's the phone number? Where are you located? What are you doing?”

In sum, developing learning contracts/agreements serve an important purpose for
college internship programs. They provide outlines of what students, employers, faculty, and coordinators expect out of the internship experience. They also establish what is expected from each partner during the internship experience. For these coordinators, contracts/agreements served as reference points throughout students’ internships and provide assessment baselines for evaluations. Steffi summed up the importance of learning contracts/agreements: “I will verify if the internship is really a true opportunity. My point always being students cannot sweep floors and make coffee.”

**Conducting Student/Employer Evaluations along the Spectrum of Evaluation Services**

Ninety-two percent of respondents stated that evaluation services were offered in their internship programs. Of these evaluation services, 80% of coordinators listed conducting student/employer evaluations as most effective, followed by coordinators reviewing students’ project/assignments and coordinators visiting internship sites. Conducting student/employer evaluations remained the most effective service across institution type and institution size. Table 4 displays the breakdown of evaluation services found most effective by respondents. For a list of responses that were categorized into each service listed in Table 4, please see Appendix D.
Effective Evaluation Services in Survey Responses

<table>
<thead>
<tr>
<th>Evaluation Service</th>
<th>% of Respondents Rating This Service Most Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting Student/Employer Evaluations</td>
<td>80%</td>
</tr>
<tr>
<td>Reviewing End-of-Semester Project/Reports</td>
<td>8%</td>
</tr>
<tr>
<td>Visiting Internship Sites</td>
<td>7%</td>
</tr>
<tr>
<td>Conducting Exit Interviews</td>
<td>4%</td>
</tr>
<tr>
<td>Reviewing Faculty Evaluations</td>
<td>4%</td>
</tr>
<tr>
<td>All Services</td>
<td>2%</td>
</tr>
<tr>
<td>Unsure</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Note.* While coordinators were asked to name the most effective service for their students, some chose to name more than one service. To fully account for their perceptions, each response was counted in the total; therefore, the total of these percentages exceeds 100.

The interviewed coordinators in this study conducted student and employer evaluations at the end of internships. Students evaluated the internship experience, which included self-evaluation and the support provided by the employer and the college internship program. Employers also evaluated the internship experience, which included student performance and the college internship program. All of the coordinators commented on the importance of evaluations for students, as well as themselves, in their programs. As Monica explained, “We follow up with employers until they understand, even before they bring on a student, that the evaluation component is essential to the successful outcome of this experience for the student.”

In addition to end-of-the internship evaluations, all of the coordinators commented on some type of mid-semester check-in with employers to discuss students’
performance. While Steffi and Martina send out mini-evaluations at an early point in the semester, Andre discussed efforts to make site visits and phone calls to employers during the semester. Steffi stressed continuous student and employer contact as a safeguard: “We highly encourage students and supervisors to be in touch with us throughout the process if there's any concern they have. So hopefully, the evaluation isn't bringing up for the first time some kind of immediate, urgent issue that we need to address.”

These internship coordinators were responsible for creating the templates for student and employer evaluations, although occasionally they sought feedback from faculty. As Andre explained, “My office creates them. Every couple of years we evaluate our questions and adjust them, but we work with faculty members to come up with questions that we think address learning outcomes.” Andre also provided examples of questions asked of students:

We ask them a series of questions; one example is written communication skills. We'll ask for the student, “Please rate your written communication skills at the beginning of the internship.” The second part of that is “Please rate them at the end of the internship.” Basically did the internship help you increase your written communication skills?

Martina described asking similar questions of employers: “We then ask their employers about [students’] soft skills as well asking [students]. How are their verbal communication skills? How are their written communication skills? Did they show up on time? Were they dependable? Did they attend?”

All of the programs shared employer evaluations of interns with the students near or at the end of the internship, so students were able to see areas of growth and areas of
needed improvement. Any sharing of evaluations beyond that varied throughout the programs. Andre’s program, for example, did not share student evaluations of employers with employers. As he explained,

[In the past,] if a student filled out the employer evaluation, the employer got to see it. We had more and more students saying, “I don't want to be that honest about this employer because I know they're going to see it.” And so, a group including some faculty members suggested that since we went online, that the students' final evaluation is not sent to employers. I again have mixed feelings about that but we are getting back much better information from the students.

Martina, on the other hand, encouraged students and employers to share their evaluations with each other. If this was not done, students were then able to see the employer’s evaluation of their performance by visiting Martina.

Through evaluations, the coordinators were also able to gain valuable feedback about the college internship program to determine which practices were supportive and effective for students and employers. As Monica described types of feedback she requests from employers, “How did that process go of receiving the bundled resumes and cover letters? Did we give you the support that you needed in terms of phone interviews with candidates? How did the selection process work for you?” The coordinators regularly reviewed the feedback and made decisions about ways to adjust practices to continuously evolve the programs to meet student and employer needs.

Andre, Monica, and Steffi conducted their evaluation processes online, while Martina used paper forms. Martina had attempted an online process but found it hindered the completion rate, while the other three coordinators had all recently implemented their
online evaluations. Martina spoke about her difficulty converting to an online evaluation process and receiving a lower response rate with the online format. Steffi, on the other hand, spoke about online evaluations making data easier to analyze. As she explained, “It's gotten so much easier since we put this all online. And we can look at data longitudinally now.” Steffi, though, acknowledged that moving online had not necessarily resolved the issue of all parties appropriately completing the evaluations. As Steffi stated, “Sometimes it is more complicated when we want to able to do things efficiently.”

While the coordinators reviewed the evaluations for their own programmatic purposes, Andre and Steffi also created reports that were submitted to campus administrators if requested. Andre used the evaluations to report on student satisfaction with internships and employer perceptions of students’ skills. The data allowed Andre to “promote how important internships are to students.” Steffi remarked on the usefulness of evaluations in determining curriculum improvements. Steffi found that employers highlighted specific skills they felt students lacked. Although some of this feedback was student specific, some of these inferior skill sets could also possibly be attributed to curriculum or programming deficiencies.

Coordinators were unsure what campus administrators did or used the reports for, or if anything at all was done with the information. This was a concern of the coordinators, who spent considerable time analyzing the data and preparing the reports. Steffi referred to the reports as “labor intensive” with the other many demands in her department. As Steffi elaborated, “I don't know what they do with it. I don't know if they really take that information and do anything important with it or if it's just an exercise in
sending out a report.” Martina used the evaluations to verify that students fulfilled their expectations, but she rarely received a request for the data from others on campus. As Martina explained,

    Something that I would like to revamp is our evaluations process. But we're at capacity with the work, so we're not doing anything innovative at the moment. I wish it was something more dynamic and something that was to be used more, but I'm not sure even if I changed it, if anybody would use it. And it takes a long time to compile all that data.

In sum, all of the coordinators conducted student and employer evaluations in order to gather valuable feedback used for a number of programmatic purposes. The coordinators emphasized the importance of these evaluations because of the rich data they provided about the internship experiences and programs. The evaluations allowed the coordinators to assess what students learned or what they had not learned. Evaluations also provided insights into where the programs might adapt to improve student and employer experiences.

**Developing Employer Relations along the Spectrum of Outreach Services**

Eighty-one percent of respondents stated that outreach services were offered in their internship programs. Of these outreach services, developing employer relations was listed as the most effective, according to 52% of respondents, followed by conducting orientation workshops and utilizing social media. Developing employer relations remained the most effective service across institution type and institution size. Table 5 displays the breakdown of outreach services found most effective by respondents. For a list of responses that were categorized into each service listed in Table 5, please see
Appendix D.

Table 5

*Effective Outreach Services in Survey Responses*

<table>
<thead>
<tr>
<th>Outreach Service</th>
<th>% of Respondents Rating This Service Most Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Employer Relations</td>
<td>52%</td>
</tr>
<tr>
<td>Conducting Orientation Workshops</td>
<td>35%</td>
</tr>
<tr>
<td>Utilizing Social Media</td>
<td>12%</td>
</tr>
<tr>
<td>Arranging Career Fairs</td>
<td>6%</td>
</tr>
<tr>
<td>Unsure</td>
<td>3%</td>
</tr>
<tr>
<td>Conducting Marketing Activities</td>
<td>2%</td>
</tr>
<tr>
<td>Posting Internships</td>
<td>1%</td>
</tr>
<tr>
<td>Arranging Alumni Events</td>
<td>1%</td>
</tr>
<tr>
<td>All Services</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Note.* While coordinators were asked to name the most effective service for their students, some chose to name more than one service. To fully account for their perceptions, each response was counted in the total; therefore, the total of these percentages exceeds 100.

The coordinators interviewed for this study all played some role in developing employer relations in their college internship programs. To fulfill their employer relations’ commitments, the coordinators shared the responsibilities with others in their programs. Employer relations were divided among program staff based on certain parameters, similar to how these programs assigned staff in resume/cover letter work. Martina’s program split the responsibility for employer relations. Martine worked with employers who offered internships (in addition, perhaps, to full-time positions), while a colleague worked with those only offering full-time positions. Similar to his
resume/cover letter assistance, Andre had a primary staff member dedicated to employer relations, but he also fulfilled these responsibilities as needed. Yet he worried they were still unable to connect with as many employers as they wished. Again, similar to resume preparation services, these assignments were not set in stone. As Martina explained, “We try to be fluid. We try not to be too territorial.”

The coordinators spoke about personal connections to certain employers that overrode assigned roles. Martina had at times worked with an employer in internships, who then decided to also offer full-time positions. Martina continued as the contact for the employer in order to continue the good relationship. In addition, coordinators spoke about staff members who had connections in specific industries through their personal activities and would work with employers in those industries. So Martina said it was not “completely a line drawn in the sand” in her program.

The coordinators all expressed concern about their limited time for employer relations. Martina used to travel out of state to make connections with highly sought after employers, but has recently been unable to fit even a few days of travel into her current schedule. As she explained, “We have the money to do it, we just don't have the staff for it. I can't leave campus for a few days, otherwise I’m booked for two weeks and not able to do other parts of my job.” Steffi summed up her time constraints for employer relations: “My title is Employer Development and even though resumes and mock interviews are part of what I do, they are taking up more of my time. If I'm encumbered to the desk, I can't get out and find employers.”

Despite time constraints, the coordinators took a proactive attitude towards employer relations. The idea that the coordinators were the “face of the programs” to
employers arose often in the interviews. As Steffi said, “I’m always going to run into somebody and so I consider myself the face.” While individual employer visits were less common than in the past, the coordinators were actively involved in employer-based, community organizations. The coordinators regularly attended chamber of commerce meetings, local downtown associations, employment centers, and employment-based events such as community job fairs. Through these activities, the coordinators cultivated relationships to create a network of employer contacts.

The coordinators used these networks to invite employers to participate in the activities of the internship programs, such as leading resume workshops, dining etiquette training, and personal branding workshops. Steffi described employers coming to campus to participate in a mock interview event:

We have a mock interview day where we run between 100 and 125 students through mock interviews. We bring employers in from the community and the employers are the ones that conduct the mock interviews of the students. It’s a really great tool because employers like to do it.

Steffi noted times where students received internship offers at this event even though the event was supposed to be mock only. She also noted that students appeared to take the preparation more seriously because a real employer was a part of it.

Alumni who were also employers were active participants in the programs’ activities. These coordinators all cultivated relationships with alumni and encouraged students to engage with and develop professional networks with alumni who could provide professional guidance. As Monica explained,

We have a network of [alumni] affiliated individuals called the [group name] and
we strongly recommend that students who are working on their resumes reach out to a member that is most connected to the discipline in which they are pursuing opportunities. They then have an actual alumni professional take a look at their resume and offer them feedback.

These internship coordinators were concerned with building and maintaining relationships with employers for the resources that employers were able to provide students. Coordinators provided information to employers and guided employers in developing effective internships for students. The practices used to build and maintain these relationships included sharing the employer relations’ responsibilities among staff, participating in external employer-based events, capitalizing on personal connections, incorporating employers into program activities, and engaging alumni employers.

**Supports for and Constraints on the Services and Practices of College Internship Programs**

The internship coordinators in this study conducted services and implemented practices they felt would be most effective in the environments they worked and given the resources available to them. Coordinators cited supports for and constraints on their abilities to conduct their services and implement their practices effectively. Supports included faculty/employer/alumni collaborations, technology, and other staff members. Coordinators noted time constraints, budget constraints, and low staff-to-demands ratios as their greatest constraints.

**Supports for the Services and Practices of College Internship Programs**

The coordinators spoke about faculty who were supportive of the internship program by including certain services in their courses or encouraging students to
participate in internships. In addition, employers and alumni who contributed internship opportunities and participated in events were essential to the programs. Steffi referred to collaborators as advocates for the internship programs’ services, and named faculty as the most influential advocates because their voices are most strongly heard by students. Andre attributed some of the success for his internship program to these relationships. As Andre explained,

I feel one of the reasons that our program here has been so successful over the years, especially after talking with colleagues of mine around the country, who really don't have the support of faculty or have weak support from faculty and the university in general, the reason our program has been so successful and growing is we get a lot of faculty input, faculty requests for our services.

Steffi also felt that faculty collaboration was integral to the success of her program. As she said, “We've got good relationships with a fair number of faculty and it's clear that within another year or two we’ll have excellent relationships with more faculty because word is spreading that we've revamped and deepened opportunities for students.”

Coordinators also spoke about technology as a support for their internship programs. Andre spoke of social media as a means to reach a newer generation of students. Andre has assigned social media tasks to student workers, who are skilled in the technology. As he explained,

We've had a Facebook site for a couple years now. And we have two student employees on staff now who obviously are really into social media, so we've put them in charge of managing our site and sending out posts to students who are in our database looking for internships, so we're starting to use it more and more.
Monica posted orientation materials online, which resulted in an 80% completion rate among students who participated in the internship program. As Monica described, “We had high numbers of students complete the online orientation as opposed to challenges when we set up multiple physical orientations. We’ve made it easier to get information and know students get what they need before they go out.”

The coordinators often spoke of sharing responsibilities or distributing tasks among staff members in their programs. The support of other staff resulted in services conducted through coordinated efforts. Andre and Monica discussed shared tasks among staff members, including student workers. Phrases such as “not a line drawn in the sand” and “not set in stone” were used when describing assignment of responsibilities. Martina spoke about flexibility within her program. As she said, “We try to be fluid. We're a small office, so we work pretty well together.”

**Constraints on the Services and Practices of College Internship Programs**

The constraints of conducting services in their college internship programs were stated often when discussing practices. Time constraints, budget constraints, and low staff-to-demands ratios were routinely mentioned. The coordinators spoke about difficulty fulfilling all of their responsibilities under the increasing student and employer demands. Budgets and staffing for the programs had been static for years. Yet more and more students sought internship services and opportunities in efforts to strengthen their academic and professional resumes before graduation. At the same time, employers wanted to see more internship experience prior to hiring new college graduates.

All of the coordinators discussed the need for additional personnel to meet increasing student and employer demands. Monica stressed the challenge of
implementing new internship services without the necessary resources. Martina also highlighted inadequate resources for new internship services, such as out-of-state or international internships. As she explained,

Although I'm very supportive of all these programs, they just get added, “Oh, Martina can just take care of that.” I don't think campus leadership understand how much work each one of those programs actually takes to keep healthy, to evolve, to recruit students. Adding one program is fine but then you have 10 different places adding 10 different programs.

All of the coordinators noted some ignorance among others on campus about what was involved in managing college internship programs. As Martina stressed,

I feel like we have a good relationship with people on campus but I don't think that they always understand how much work is actually involved with preparing the students, making sure that they're successful in the program that they're working in or the organization. It is very time consuming and just because a student applies for an internship, doesn't mean they're going to get it. Maybe it's not a lack of respect but maybe a lack of knowledge about what we do. People understand why people need internships, and they understand why they need to prepare for a career, but making that connection between academics and internships, there is a little bit of a gap there.

Martina also stressed a certain degree of ignorance about managing internship programs. As she explained,

Campus administrators think we somehow have internships in our back pockets that we can magically hand over to students. Students do have to work hard for it,
so we have to work hard to help them and I don't think that's understood. I'm up to my eyeballs at certain times of the year, trying to make sure everything's going smoothly.

**Cross-Case Emergent Themes: Cross-Functional Teams, Collaborative Relationships, Technology, and Innovate Ways to Promote and Deliver Services**

To best capitalize on their supports and tackle their constraints, these internship coordinators developed strategic practices to deliver their services in the hopes that students would be better able to obtain academically and professionally valuable internships. Throughout the discussions with the internship coordinators about their services and practices, four themes emerged. To facilitate internships, these coordinators worked as cross-functional teams, cultivated collaborative relationships, utilized technology, and sought innovate ways to promote and deliver services.

**Emergent Theme: Working in Cross-Functional Teams**

Coordinators worked in cross-functional teams to meet the increasing demands in their college internship programs. Each spoke of either handling assigned duties of fellow staff members or a fellow staff member handling his/her assigned duties as needed. Assisting with resume/cover letter writing and developing employer relations were often shared among staff members involved in these college internship programs. Cross-functional teams allowed the coordinators to tailor their services in various ways for more strategic approaches to their services. Monica highlighted how cross-functional teams allowed her department to customize their internship services for students at certain times. Steffi emphasized the opportunity to draw on multi-disciplinary knowledge and differing perspectives in cross-functional teams. For example, she related times when
students had interests in a specific industry and were encouraged to work with a staff member most familiar with that industry. As Steffi explained, “I may come at resumes from a different perspective than someone else. Others will say, ‘Oh, I'm going to send someone for you because I've done all I can do for him.’”

These coordinators worked in environments of rapid change, particularly significant increases in student populations and decreases in available resources. All four coordinators spoke about a lack of staff to address these changes, yet ever-increasing demands to produce results and justify the importance of internship programs on their campuses. These pressures drove these coordinators to work in cross-functional teams to achieve the goals of their internship programs.

**Emergent Theme: Cultivating Collaborative Relationships**

All of the coordinators discussed the importance of collaborative relationships in facilitating their ability to manage college internship programs. Faculty emerged as the most influential relationship in college internship programs due to their direct pipeline to students. Steffi saw an increase in student participation as a result of faculty referrals. As she explained, “We have several courses on campus where part of the curriculum requires them to come and work on resume reviews, mock interviews, things like that.” Andre recognized certain areas and individuals on campus as more proactive collaborators than others: “Some departments and faculty members do it more than others.” Martina noted that faculty were generally supportive, but may be unsure of what services would benefit their students. As she explained, “I think faculty are supportive of our services. I don't think that they're as specific as about what services they want their students to use.”
Coordinators agreed that relationships were more collaborative when those involved clearly understood the services offered in the internship programs. As Martina stated, “Some just don't know what we do in our particular office until they get to know me or somebody in the office. But I don't think that's a big deal. It's just the matter of getting the word out.” As younger faculty arrived on campus, coordinators noticed they were more cognizant of the need to think about career during the undergraduate years. As Andre elaborated,

As faculty retire and we get newer faculty, more faculty call say, “I know how internships ran at the campus I was at it” or “This is the first time I've ever done it. I'm looking for you to tell me what I need to do and what sort of standards I need to adhere to.”

**Emergent Theme: Utilizing Technology**

The coordinators discussed using various technologies to deliver the services offered in their internship programs. Online materials facilitated preparation services by students completing some work prior to one-on-one student appointments. Social media facilitated outreach services by allowing internship employees to communicate with students in their preferred mode. Automation software facilitated contracting and evaluation services by streamlining the contracts/agreements and evaluations. As Andre described, “We just went to a totally online system. We got an internship co-op model module and so we're putting everything online, the learning agreements, e-signatures, et cetera.”

Although technology was useful in certain services, it has not been implemented without challenges. Monica spoke of needing approval to post certain materials online.
under the university’s web policy and the slowness of that process. As she explained, “It has taken way more time than we anticipated to get documents assessed and vetted by the appropriate administrative folks.” Martina spoke of a decrease in personal connections with employers when things moved online. As she explained some conversations with employers, “I am hearing as technology is more and more advanced, ‘Well, why don’t you just look at our [employer] website? Why do you need to visit, why do you need to talk about the program?’” These employers felt Martina could find the details about their workplaces and internship opportunities online now, and thus the need to visit their workplaces or speak in person to the employer was no longer necessary.

**Emergent Theme: Seeking Innovate Ways to Promote and Deliver Services**

Coordinators stressed the importance of finding new ways to promote and deliver internship services. These coordinators sought alternative practices to inform others about their services and use resources more efficiently. Andre’s program was considering required group workshops on resume writing before allowing individual appointments for resume work to reduce the amount of staff time required in one-on-one sessions. All of the coordinators spoke about trying to incorporate services of their internship programs into courses. As Andre discussed, “We’ve talked about students taking a credit introductory course to prep for an internship. But haven’t yet due to lack of resources and funding, and partly due to a number of faculty members that still don’t see it as important.” Steffi’s program has implemented an elective career explorations course to better prepare students for their internship pursuits and experiences.

All of the coordinators spoke about trying to reach students as early as possible. Monica reached out to students as soon as they arrived on campus. As she described,
“We are creating a set of shared passages, seminars, so we have a well-rooted and established first-year seminar program.” Her outreach then continued throughout students’ time on campus. As she elaborated, “We're in the process of developing sophomore level seminars and senior seminars. The point is there will be a heavy emphasis on developing a [resume] for the four years of the student's stay on campus.” Steffi’s program made similar efforts to partner with students from day one, including presentations at campus orientation events.

New services and practices, however, resulted in some unexpected and sometimes undesirable outcomes. Martina described campus leadership and faculty proposing adding out-of-state and international internship programs for students. Martina, as the internship coordinator, was very aware these types of programs required considerable resources. Although Martina was pleased others on campus were taking an interest in student internships, she knew that out-of-state and international programs were not feasible at the time. These coordinators also cautioned about implementing new services or practices that could undermine an internship program’s branding. Martina’s program was based on the promise of one-on-one attention, which had been very appealing to students and parents. Thus moving to group workshops for example would undermine what her program had been known for doing well.

**Summary of Findings**

I explored the services and practices of college internship programs in the areas of preparation, contracting, evaluation, and outreach through the insights of internship coordinators. In the survey, coordinators identified particular services as most effective for their students. Survey respondents identified assisting with resume/cover letter
writing, developing learning contracts/agreements, conducting student/employer evaluations, and developing employer relations to be the most effective in each of the services, respectively.

Following the survey, I interviewed four internship coordinators about their practices for conducting these most effective services. Four themes emerged within and across the internship coordinators’ services and practices. To most efficiently conduct their services, the internship coordinators spoke of working in cross-functional teams, building collaborative relationships, utilizing technology, and seeking new ways to promote and deliver their services.

In addition, internship coordinators discussed supports for their services and practices and constraints on their services and practices. These coordinators noted faculty/employer/alumni collaborations, technology, and fellow staff members as supports. Coordinators noted time constraints, budget constraints, and low staff-to-demands ratios as their greatest constraints. In Chapter 5, I provide conclusions, implications, and recommendations based on my interpretations of the information shared by college internship coordinators about their services and practices.
CHAPTER V: DISCUSSION AND CONCLUSIONS

In this chapter, I provide a discussion and implications of the findings based on related literature, current conversation among internship professionals, and my own professional knowledge of college internship programs. I also suggest recommendations based on the findings with the goal to improve services and practices in college internship programs. I conclude the chapter with suggestions for future research that will expand on the explored topic and findings in this study.

The current challenges in higher education place considerable strain on staff and the programs they manage at today’s college campuses (Keller, 2012; Kuh, 2008; Weible, 2010). A strategic approach to tackling these types of challenges is to adopt programmatic practices that promote efficiency and effectiveness (Birnbaum, 1991; Clark, 1998; Kouzes & Posner, 2007; Senge, 2006), and to create environments that are diverse, flexible, innovative, and creative (Campbell, 2002). While research has explored student and employer internship experiences (Garavan & Murphy, 2001; Knouse, Tanner, & Harris, 1999; Reitter, 2010; Sides & Mrvica, 2007; Sweitzer & King, 2004; Ward, 1991), the experiences of college internship coordinators have only been minimally explored (Jones, 2007; Klein, 1990; Knouse, Tanner, & Harris, 1999; Metzger, 2002; Miller, 1997; Reitter, 2009; Ross, 1985). Thus questions exist about how coordinators are adopting and adapting programmatic services and practices to most effectively facilitate internships on today’s college campuses. Narayanan, Olk, and Fukami’s “Internship Model” (2010) emphasizes to better ensure an academically and professionally valuable experience, internship coordinators must be equal members of the internship team. More broadly, to understand how programs can better ensure valuable
internships, internship coordinators’ perspectives must be included in research about internships (Altland, 1990; Keller, 2012; Kuh, 2008; Metzger, 2002; Narayanan, Olk, & Fukami, 2011; Sides & Mrvica, 2007).

This study provides rich descriptions of services offered and practices used in college internship programs as shared by coordinators about the research questions: What services and practices do college internship programs use to most effectively facilitate internships?, How do college internship programs use these services and practices to most effectively facilitate internships?, and What factors support or constrain the use of these services and practices in college internship programs? The findings of this study suggest that internship coordinators offer certain services because they feel these services are most effective in facilitating internships of value for students. However, coordinators adopt and adapt practices to conduct these services that they feel are most efficient based on their supports and constraints, rather than practices that might be the most effective. Interviewed coordinators in this study are not simply trying to implement the most effective practices, but also the most efficient practices that produce results based on their environmental conditions.

**Discussion of Findings**

I surveyed 154 college internship coordinators and interviewed four of those coordinators to explore services and practices of college internship programs that most effectively facilitate internships. In this study, I explored practices in the areas of preparation services, contracting services, evaluation services, and outreach services. Additionally, I explored the supports for and constraints on these services and practices in college internship programs.
Discussion of Survey Findings

Preparation, evaluation, and outreach services were each offered in more than 80% of the programs, while only 46% offered contracting services. This finding suggests that the majority of internship programs are relatively comprehensive in the services they offer. However, the lack of contracting services raises concern about the academic standards and risk management coverage in college internship programs. Concerns about the academic standards of internships in higher education have been reiterated often in the literature (Keller, 2012; Kuh, 2008; Sides & Mrvica, 2007; Sweitzer & King, 2004) and this finding reinforces these concerns. In addition, risk management coverage for students participating in college internship programs is a significant liability issue for campuses (NACE, 2011b; Young & Baker, 2004). This study indicates many of these campuses and programs may be at significant risk if an unfortunate mishap were to occur during a student’s internship. Steffi, for example, acknowledged that her campus’s program leaves the risk management coverage up to the employer. Monica and Martina questioned the actual coverage their risk management forms would provide in the event of a mishap. I suspect the reasons for the lack of contracting services are two-fold. First, some campuses do not view internships as deserving academic recognition and thus learning objectives are not incorporated into the programs. Second, coordinators are not trained in the area of risk management and thus are not aware of the need or do not feel qualified to offer the services.

As discussed in Chapter 4, certain services were identified as more effective than others in the areas of preparation, contracting, evaluation, and outreach. Assisting with resume/cover letter writing, developing learning contracts/agreements, conducting
student/employer evaluations, and developing employer relations were rated as the most effective, with over 50% of respondents naming each of them. This finding indicates solid agreement among internship coordinators regarding which services are most effective for their students. This finding aligns with other research that has addressed components of a comprehensive internship program (Sides & Mrvica, 2007; Sweitzer & King, 2004). However, coordinators were not asked in the survey why they felt a particular service was most effective, only what service was most effective for their students. Coordinators may have named a particular service for reasons other than effectiveness. If coordinators do not have experience with a vast array of services, they may have limited ability to address the questions. In addition, if coordinators do not conduct formal evaluations of the impact of their services, they may have guessed which service is most effective.

Additionally, coordinators named as most effective a greater variety of services in the areas of preparation services and outreach services, which may indicate that preparation and outreach require more activities to effectively provide these services. This finding reiterates the “Internship Model’s” emphasis on a college’s preparedness for facilitating student development and a college’s level of interaction with students and employers on the impact of internship value (Naryanan, Olk, & Fukami, 2010). More activities are most likely needed in these two services because they focus on obtaining internships, while contracting and evaluation services occur once an internship has been obtained. If students are unable to obtain internships or coordinators fail to generate possible internship opportunities, the contracting and evaluation services become inconsequential.
Discussion of Interview Findings

This study sought to discover how college internship coordinators are delivering these effective services. What practices are the coordinators using to provide these most effective services in their programs? To begin to answer this question, four internship coordinators were interviewed about their practices for delivering the services of assisting with resume/cover letter writing, developing learning contracts/agreements, conducting student/employer evaluations, and developing employer relations.

I found that college internship coordinators engage in four crosscutting practices to deliver their services, and these practices are within the services and across the services. These practices included working in cross-functional teams, building collaborative relationships, using technology, and seeking new ways to promote and deliver services. I surmise these practices are used because they have allowed the coordinators to most efficiently capitalize on the supports for their programs and tackle the constraints on their programs. If provided with ideal resources such as additional personnel and funding, these coordinators may have discussed using other practices that they found to be more effective in facilitating valuable internships. For instance, the interviewed coordinators spoke about attending employer-based events, such as chamber of commerce meetings, to engage with as many employers at one time as possible. They also acknowledged that one-on-one, personal contact was the best way to build employer relations. I surmise that the coordinators attended events in attempts to more efficiently manage their programs by saving time, but would prefer one-on-one contact because that would be more effective in facilitating internships of value.
Some have said that higher education fails to embrace proven approaches originated in the private sector (Portfelt, 2006). Steffi acknowledged conversations with campus administrators where she thought, "There you are in your 'higher ed' box. You're not thinking outside the box." College internship coordinators teeter between the academic world and the “real-world” workplace. Consequently, they often find themselves trying to implement services and practices to meet the needs not only of the campus, but also of employers, which sometimes are at odds with one another. However, internship coordinators can prepare for these needs and carry out practices, some of which are illustrated in the “Internship Model” (Narayanan, Olk, & Fukami, 2010), that create effective and efficient programs. This study’s findings are aligned with those that contend effective program coordinators not only adopt business-like approaches, but also adapt them to meet the resources available on their campuses and in their communities (Birnbaum, 1991; Clark, 1998; Keller, 2012; Narayanan, Olk, & Fukami, 2010; Reitter, 2010). From these findings, I propose implications for college internship coordinators and the programs they manage.

**Implications for College Internship Coordinators and College Internship Programs**

In this study, I explored current services and practices that internship coordinators adopt and adapt in their college internship programs to most effectively facilitate internships. While all services and practices shared by the coordinators in this study may not be feasible, most effective, or most efficient for all coordinators, I hope internship coordinators will be able to adopt and adapt certain aspects into their programs based on their campuses and communities. Moreover, I do not propose that these services and practices are simple answers or the only answers to effectively and efficiently facilitate
internships on today’s college campuses. Each of the services and practices has caveats and demands of its own that must be considered prior to incorporating it into a college internship program.

**Implications of Working in Cross-Functional Teams**

First, internship coordinators should fully utilize the talents of others on their teams. One of the more effective strategies in challenging times is to invest in the long-term development of staff so they are able to adapt as needed (Kouzes & Posner, 2007; Narayan, Olk, & Fukami, 2012; Senge, 2006). Coordinators should structure programs with diversely talented staff that each brings something to the table. If coordinators are part of a team without diverse talents, those coordinators should seek out opportunities for professional development. Andre, for example, trained student assistants in the art of resume/cover letter writing, and these students were able to provide support in preparation services. A cross-functional team’s capabilities exceed the capabilities of the individual staff members to effectively conduct services (Senge, 2006). Coordinators should hire staff who bring multiple areas of expertise and provide training for cross-functional teamwork.

Coordinators need to structure cross-functional teams so responsibilities are purposefully assigned to staff members, perhaps based on staff expertise and time obligations (Kouzes & Posner, 2007; Senge, 2006). If one staff member is trained in resume/cover letter writing, assigning the responsibility to others may undermine the quality of the service. Cross-functional teams, in theory, is a practice that facilitates the varied and demanding work of college internship programs, but should be implemented thoughtfully and with intent. For effective cross-functional teams, internship coordinators
need to assess the talents of staff and resources available and develop practices that are compatible with these talents and resources.

In the interviews, the coordinators explained that assisting with resume/cover letter writing and developing employer relations were distributed among staff members, even if the programs had a designated staff member for those services. The benefit of cross-functional teams for these coordinators was better student-to-staff access, as well as taking advantage of individual staff’s knowledge and expertise. Martina, for example, highlighted industries about which someone else in her office was far more knowledgeable, and that staff member would often cultivate internship opportunities in those industries. Along the same lines, cross-functional teams allowed the coordinators to customize their services to better meet student needs. Steffi’s program, for instance, conducted resume/cover letter assistance based on students’ academic level. Thus certain individuals specialized in the needs of students at the beginning of their college years, while others specialized in the needs of students graduating.

**Implications of Cultivating Collaborative Relationships**

Internship coordinators should seek out potentially beneficial relationships and cultivate collaborative relationships. While the “Internship Model” emphasizes the interaction of the college with students and employers (Narayanan, Olk, & Fukami, 2010), the coordinators in this study also emphasized the importance of interacting with others who may also play roles in their internship programs. Faculty should be embraced as partners of college internship coordinators because of their engagement with students. Alumni are also a rich pool of professional expertise that can be tapped to augment services. Coordinators must make a persuasive argument for how internships and
collaborators’ support of the internships are impactful to students’ academic and professional endeavors. These types of collaborative relationships allow students to participate in internships under the guidance of those who share an interest and commitment to the success of the internships (Keller, 2012; Kuh, 2008; Narayanan, Olk, & Fukami, 2010; Sides & Mrvica, 2007; Sweitzer & King, 2004).

Faculty support, however, is not necessarily ingrained in campus culture, particularly for programs that view internships as non-academic (Spann, 1994; Young & Baker, 2004). Coordinators need to be aware of their campus culture and embrace faculty who support the program, while also continuously reaching out to faculty who are not on board. Monica, for example, spoke about younger faculty on her campus being more aware of the need for “thinking about profession in an undergraduate education.” She felt older faculty “tended to be a little less interested in expanding beyond the contents of their class.” Martina, on the other hand, experienced the opposite with older faculty being more aware of the services and thus more supportive of the services.

Internship coordinators should allow others to assist in their services when appropriate, and coordinators do need others to get things done. Yet, it is vital for the success of these relationships that coordinators be the guiding force behind them. It is the responsibility of the coordinators to show their collaborators what is needed and what is not needed for student success in these programs. Coordinators should ask themselves, “Who should take part in the program and how would their part contribute to facilitating internships of value?” Collaborators should attempt to create “a sense of interdependence, in which everyone knows that they cannot succeed unless everyone else succeeds, or at least unless they coordinate their efforts” (Kouzes & Posner, 2007, p. 233).
Implications of Utilizing Technology

College internship coordinators should use technology to streamline practices and make connections, but only if it meets the needs of students and employers. Technology evolves rapidly and thus requires constant attention if one is to stay up to date. In today’s higher education environment, there is a strong push to use technology as much as possible (Venable, 2010) and internship coordinators feel the pressures to implement technology into their services and practices. Technology can aid college internship programs in meeting the changing needs of students and employers by helping coordinators streamline processes in their contracting and evaluation services, yet can also undermine services that are better done with a more personal touch, such as preparation and outreach services. Andre, Monica, and Steffi found technology to be a useful tool in their contracting and evaluation services so far, while Martina found technology to be more of a challenge for her contracting and evaluation services. Although all of the interviewed coordinators recently added technology to certain services, each also acknowledged the return on investment was still not fully clear for these recent additions.

Accordingly, coordinators need to evaluate the pros and cons of using technology with the resources available to them and based on the needs of their partners (Venable, 2010). Technology is not effective if it is incompatible with program goals and takes a greater toll on effectiveness than it provides in efficiency. The technological tools most in use today will most likely not be the same ones in use tomorrow, so coordinators have to be discriminatory in what tools they choose and how much time they choose to devote to utilizing these tools. In addition, coordinators have to ensure the use of technology
enhances the quality of their services, not undermines the quality of their services (Venable, 2010). If an internship program is branded by its one-on-one assistance, such as Martina’s internship program, implementing technology should be done with purpose or perhaps not at all, not just because it is the latest trend.

**Implications of Seeking Innovate Ways to Promote and Deliver Services**

College internship coordinators must continuously evaluate and update their services and practices to create value for students and employers. While research supports the claim that internships are effective experiential learning activities, internship programs must be aligned with the needs of the current world to be academically and professionally valuable (Garavan & Murphy, 2001; Keller, 2012; Knouse, Tanner, & Harris, 1999; Kuh, 2008; Reitter, 2010; Sides & Mrvica, 2007). Activities in the “Internship Model” (Naryanan, Olk, & Fukami, 2010) include awareness of company interest, faculty preparedness, and inflow of research ideas, which suggests staying current has an impact on the value of internships. For example, Andre and Steffi were actively involved with employer-based organizations to strengthen their networks in a more competitive, global world. Andre also spoke about conducting group workshops and implementing services into courses prior to individual appointments to reduce staff time required with resume/cover letter writing. Steffi spoke about attending employer-based events to expand outreach services, as well as meet more employers at one time.

The coordinators in this study were proactive in exploring new ways to promote and deliver their services. All of them spoke about the rapidly changing environments in which they work, as well as increasing demands and decreasing resources. These conditions have motivated coordinators to try new practices that may be more effective
and efficient on today’s campuses and in today’s workplaces (Birnbaum, 1991; Campbell, 2002; Clark, 1998; Keller, 2012; Narayanan, Olk, & Fukami, 2010; Kouzes & Posner, 2007; Reitter, 2010; Senge, 2006). In other words, in order to think outside the box, coordinators have to get outside the box (Augustine, 1998).

**Further Considerations**

Internship coordinators’ insights are invaluable to each other. They are able to suggest effective and efficient services and practices to each other. They are able to recommend how to implement effective services and practices to each other. They are able to demonstrate how to effectively and efficiently manage services and practices that facilitate internships of academic and professional value to each other. Monica recognized other institutions that she relies on heavily for resources in her contracting services. As she elaborated, “Other programs are fabulous sources of information and are generous in sharing sample contracts and orientation materials. We're able to take best practices from our colleagues and incorporate them into our documents.” Internship coordinators should share their effective and efficient practices and also put the wisdom of other internship coordinators into their practices.

Moreover, college internship coordinators must share their programs’ rich data with campus faculty and administrators in order to demonstrate the academic and professional value of internships for students. Interviewed coordinators spoke about the rich data that employers provide about students’ skill levels in the workplace, which could to some degree speak to the academic curriculum. These coordinators also spoke about the rich data that students provide about their own skill levels, which again could to some degree speak to the academic curriculum. Yet these data, gathered in the
student/employer evaluations, are seldom shared outside of the internship programs. And if the data were shared, the coordinators failed to hear back about the data. This is a missed opportunity for modifying curriculum based on information from the field about how well a campus/program is or is not preparing students for the workplace. While the gathering, analyzing, and reporting of student/employer evaluations is time-consuming, these data are one of the few evidentiary methods that internship coordinators have to demonstrate the value of their programs to campus.

These efforts are particularly important on campuses where internship programs are not incorporated into the curriculum or given academic credit. Researchers have argued that internships without connections to curriculum or academic credit do not meet the two-fold purpose of internships – academic and professional growth (Chickering, Frank, & Robinson, 1996; Collin & Tynjalla, 2003; Fletcher, 1989; Keller, 2012; Kuh, 2008; Sides & Mrvica, 2007; Taylor, 1998; Young & Baker, 2004). As experiential learning activities, internships are valuable opportunities for students to connect their academic and professional goals to one another (Cantor, 1995; Dewey, 1938). For many students, this is a connection they would otherwise not receive (Garavan & Murphy, 2001; Keller, 2012; Knouse, Tanner, & Harris, 1999; Kuh, 2008; Reitter, 2010; Sides & Mrvica, 2007; Sweitzer & King, 2004; Ward, 1991).

While most colleges offer some type of assistance to students seeking internships, not all of these colleges offer assistance that connects students’ internships to their academic curriculum. A recent trend is to offer “zero credit” for internships. Based on conversations I have been a part of at conferences and professional development activities, the reasons seem to be so students are covered by credit under certain labor
laws, so students do not have to pay tuition for full credit, and so programs are able to better count the number of students participating in internships. This type of “credit” is generally not connected to an academic course and thus raises concern about the academic value that campuses are actually placing on internships.

An internship without academic curriculum attached does not fully meet the purposes of internships – academic and professional growth, nor does it meet the principles of experiential learning. Generally in an academic internship course, the work performed by the student at the internship must be directly related to the student's major and the student must complete additional educational assignments to reflect on the internship experience. The student will also receive some level of feedback from the course faculty and/or the internship coordinator. Academic internship courses integrate the classroom and out-of-classroom experience through application and reflection, which speak to the principles of experiential learning. The value of an internship is dependent on the quality of the experience, the learner’s engagement, and connections to the future (Dewey, 1938); and an academic internship course can promote the quality of the internship experience, engagement in the internship experience, and future connections to additional internship experiences or academic courses.

College internship coordinators must be advocates for internships as both academic and professional endeavors, as well as advocates for the importance of their services in student success. All of the interviewed coordinators spoke about the transformational effects that internships can have on students, which is supported in the research (Fletcher, 1986; Keller, 2012; Kuh, 2008; Taylor, 1998). During internships, students may find their professional careers or learn what they do not want to pursue
professionally, both of which are equally valuable and meaningful (Casella & Brougham, 1995; Coco, 2000; Green, Graybeal, & Madison, 2011; Rothman, 2007). During internships, students may also feel stronger connections to their academic study and academic experiences. As Monica described, “The summer internship experience changes the course of a student’s education and life path.” Martina noted the connection of academics and the workplace during internships. As she explained, “I love seeing what the students learn, and all the vast array of places they go. I like to see the students connect their education with the real-world and to see the light-bulb go on with them.”

**Study Limitations**

As is inherent in research, there are limitations of this study. First, I asked survey respondents to identify the most effective service in preparation, contracting, evaluation, and outreach without asking why they felt certain services were most effective. It is possible coordinators identified services for reasons other than effectiveness, such as their limited knowledge of services or their lack of a method to evaluative services as effective.

A second limitation may have been sampling bias. Coordinators who chose to participate in the survey may have differed from those who chose not to participate in the survey. For instance, survey respondents may have wanted to publically appear highly effective at their jobs and overstated their programs’ effectiveness. Or survey respondents may have self-perceptions of being helpful people and wanted to help me, as the researcher, and again may have overstated the effectiveness of their programs. In addition, coordinators who felt their programs were ineffective may have chosen to not
participate. These same sampling biases could also have applied to those who agreed to be interviewed and to the four coordinators who eventually were interviewed.

Additionally, coordinators who agreed to be interviewed may have differed from those that did not agree to be interviewed based on how I selected them. I used purposeful, theoretical, non-probability sampling because I wanted the cases to be relevant to this study’s purpose and find descriptive explanations about specific effective services. As a result, it was necessary to select four coordinators who provide the four most effective services across the areas of preparation, contracting, evaluation, and outreach. This means the programs discussed were comprehensive college internship programs, which might not be typical of programs across the country. In this study, in fact, only 46% of the programs stated that they offered contracting services, which suggest that many programs are not comprehensive. Thus the practices of these programs might be atypical and not what is actually occurring in the typical college internship program. The purpose of this study, though, was to explore services and practices that most effectively facilitate internships of academic and professional value with the hope that coordinators will be able to adopt and adapt practices as needed for their respective programs. As illustrated in the “Internship Model” (Narayanan, Olk, & Fukami, 2010), the comprehensiveness of a program impacts the value of the internships that are managed in the program. Consequently, comprehensive college internship programs were of more interest for this study’s purpose.

The four coordinators interviewed also were asked to provide self-reported details about the services and practices in their programs only. If I had been able to observe the services and practices of these four coordinators over time, I might have seen
inconsistencies or misrepresentations in their descriptions and explanations. Additionally, their agreeing to interviews may have indicated some higher level of knowledge about practices that are recommend by the profession, due to their involvement in the CEIA or other networks. Therefore, these coordinators might be, intentionally or not, reporting popular, profession-accepted practices as opposed to practices that they have seen as effective on their respective campuses. It was my intent to gather authentic and trustworthy data from internship coordinators and selected methods with that consideration, but the authenticity and trustworthiness of the data was dependent on those who chose to participate.

Furthermore, I was unable to interview a coordinator at an associate’s college, although I did interview four coordinators from varying institution types and sizes. It is possible coordinators at associate’s colleges are using different practices to deliver their services, and are working with different supports and constraints. In the survey responses, for example, internship programs at the associate’s colleges had smaller staff sizes than the other degree-granting institutions, possibly resulting from smaller student populations as almost half of the responding associate colleges were below 5,000 students. One might assume that coordinators in these programs have less opportunity to form cross-functional teams because having only one or two employees does not provide flexibility options. Thus cross-functional teamwork might not have emerged as a theme among associate colleges. In addition, smaller student populations found at the associate’s colleges might have resulted in more discussions about personalized services.
Recommendations for Future Research

Future research might begin by exploring why coordinators feel certain services are more effective than others. While the four interviewed coordinators provided their reasons for effectiveness, this topic could be explored more thoroughly with a larger sample. A new investigation might also evaluate the actual impact of the services and practices on students and the value of their internships. Considerable efforts are put forth in these services, and if these services are not effective, these efforts could be redirected elsewhere. If these services are effective, the practices being used to deliver them become that much more significant to facilitating internships of value. Additionally, research might explore what services and practices would be most effective in environments of ideal conditions, such as generous budgets and adequate staffing. Do they differ from the services and practices found in this study? Or do they remain similar?

Moreover, interviewed coordinators spoke about utilizing technology to more effectively manage their internship programs. Yet, they stated concern about the depersonalization that occurred in certain services, particularly employer relations, when technology was implemented. A future study might explore how programs are solving the problem of gaining technological efficiency while avoiding the depersonalization it caused in these programs.

Future studies might also delve more deeply into the services and practices of college internship programs based on program characteristics. In this study, services identified as most effective remained consistent across institution type and institution size. The most effective services also remained consistent across geographical location and across centralized, decentralized, and combination programs. However,
characteristics such centralization versus decentralization and geographical location could have significant influence over why certain services are offered and why certain practices are used to facilitate internships. I only asked what services are offered in the survey based on these parameters and did not specifically ask why practices are used based on centralization/decentralization or geographical location during the interviews. For example, Martina mentioned returning to paper student/evaluations from conducting them online because she felt those in her rural, agriculturally based location preferred them that way.

It would also be interesting to explore programs that are connected to academic curriculum versus those that are not connected to academic curriculum. Because the purposes of an internship is academic and professional growth (Brougham & Casella, 1996; Chickering, Frank, & Robinson, 1996; Keller, 2012; Kuh, 2008; Narayanan, Olk, & Fukami, 2010; Sides & Mrvica, 2007; Sweitzer & King, 2004), college programs that incorporate internships into their curriculum may provide deeper insights about services and practices that facilitate internships of academic and professional value. The services and practices that are most effective may differ depending on whether a campus incorporates internships into curriculum or not. Additional research would be helpful in answering these questions.

**Conclusions**

In this chapter, I have elaborated on the findings described in Chapter 4 based on my interpretations, shared implications for college internship coordinators and programs, presented study limitations, and proposed my recommendations for future research.
Internships can be an effective approach for students to address both academic and professional pursuits while still in college (Keller, 2012; Kuh, 2008; Sides & Mrvica, 2007; Sweitzer & King, 2004). Framed as experiential learning activities, internships allow students to actively construct their own learning and internalize the learning for use in future experiences (Dewey, 1938; Hendricks, 1994). However, learning does not simply occur as a result of internship participation (Cantor, 1995; Dewey, 1938). Rather the internship experience must be approached strategically to be academically and professionally valuable (Jones, 2007; Keller, 2012; Knouse, Tanner, & Harris, 1999; Kuh, 2008; Reitter, 2010; Sides & Mrvica, 2007). In a three-way partnership between students, employers, and colleges, the academic and professional value of internships is dependent on the partners and their strategic actions (Altland, 1990; Metzger, 2002; Narayanan, Olk, & Fukami, 2011; Sides & Mrvica, 2007; Sweitzer & King, 2004).

In the three-way partnership, the objectives of the partners are many and varied. Yet there are services and practices in college internship programs that foster the alignment of these objectives for the goal of facilitating internships with academic and professional value. Coordinators in this study identified assisting with resume/cover letter writing, developing learning contracts/agreements, conducting student/employer evaluations, and developing employer relations as the most effective services for students. In order to provide these services in the face of significant constraints, coordinators worked in cross-functional teams, built collaborative relationships, utilized technology, and sought innovate ways to promote and deliver services. I propose these coordinators have implemented these practices to most efficiently capitalize on support from faculty/employers/alumni, technology, and fellow staff members. The practices
have also allowed these coordinators to most efficiently tackle their constraints of time, budgets, and low staff-to-student ratios. Implementing efficient practices in order to be able to conduct the most effective services makes programmatic sense in times of decreasing resources and increasing demands.

Best practices are often sought because they are the most effective at producing desired results (O’Dell & Grayson, 1998). That was my initial reasoning for beginning this study – to find practices that were most effective in producing internships of academic and professional value. The caveat, though, with best practices is they often require certain environmental conditions to produce the desired results. These conditions are usually ones found in more ideal environments. On today’s higher education campuses, internship coordinators may have little control over environmental conditions at any time. When environmental conditions are optimal, lack of control may play less of a role in how coordinators conduct their programs. However, when conditions are suboptimal, such as decreasing campus budgets and low staff numbers, lack of control may play a significant role in how coordinators tailor the practices they choose to implement in their programs. For the coordinators in this study, the constraints in particular had a significant impact on how they chose to conduct their internship programs. They were applying efficient practices to their programs by balancing the unique qualities of their campuses’ and communities’ supports and constraints with the services they perceive most effectively facilitate internships of value.

Services and practices that most effectively and efficiently facilitate academically and professionally valuable internships lie within college internship programs to be
shared among colleagues. Moreover, rich data that justify the academic and professional value of internships lie within college internship programs to be shared. As a connection between students and employers, college internship coordinators are key players in what services are offered and what practices are implemented to deliver these services. This study was an initial step to tap into effective services and practices that can assist college internship coordinators in their efforts to facilitate internships of academic and professional value.
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*Journal of Applied Psychology, 96*(1), 221-229.
Dear Colleague,

I am writing to request your participation in a study that is being conducted at California State University, Northridge (CSUN) regarding college internship programs. As a doctoral candidate at California State University, Northridge, I am conducting this study for my dissertation. The purpose of my dissertation study is to explore practices of college internship programs that most effectively facilitate internships. This study will add new knowledge to existing information regarding the practices of college internship programs and the functions of internship coordinators.

I am requesting that you participate in one 15-minute, online survey. Later, only if you indicate your willingness, I may request a one-time, hour-long interview with you, in person or by phone or Skype. Any personally identifiable characteristics, such as your name or school, will not appear in the study. Participating in this study is completely voluntary and you may withdraw at any time.

Your time investment in this study is greatly appreciated. If you would like to participate, please click on this link {SURVEYMONKEY LINK}.

For questions regarding this study, contact me at shannon.m.johnson@csun.edu or (818) 677-3938.

Best,

Shannon M. Johnson
Appendix B

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
COLLEGE INTERNSHIP PROGRAMS STUDY
SURVEY INSTRUMENT

I. Survey Introduction

Thank you for taking the time to complete this survey today.

Any information you share on this survey will be used for research purposes only. Personally identifiable characteristics, such as your name and school, will not be used in any report or document. You may withdraw from this survey at any time and discontinue participation without penalty.

I am conducting this study to explore the practices of college internship coordinators that most effectively facilitate internships of value. Value-worthy internship experiences are extensions of the classroom in a professional setting, in which the professional goals are related to the student’s academic coursework.

If you have questions regarding your rights as a research participant, the details of this study, or any other concerns please contact Shannon Johnson via telephone at 818-677-3938 or via email at shannon.m.johnson@csun.edu.

II. Survey Questions

*Answers are required.

1*. Institutional Category:

☐ Associate College ☐ Baccalaureate College/University
☐ Master’s College/University ☐ Doctorate-Granting University

2*. Public or Private:

☐ Public ☐ Private

3*. State:


4*. Enrollment of Full-Time Students:

☐ <1,000 ☐ 1,001-5,000 ☐ 5,001-10,000 ☐ 10,001-20,000
☐ 20,001-30,000 ☐ 30,001-40,000 ☐ 40,001+
5*. Job Title:


6. Does your academic institution have a single, centralized internship program, or does it have multiple programs (e.g., within colleges/schools or departments)?

☐ Centralized    ☐ Decentralized    ☐ Combination

7. Do the internship educators/professionals in your institution's internship program hold faculty status?

☐ Yes    ☐ No    ☐ Some

8. What is the approximate annual budget for your institution's internship program excluding salaries (summing across colleges/schools or departments in the case of a decentralized program)?

☐ Unknown    ☐ $<10,000    ☐ $10,000-25,000    ☐ $25,001-50,000
☐ $50,001-75,000    ☐ $75,001-1000,000    ☐ $100,000+

9. How many full-time employees are currently employed in your institution's internship program?

☐ 0    ☐ 1-3    ☐ 4-5    ☐ 6-10    ☐ 11-15    ☐ 16-20
☐ 21-30    ☐ 30+

10. How many part-time employees are currently employed in your institution's internship program?

☐ 0    ☐ 1-3    ☐ 4-5    ☐ 6-10    ☐ 11-15    ☐ 16-20
☐ 21-30    ☐ 30+

11. Are internships included in graduation requirements?

☐ Yes    ☐ No    ☐ Only for certain majors

12*. How many students at your institution participate in the internship program during an academic year?

☐ 1-50    ☐ 51-100    ☐ 101-200    ☐ 201-300    ☐ 301-400    ☐ 401-500
☐ 501-750    ☐ 751-1,000    ☐ 1,001-2,000    ☐ 2,001-5,000    ☐ 5,001+
13*. Are PREPARATION services conducted by staff/faculty in your institution's internship program? (e.g., assisting with resumes, assisting with cover letters, or facilitating practice/mock interviews)

☐ YES    ☐ NO

14. If you answered yes to question 12, which of your preparation services do you feel is most effective for your interns?

[Blank]

15. If you answered yes to question 12, please provide a brief description of your most effective preparation service.

[Blank]

16*. Are CONTRACTING services conducted by staff/faculty in your institution's internship program? (e.g., approving legal/academic standards of internships, developing student learning outcomes, or developing risk management and liability forms)

☐ YES    ☐ NO

17. If you answered yes to question 15, which of your contracting services do you feel is most effective for your interns?

[Blank]

18. If you answered yes to question 15, please provide a brief description of your most effective contracting service.

[Blank]

19*. Are EVALUATION services conducted by staff/faculty in your institution's internship program? (e.g., surveying students to evaluate learning outcomes, surveying employers to evaluate interns' performance, or conducting exit interviews with students)

☐ YES    ☐ NO
20. If you answered yes to question 18, which of these evaluation services do you feel is most effective for your interns?


21. If you answered yes to question 18, please provide a brief description of your most effective evaluation service.


22*. Are OUTREACH services conducted by staff/faculty in your institution's internship program? (e.g., holding orientation workshops, building employer relations, or utilizing social media)

☐ YES ☐ NO

23. If you answered yes to question 21, which of these outreach services do you feel is most effective for your interns?


24. If you answered yes to question 21, please provide a brief description of your most effective outreach service.


25. Years You Have Been Employed in Higher Education:

☐ 1-3  ☐ 4-5  ☐ 6-10  ☐ 11-15  ☐ 16-20
☐ 21-30 ☐ 30+

26. Years You Have Been Employed as an Internship Educator/Professional:

☐ 1-3  ☐ 4-5  ☐ 6-10  ☐ 11-15  ☐ 16-20
☐ 21-30 ☐ 30+
27. Highest Level of Education Completed:
☐ Bachelor ☐ Post-Graduate ☐ Masters ☐ Doctorate

28. Male or Female
☐ Male ☐ Female

29. Age:
☐ <25 ☐ 25-35 ☐ 36-45 ☐ 46-55 ☐ 56-65 ☐ 65+

30*. Following the closing of this survey, I wish to interview a subset of respondents to this survey. If you are willing to be interviewed, please check “yes” below. If you check “yes,” I may contact you by telephone or email. The contact information that you provide below will ONLY be used to contact you for a possible interview. All interviews are confidential.

☐ YES ☐ NO

31. Contact Information:
First & Last Name
Title
Institution
Office/Department
City
State
ZIP
Email
Phone

III. Survey Closing

Thank you for participating in this survey. I greatly appreciate you taking the time and sharing information about your internship program with me. I also want to restate that what you have shared with me is confidential. No part of this survey that includes your name or other identifiable characteristics will be used in any report or document.
I. Pre-interview Session: Introduction/Background

Welcome and introduction:
Good morning/afternoon/evening. Thank you for taking the time to talk with me today. Before we begin the interview session, I’d like to give you the opportunity to read and sign the Bill of Rights and Consent to Participate in Research.

Purpose of the interview:
During this interview, we will talk about your college internship program and its practices of preparation, contracting, evaluation, and outreach.

Timing:
Today’s interview will last approximately 45 to 60 minutes. Are there any questions before we get started?

II. Interview Session

Main Questions:

1. Describe your ideas about the purposes of college internship programs.

2. In your survey response, you stated your program offers [INSERT PREPARATION SERVICE]. Could you please give me some detail on how you do this?
   - Who is this service provided to?
   - Who is involved in conducting this service?
   - What results do you feel occur from this service?
   - What types of resources are provided to you for conducting this service?
   - What are the biggest constraints to conducting this service?
   - Why do you feel this service is effective in facilitating internships?

3. In your survey response, you stated your program offers [INSERT CONTRACTING SERVICE]. Could you please give me some detail on how you do this?
   - Who is this service provided to?
   - Who is involved in conducting this service?
   - What results do you feel occur from this service?
   - What types of resources are provided to you for conducting this service?
   - What are the biggest constraints to conducting this service?
   - Why do you feel this service is effective in facilitating internships?
4. In your survey responses, you stated your program offers [INSERT EVALUATION SERVICE]. Could you please give me some detail on how you do this?
   - Who is this practice provided to?
   - Who is involved in conducting this service?
   - What results do you feel occur from this service?
   - What types of resources are provided to you for conducting this service?
   - What are the biggest constraints to conducting this service?
   - Why do you feel this service is effective in facilitating internships?

5. In your survey responses, you stated your program offers [OUTREACH SERVICE]. Could you please give me some detail on how you do this?
   - Who is this service provided to?
   - Who is involved in conducting this service?
   - What results do you feel occur from this service?
   - What types of resources are provided to you for conducting this service?
   - What are the biggest constraints to conducting this service?
   - Why do you feel this service is effective in facilitating internships?

6. What do you feel are the greatest challenges to your program’s efforts in facilitating internships of value?
   - How do you deal with them?

7. What do you feel are the greatest supports for your program’s efforts in facilitating internships of value?
   - How do you deal with them?

Closing Questions:
I would like to give you a final opportunity to help us examine these issues. Before I end today, is there anything that I missed? Do you have anything else to add at this time? Have you said everything that you wanted to say but didn’t get a chance to say? Have you shared everything that is significant about these experiences with me? If there’s anything else that you recall after our interview session, I invite you to share it by contacting me.

III. Post-Interview Session: Debriefing and Closing

Thank you for participating in today’s interview session. I greatly appreciate you taking the time and sharing your ideas with me. I also want to restate that what you have shared with me is confidential. No part of our discussion that includes names or other identifiable characteristics will be used in any report or document. Finally, I want to provide you with a chance to ask any questions that you might have about this interview. Do you have any questions at this time?
Appendix D

List of Categories for Services Reported in Survey

<table>
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<tr>
<th>Preparation Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assisting with Resume/Cover Letter Writing</strong></td>
</tr>
<tr>
<td>Resumes</td>
</tr>
<tr>
<td>Assistance with resumes</td>
</tr>
<tr>
<td>Resume development</td>
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<tr>
<td>Resume/cover letter review</td>
</tr>
<tr>
<td>Assisting with the professional preparation pieces</td>
</tr>
<tr>
<td>Resume preparation</td>
</tr>
<tr>
<td>Resume and cover letter preparation</td>
</tr>
<tr>
<td>Resume help</td>
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<tr>
<td>Resume writing</td>
</tr>
<tr>
<td>Resume review</td>
</tr>
<tr>
<td>Resume updating</td>
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<tr>
<td><strong>Assisting with Interview Skills</strong></td>
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<tr>
<td>Job interview preparation</td>
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<tr>
<td>Mock interviews</td>
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<tr>
<td>Interviewing</td>
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<tr>
<td>Interviewing workshops</td>
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<tr>
<td>Interview prep</td>
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<tr>
<td><strong>Assisting with Internship Searches</strong></td>
</tr>
<tr>
<td>Job search techniques</td>
</tr>
<tr>
<td>Internship job search</td>
</tr>
<tr>
<td>Assisting with the search</td>
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<tr>
<td>Job search</td>
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<tr>
<td>Research of the company</td>
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<tr>
<td>Search strategies</td>
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<tr>
<td>Assisting with an internship search</td>
</tr>
<tr>
<td>Teaching how to locate an internship</td>
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<tr>
<td><strong>Conducting Pre-Internship Career Course</strong></td>
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<tr>
<td>Emotional Intelligence development courses</td>
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<tr>
<td>Internship seminar</td>
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<tr>
<td>Co-op pre-work seminar</td>
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<tr>
<td>Career planning course</td>
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<tr>
<td>Preparatory course</td>
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<tr>
<td><strong>Providing Professional Etiquette Training</strong></td>
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<tr>
<td>Workplace standards</td>
</tr>
<tr>
<td>Workplace training</td>
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<tr>
<td>Professionalism</td>
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<table>
<thead>
<tr>
<th>Professional seminars</th>
<th>World of work workshops</th>
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<tr>
<td>Awareness of employer expectations</td>
<td>Understanding employer perspective</td>
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<tr>
<td><strong>Providing Career Counseling</strong></td>
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<tr>
<td>Career services</td>
<td>Ongoing support</td>
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<tr>
<td>Career counseling</td>
<td>Career center and counseling</td>
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<tr>
<td>Coaching</td>
<td>Individual counseling</td>
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<tr>
<td>One-on-one meeting with internship coordinator</td>
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<tr>
<td><strong>Conducting Internship Orientation Workshops</strong></td>
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<tr>
<td>Briefing on the educational &amp; career value of internships</td>
<td>Internship orientation</td>
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<tr>
<td>Co-op information sessions</td>
<td>Orientation program</td>
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<tr>
<td>Internship 101 workshop</td>
<td>Orientation program</td>
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<td><strong>Assisting Internship Applications</strong></td>
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<tr>
<td>Assisting with application</td>
<td>Placements as resources</td>
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<td>Placement Services</td>
<td>Meeting to discuss application process</td>
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<td>Application workshops</td>
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<tr>
<td><strong>Providing Networking Skills Training</strong></td>
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<td>Networking</td>
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<tr>
<td><strong>Contracting Services</strong></td>
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<tr>
<td>Developing Learning Contracts/Agreements</td>
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<td>Learning contract</td>
<td>Learning outcomes</td>
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<td>Learning objectives</td>
<td>Learning agreements</td>
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<tr>
<td>Contract</td>
<td>Student/employer agreements</td>
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<td>Internship packet</td>
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<tr>
<td><strong>Verifying Academic/Legal Standards of Internships</strong></td>
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<tr>
<td>Qualifying internships</td>
<td>Approving academic standards</td>
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<tr>
<td>Approving academic/legal standards</td>
<td>Academic credit</td>
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<tr>
<td>Approving legal standards</td>
<td>Approving standards</td>
</tr>
<tr>
<td>Setting academic standards</td>
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<td>Academic credit-worthiness</td>
<td>Setting policies/procedures of internship</td>
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<tr>
<td><strong>Reviewing Academic Assignments</strong></td>
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<td>Assignments</td>
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<tr>
<td><strong>Verifying Risk Management/Liability</strong></td>
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<td>Liability forms</td>
<td>Student insurance</td>
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<td>Legal department</td>
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<td><strong>Evaluation Services</strong></td>
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<tr>
<td>Conducting Student/Employer Evaluations</td>
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<tr>
<td>Evaluation by site supervisors</td>
<td>Final evaluation</td>
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<td>Mid-year and final evaluation</td>
<td>Supervisor evaluation</td>
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<td>Employer evals</td>
<td>Student self-evaluation</td>
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<tr>
<td>Evaluate student and sites</td>
<td>Employer evaluation</td>
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</tbody>
</table>
Intern evaluation by supervisor | Student surveys
---|---
Student and employer evaluations | Surveying employers
Self evaluations | Student and employer surveys
Learning outcomes surveys | Employer feedback
Learning outcomes surveys | Employer feedback
Student and employer reports | Written evaluations
Feedback for job performance | Feedback
Letter of evaluation from employer | Post internship evaluations
Mid and final assessments | Evaluation reports

**Reviewing End-of-Semester Project/Report**

| Co-op report | Reflection paper |
| Masterwork portfolio | Project |
| Written reflection assignments | Student reports |
| Academic requirements (i.e. paper) | Reflective journaling |
| Final paper | |

**Visiting Internship Sites**

| Site visit | Co-op site evaluation |
| Site evaluation | |

**Conducting Exit Interviews**

| Exit interviews | Interview |

**Reviewing Faculty Evaluations**

| Faculty evaluates assignments | Faculty visit |
| Faculty evaluate student performance | Faculty credit |
| Evaluation by faculty | |

**Outreach Services**

**Developing Employer Relations**

| Employer relations | Contacting potential employers |
| Employer outreach | Employer contacts |
| Job development | One-on-one site visits |
| Site visits | Going into the community |
| Employers one-on-one | Building relationships |
| Personal outreach visits to specific employers | Developing a supportive network of employers |
| Employer relationship building | Cultivating relationships with employers |
| Employer development | Employers come to campus |
| Reception for new employers | Employer presentations |
| Developing organizational partnerships | Corporate Visit Days on campus |

**Conducting Orientation Workshops**

<p>| Workshops on searching | Orientation workshops |
| Classroom presentations | Online orientation materials |
| Information sessions | Orientation session |
| Resume rush | Co-op information sessions |
| Orientation into internship program | Pre-assignment workshops |</p>
<table>
<thead>
<tr>
<th>Workshops and panels</th>
<th>Career seminars</th>
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<tr>
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<td>Social media</td>
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<td>Internship blog</td>
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<td><strong>Arranging Career Fairs</strong></td>
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<td>Career fairs</td>
<td>Internship fair</td>
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<td><strong>Reviewing Faculty Evaluations</strong></td>
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<td><strong>Conducting Marketing Activities</strong></td>
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<td>Networking events</td>
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<td>Well-known programs</td>
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<td>Post internships</td>
<td>Internship postings on website</td>
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<tr>
<td>Alumni events</td>
<td>Information sessions with former interns</td>
</tr>
</tbody>
</table>
Sample Coding of Interview Transcript

05:07 M: In terms of just people [referring students, that pretty much happens campus-wide]. Some departments and faculty members do it more than others. I'll just give you one example. Our business school is a heavy user of internships, probably not surprising to you.

Comment 1: Certain departments seem more active in referring – COLLABORATIVE RELATIONSHIPS

05:40 SJ: Yeah. [chuckle]

05:41 TB: And some of their programs, internships are required, some they're not, but I think probably every business student is here many times throughout their career here at the university that they need to do the internship services, and get resume, cover letter help, and find an internship.

06:07 SJ: Do you have specific individuals in your office that are assigned to specific majors or no?

06:14 TB: [No.]

Comment 2: No department assigned specifics – CROSS FUNCTION

06:15 SJ: Okay.

06:16 TB: No. And I'm just going to mention one other thing about the business school. The business school for a number of years now requests, and it's just become common practice, is the one person I was mentioning in my office who does most of the resume work, [she goes and speaks to large introductory business classes every fall and spring, 200-300 students per class about the importance of internships and the services we offer]. So, we do that outreach as a result of a request from the business school for us to do that for them.

Comment 3: Venture into departments to spread word – COLLABORATIVE PARTNERSHIPS/OUTREACH

07:00 SJ: The constraints to... And this is specifically for resume and cover letter work, what do you think are your biggest constraints in being able to provide that service?

07:21 TB: [Too few qualified employees] to do it compared to the number of students seeking the service. And I'll give you a specific example. When I went work at the university, [I've worked here almost 25 years in this capacity, we had 8,500 students on campus and about 200 to 225 interns a year. Now we have roughly 15,000]
students on campus and about 700 to 800 interns a year, yet my staff has not increased].

Comment 4: Low staff to student ratio – LIMITED RESOURCES

08:05 SJ: Okay.

08:10 TB: And related to that, more and more employers are wanting to see a student have internship experience before they're hired and [therefore more and more students are seeking our services], more and more faculty members are recommending that their students see us. So it's just a constant.

Comment 5: Increase in students seeking services – LIMITED RESOURCES

Comment 6: Increase in students seeking services – LIMITED RESOURCES