

# Internship Task Force Midyear Report Fall 2022 Prepared by Co-Chairs

## Membership

**Chair(s):** Libby Westley (UCC), Steve Whitmeyer (CSM), Siân White (CAL)

**Members:** Kirk Armstrong (CHBS), John Burgess (Faculty Affairs and Curriculum), Sam Collier (COB), Alysia Davis (Honors), Steve Grande (CSL), Arin Hawse (Academic Enrollment Management), Keith Holland (R&S), Katy Hopkins (UCC), Bayo Ogundipe (CISE), Chris Orem (OIR), Alphonso Sealey (COE), Katie Sensabaugh (CGE), Dave Stringham (CVPA), Nick Swartz (PCE)

**Charge:** This group will assess the landscape of internships and other related, similarly-named high impact practices (HIP) at the university (student teaching, clinical placement, experiential learning experience, applied learning experience, field experience, etc.) in order to understand how internships/HIPs are currently operating so that they can be consistently tracked, assessed, given appropriate support (resources and personnel), and expanded to strengthen their value and ensure all students have the opportunity to participate. The group will review the response from JMU to SCHEV's questionnaire related to internships from Spring 2022. The group will help JMU prepare to respond to additional requests from SCHEV and Governor's office related to expanding internship opportunities, and will be positioned to assist with submissions for funding that may be available from SCHEV and other entities (e.g., [Commonwealth Innovative Internship Fund and Program | Virginia State Council Of Higher Education, VA \(schev.edu\)](#)). The group will recommend ways to better centralizing, formalizing, documenting, and growing our internship operations.

## Summary of Current Semester Activity:

The Internship Task Force (ITF) has met three times as a whole group and as individual subgroups between such meetings. In addition to serving on Subgroups, the co-chairs have prepared information to share at the November 3, 2022, Board of Visitors meeting and scheduled meetings with Diversity, Equity, and Inclusion Officers Dr. Narketta Sparkman-Key (Academic Affairs) and Dr. Brent Lewis (Student Affairs).

The ITF is moving forward with several initiatives, including defining and identifying existing work-based learning experiences at JMU, interviewing students about their internship needs and experiences, interfacing with employers about internships within their organizations, and contacting other institutions about how they define and support work-based learning experiences. To advance these initiatives, the ITF has formed several subgroups with specific charges as outlined below:

## Sub Group Activity

### Defining Terms

The ITF recognizes that “internship” does not encompass all the relevant experiential learning opportunities at JMU, so a subgroup was formed to better define the terms and criteria for these opportunities. The subgroup has adopted “Work-Based Learning Experiences” as an overarching term that can encompass the majority of internship and related experiences at JMU.

**Members:** Steve Grande, Chris Orem, Alphonso Sealey, Steve Whitmeyer

### **Work Completed**

The Defining Terms subgroup compiled existing definitions for internships and other work-based learning experiences from sources, such as the AAC&U, NACE, SCHEV, the Bureau of Labor Statistics, and the NSF. From these (and other) sources, it was clear that the term “internships” did not capture all of the work-based learning experiences that are currently available to students at JMU. In order to better reflect the experiences available to our students, we adopted the overarching title of “Work-Based Learning Experiences” and highlighted what that encompasses, as follows:

A Work-Based Learning Experience:

1. Increases knowledge and/or skills related to an identified field or career of interest. The knowledge and/or skills to be gained are identified at the beginning of the experience.
2. Occurs in an applied setting (e.g. workplace, gallery, laboratory, performance hall, virtual setting.)
3. Is supervised and/or provides professional mentoring.

### **Future Work Planned**

Work continues to identify specific work-based experiences that exist for JMU students, and identify whether they are for credit or not for credit, and paid or unpaid. This will involve using data compiled by the Student Survey and the JMU Institutional Data subgroups (see sections below.)

### **Appendix Included**

Definition and Sources

### Employer Survey

The goal for this subgroup is to understand the experiences and perspectives of employers related to internships.

**Members:** Keith Holland, Bayo Ogundipe, Katie Hopkins, & Sam Collier

### **Work Completed**

This subgroup developed and deployed a survey to a contact list of 50,000+ current and potential employers of JMU students and will follow up by targeting those employers that have been on campus for career fairs, interviews, or information sessions. The goals are to identify how employers perceive work-based learning experiences and to explore ways to enhance these opportunities for JMU students.

The subgroup received 577 surveys from a variety of organizations. The majority of respondents (84%) indicated they had an internship program. Of those responding to whether internships were paid, 77% were paid or had some kind of stipend.

### **Future Work**

The subgroup will follow up with organizations that are interested in hosting a JMU student as an intern to facilitate that connection. Additionally, they will analyze the challenges identified to creating/maintaining an internship program and propose resources that address these challenges.

### **Appendix Included: Employer Survey Preliminary Review of Results**

### **Student Survey**

There are 2 main goals for this subgroup: (1) understanding the student experience around internships and (2) developing a survey to gather information about completed internship experiences (particularly those that are not tied to the formal curriculum).

**Members:** Libby Westley, Alysia Davis

### **Work Completed**

To begin to understand internships from students' perspectives, the subgroup, with the help of other task force members, hosted 2 feedback breakfasts and gathered information through completed survey forms and facilitated conversation from 52 students who are interested in, or have participated in, internships. The 52 students represented primarily juniors and seniors, all 7 colleges, 22 undergraduate majors and 4 masters programs.

A draft of a survey for students about their internship experiences has also been generated.

### **Future Work Planned**

Additional feedback and focus sessions will be conducted to ensure we have more data from COB, CISE, CSM and COE and from more first and second year students.

The subcommittee will also solicit feedback and develop an implementation strategy for a survey about internship experiences to be completed by students.

### **Appendices Included:**

Feedback Breakfast Demographics  
Feedback Breakfast Survey & Results  
Feedback Breakfast Facilitator Conversations  
Draft Student Survey

### **JMU Institutional Data**

This subgroup is gathering existing information about the work-based learning experiences that exist across JMU and is conducting interviews with AUHs and other JMU leaders to better identify, label, and describe these experiences.

**Members:** Siân White, John Burgess, David Stringham, Kirk Armstrong, and Katie Sensabaugh

### **Work Completed**

Subgroup members divided the academic colleges to audit departmental experiences offered and conduct stakeholder interviews in each unit (i.e. AUH or internship coordinator in each department of each College). Siân (CAL, The Graduate School), John (CISE and CSM), David (CVPA and COE), Kirk (CHBS), and Katie (COB). Alysia Davis submitted information about the Honors College. (See appendix for interview questions.)

### **Future Work Planned**

Subgroup members will compare ITF's Work-Based Learning Experiences definition to the work happening in each unit to see which experiences fit the definition and to identify any outliers or subcategories, which might include cross-disciplinary hubs like X-labs, the Institute for Innovation in Health and Human Services (IIHHS), etc. We will meet in early January to synthesize the data and begin identifying gaps, inequities, best-practices, and needs across the colleges.

### **Appendix Included**

JMU Institutional Data Interview Questions

### **Other Institutions' Data and Experience**

This subgroup is reaching out to peer and other institutions to identify how they define work-based/internship experiences, where the experiences are housed institutionally, and whether and how they are tracked. Data gathering will occur primarily through phone interviews.

**Members:** Siân White, Arin Hawse, Nick Swartz

### **Work Completed**

We have compiled the basic information for many institutions and conducted initial phone interviews with a smaller number of institutions that have one or two professionals dedicated to these kinds of experiences. Preliminary results suggest that most institutions face exactly the same challenges that JMU faces, and that professionals at other institutions are generous and eager to share ideas.

### **Future Work Planned**

We will gather the above information from Virginia public institutions. Then we will analyze the qualitative responses to identify areas of commonality and successful practices, and to assess where JMU's challenges and practices stand relative to peers.

### **Appendix Included**

Other Institutions Data and Interview Questions

### **Grant Initiatives**

This subgroup is looking at state (SCHEV) and national (NSF) level funding opportunities for advancing and supporting ITF activities and other work-based learning activities.

**Members:** Keith Holland, Nick Swartz, Steve Whitmeyer

**Work Completed**

All members of the Grant Initiatives subgroup attended a V-TOP Information Session conducted by Lynn Seuffert from SCHEV that highlighted SCHEV funding opportunities related to their Innovative Internship Program. Work is progressing on drafting a Round 3 proposal to enhance Institutional Readiness for Internships and Work-Based Learning at JMU.

**Future Work Planned**

The subgroup plans to submit a Round 3 proposal to SCHEV early in 2023. Other plans include examining other sources of external funding for experiential learning, such as the NSF Experiential Learning for Emerging and Novel technologies (ExLENT) solicitation: <https://www.nsf.gov/pubs/2023/nsf23507/nsf23507.htm>

**Appendix included:** n/a

**Table of Appendices**

<b>Number or Title</b>	<b>Brief Description</b>
Definition	Work-Based Experience definition and Sources
Employer Survey	Preliminary Review of Results
Student Survey	Feedback Breakfast Demographics
Student Survey	Feedback Breakfast Survey & Results
Student Survey	Breakfast Facilitator Questions
Student Survey	Draft Student Survey
JMU Institutional Data	JMU Institutional Data Interview Questions
Other Institutions	Other Institutional Data and Interview Questions

## Appendix

### Definition of Work Based Learning Experiences

#### A Work-Based Learning Experience:\*

Notes

1	Increases knowledge/and or skills related to an identified field/career of interest. The knowledge and/or skills to be gained are identified at the beginning of the experience.	
2	Occurs in an applied setting (e.g, workplace, gallery, lab, performance hall, virtual).**	The intent here is that it occurs outside of the traditional college classroom. However, it may include, for example, research in a college lab IF the field/career of interest includes lab-based research.
3	Is supervised and/or provides professional mentoring.	A professional in the field provides some oversight/guidance of the student's work-based experience.

\*A work-based learning experience can be paid or unpaid, and it can be for-credit or not-for-credit.

\*\*Classes requiring a semester-long project where students engage with external partners/companies may also be considered an applied setting if the outcomes of the class are comparable to what a student would experience in a work-based setting.

## Sources Consulted in Creating the Definition

Organization	Internship/Experiential Learning Definition	Source
AAC&U	<p>Internships are an increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting--usually related to their career interests--and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.</p>	<p><a href="https://www.aacu.org/trending-topics/high-impact">https://www.aacu.org/trending-topics/high-impact</a></p>
NACE	<p>An internship is a form of experiential learning that integrates knowledge and theory in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.</p>	<p><a href="https://www.nacweb.org/about-us/advocacy/position-statements/position-statement-us-internships/">https://www.nacweb.org/about-us/advocacy/position-statements/position-statement-us-internships/</a></p>
SCHEV	<p>Work-based learning is an opportunity to complete meaningful job tasks in a workplace that develop readiness for work, knowledge and skills that support entry or advancement in a particular career field. [This document] defines internship as co-curricular [at the level of] career engagement. The definition of career engagement: is an extended opportunity for participants to increase their knowledge of an identified field of interest and gain employability skills and some entry-level technical knowledge or skills. Examples include: service learning, apprenticeship readiness, pre-apprenticeships, cooperative education, internships.</p>	<p>SCHEV innovative internships Round3 document</p>
<p>Terms used at the Virginia Education and Workforce Conference (10-11-22)</p>	<p>Internships (focus on Paid Internships), work-based learning experiences, apprenticeships, clinical experiences, student teaching, "pathways from learning to earning"</p>	

Organization	Internship/Experiential Learning Definition	Source
Bureau of Labor Statistics	"Internships are temporary, supervised assignments designed to give students or recent graduates practical job training. Sometimes, internships or other experiential learning positions are built into educational programs, and students receive academic credit for completing them."	Career Outlook - Publication on BLS.gov <a href="https://www.bls.gov/careeroutlook/2015/article/career-planning-for-high-schoolers.htm">https://www.bls.gov/careeroutlook/2015/article/career-planning-for-high-schoolers.htm</a>
indeed.com	An internship is a temporary job role that's often related to one's academic field of study or career interests. It can offer a beginner in a career field practical experience within a professional role. [Many] [i]nternships... provide college credit rather than an hourly pay rate.	<a href="https://www.indeed.com/career-advice/finding-a-job/purpose-of-internship">https://www.indeed.com/career-advice/finding-a-job/purpose-of-internship</a>
NSF ExLENT solicitation	Terminology: inclusive experiential learning opportunities, "learning-by-doing" experience, see figure from solicitation	<a href="https://www.nsf.gov/pubs/2023/nsf23507/nsf23507.htm">https://www.nsf.gov/pubs/2023/nsf23507/nsf23507.htm</a>
Virginia Department of Education: Virginia Law	Field experiences" means program components that are (i) conducted in off-campus settings or on-campus settings dedicated to the instruction of children who would or could otherwise be served by school divisions in Virginia or accredited nonpublic schools and (ii) accredited for this purpose by external entities such as regional accrediting agencies. Field experiences include classroom observations, tutoring, assisting teachers and school administrators, and supervised clinical experiences (i.e., practica, student teaching, and internships). Field experiences are required for all programs.	<a href="#">Virginia Administrative Code - Title 8. Education - Agency 20. State Board of Education - Chapter 543. Regulations Governing the Review and Approval of Education Programs in Virginia</a>
Virginia Department of Education: Virginia Law	Supervised clinical experiences. The supervised clinical experiences shall be continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall be in the endorsed area sought and under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school. If a preK-12 endorsement is sought, teaching activities shall be at the elementary and middle or secondary levels.	<a href="#">Virginia Administrative Code - Title 8. Education - Agency 20. State Board of Education - Chapter 543. Regulations Governing the Review and Approval of Education Programs in Virginia</a>



## Appendix

### Employer Survey: Preliminary Review of Results

This subgroup developed and deployed a survey to a contact list of 50,000+ potential employers of JMU students and is following-up by targeting those employers that have been on campus for career fairs, interviews, or information sessions. The goals are to identify how employers perceive work-based learning experiences and to explore ways to enhance these opportunities for JMU students.

#### Completed Surveys:

577 full completed surveys form a WIDE variety of organizations

#### Has your organization hosted a JMU student as an Intern?

Yes: 197

No: 303 No

Other: 68 (most of these said No but are very interested in having a JMU student)

#### Does your organization have an internship program?

Yes: 482

No: 84

#### Paid vs Unpaid:

Paid: 244

Unpaid: 94 (A handful of these are student teaching experiences, in which the students are not paid)

Other: 76 (these responses were mostly mentioning how they offer both, or just have a stipend offered or that it may depend of timing whether it is offered as paid or not)

#### Does your organization have existing internship partnerships with colleges/universities: (not every participant answered this question)

Yes: 219

No: 184

#### Challenges noted from employers on creating/maintaining an Internship program (these are key things that were mentioned several times)

- Staff to supervise the internship program (largest number of responses fell under this response referenced staffing issues)
- Small company/business (second largest response, reference small business not able to provide support for something like this)
- Funding
- No longer offer because lack of applications and consistently having poor candidates apply
- Not enough real and relevant work to justify having an internship program
- Lack of resources to create a program and not having a full understanding of what a internship program is and how it can work for their company
- Intimidated by the ground work it will take to create one

## Appendix

### Student Survey: Feedback Breakfast Demographics

College	# Surveys	Undergrad Surveys	Grad Student Surveys	Majors
CAL	14	11	3	Anthropology - BS, Communication Studies - BS, English - BA, International Affairs - BA, Media Arts and Design - BA, Political Science - BA, Public Administration - MPA, Writing Rhet & Tech Comm-MA
CHBS	11	11	0	Comm Sciences & Disorders - BS, General Psychology - BS, Health Sciences - BS, Nursing - BSN
CISE	7	7	0	Computer Science - BS, Engineering - BS, Intelligence Analysis - BS
COB	5	5	0	Business Management - BBA, Economics - BS, International Business - BBA
COE	4	3	1	Elementary Education - BS, Special Education - BS, Counselor Education - MEd
CSM	1	1	0	Biology - BS
CVPA	10	9	1	Art - BA, Art History - BA, Dance - BA, Graphic Design - BFA, Music - BM, Music - MM
<b>Total</b>	<b>52</b>	<b>47</b>	<b>5</b>	<b>22 undergraduate programs, 4 masters programs</b>

Student Survey: Feedback Breakfast Survey & Results

Please circle your class year: First-Year      Sophomore      Junior      Senior      Grad Student

What is your Major/Minor: \_\_\_\_\_

Your Career Development

Who do you talk to about your plans for working towards your future career? (Check all that apply)

- Parents/Guardians
- Other family members
- Family Friends
- Your Friends/Peers
- Friends' Parents
- Professors (who are not your advisor)
- Academic Advisors
- University Career Center Staff
- Teachers from High School
- JMU Staff (Which office? \_\_\_\_\_ )
- Work/Internship Supervisor (organization: \_\_\_\_\_ )
- OTHER \_\_\_\_\_

Which of the 3 groups from above have been the most helpful in talking about your career plans?

- 1.
- 2.
- 3.

What is something you have done this semester to help prepare you for your future career?

What would you say is your biggest career-related concern right now?

Internships

Have you done or do you plan on doing at least 1 internship before you graduate?      YES      NO

If you DO NOT plan on doing an internship before you graduate, why not?

- If you have completed internships how many have you done? \_\_\_\_\_

When do you believe is an ideal time to do an internship?

How have you learned about internship opportunities?

- Handshake
- Career Fair
- University Career Center
- Indeed
- LinkedIn
- Faculty
- Parents/Guardians
- Other family
- Other connection (please specify relationship):
- Other website (please specify):
- Industry specific sites (please specify):

**Which methods of learning about internships have been most useful?**

- 1.
- 2.
- 3.

**When applying for an internship, which of the following factors influenced or would influence you decision to participate in an internship?**

	Significant Factor	Minor Factor	Not a Factor Considered
<b>Paid</b>			
<b>Close to home</b>			
<b>Receiving academic credit</b>			
<b>Chance to gain professional experience</b>			
<b>Housing provided</b>			
<b>Leads to a full-time position with the same organization</b>			
<b>Having a peer group or cohort of interns having a similar experience</b>			
<b>Completed projects</b>			
<b>Quality of the work being completed</b>			
<b>Length of internship</b>			
<b>Timing of internship (spring, fall, summer)</b>			
<b>Remote or hybrid work setting</b>			
<b>Other( Please Specify):</b>			

**Of the factors above, which 3 are most important to you?**

- 1.
- 2.
- 3.

Which of these do you perceive to be potential obstacles to securing an internship? Or which of these were obstacles to securing an internship?

	<b>Not an obstacle</b>	<b>Minor obstacle</b>	<b>Significant obstacle</b>
<b>Lack of knowledge about how to find an internship</b>			
<b>Heavy course load</b>			
<b>Need a paying job</b>			
<b>Was not selected for an internship</b>			
<b>Insufficient pay</b>			
<b>Lack of transportation</b>			
<b>No affordable or free housing</b>			
<b>Other (Please specify):</b>			

What other comments or thoughts do you wish to share about internships?

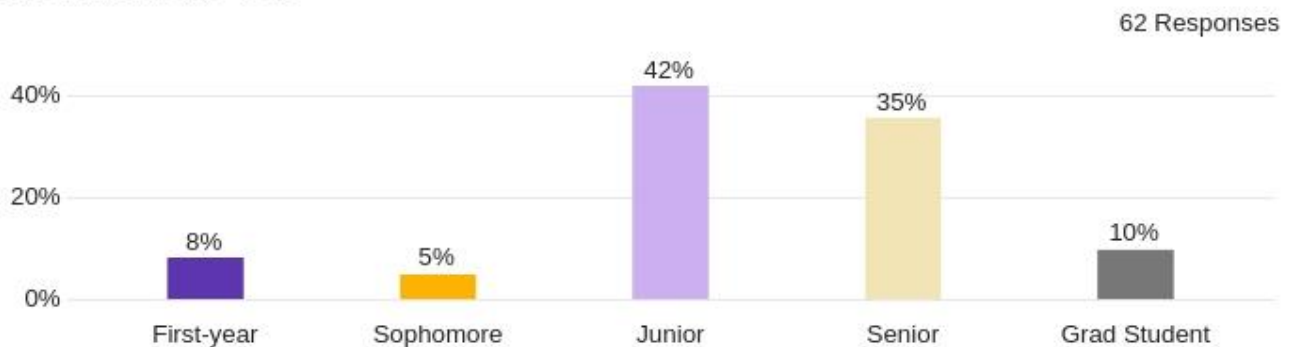
## Student Perceptions About Internships

The below data was collected by the Internship Task Force during student focus groups which were conducted in November of 2022. Students were asked to report on any current past or future internships as well as their attitudes towards the internship search process. Student Participants range from first year students to graduate students.

### Career Preparation and Planning

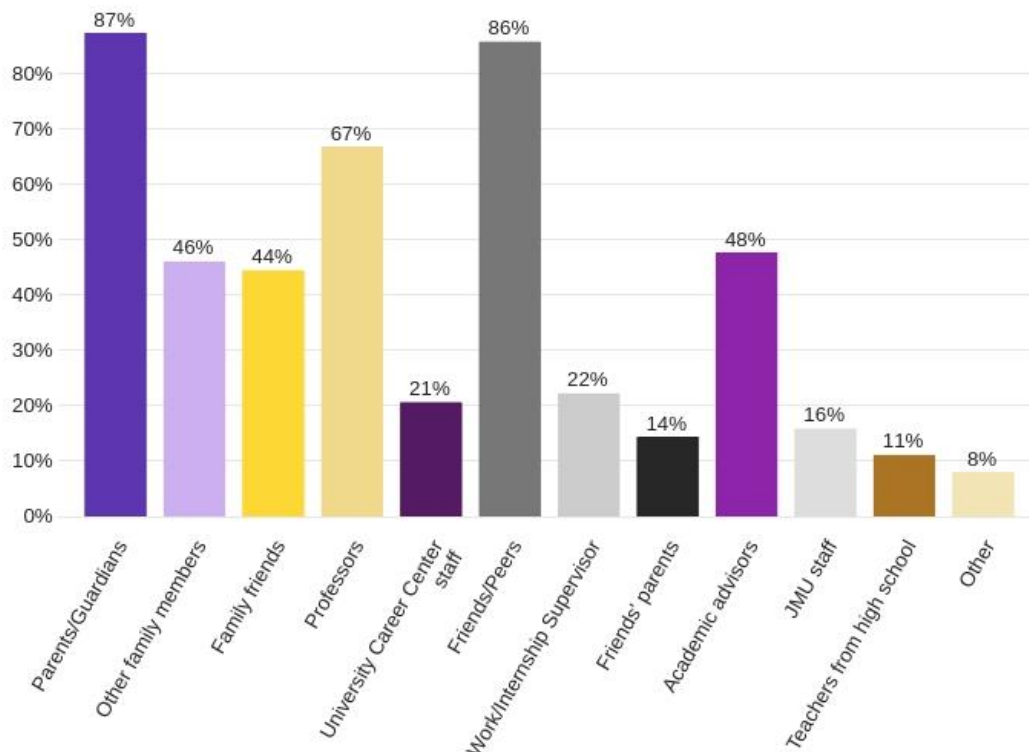
The below section asks questions regarding students' career support and preparation thus far in their collegiate career.

Student Academic Year



Who do you talk to about your plans for working towards your future career? Select all that apply

63 Responses

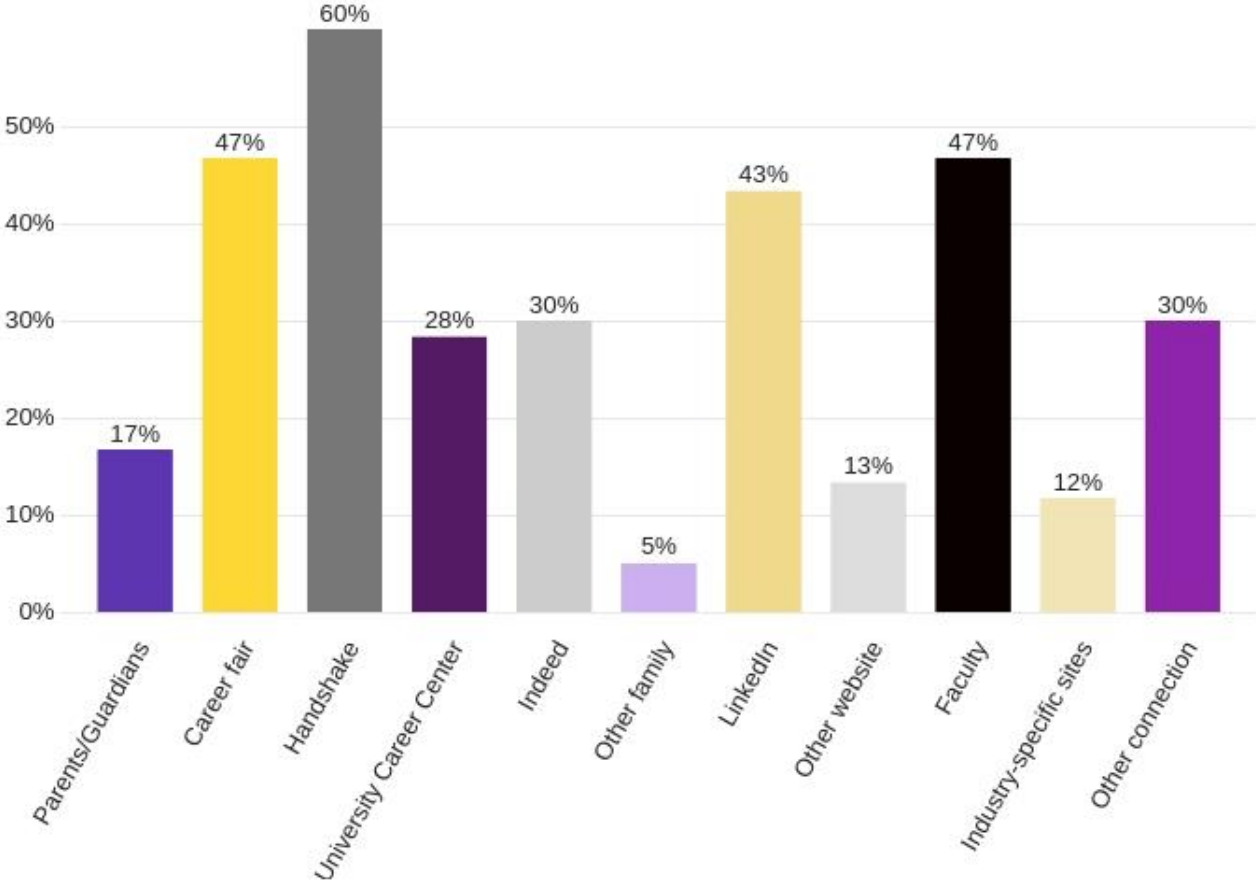


## Internship Preparation and Planning

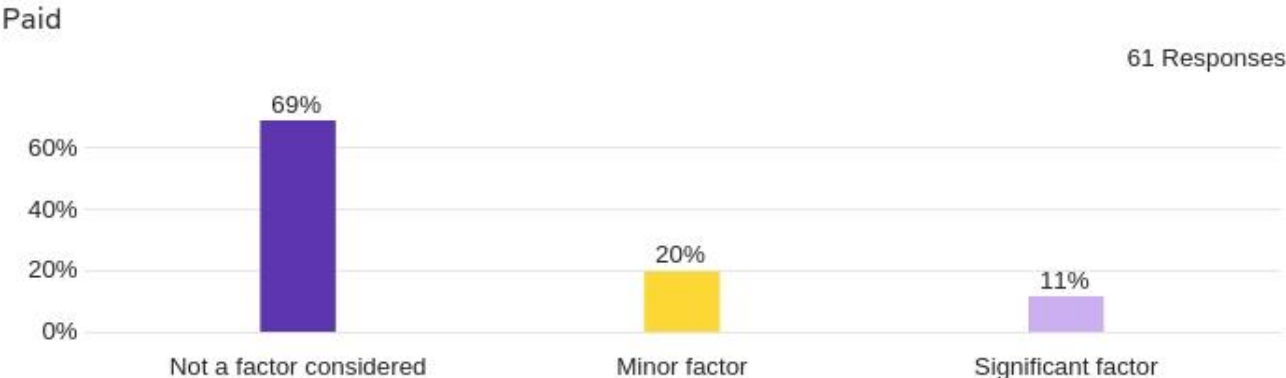
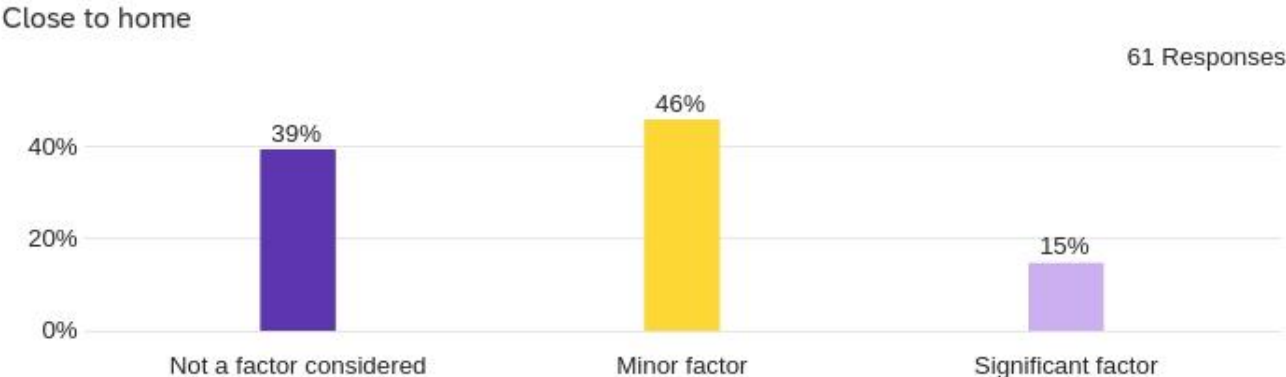
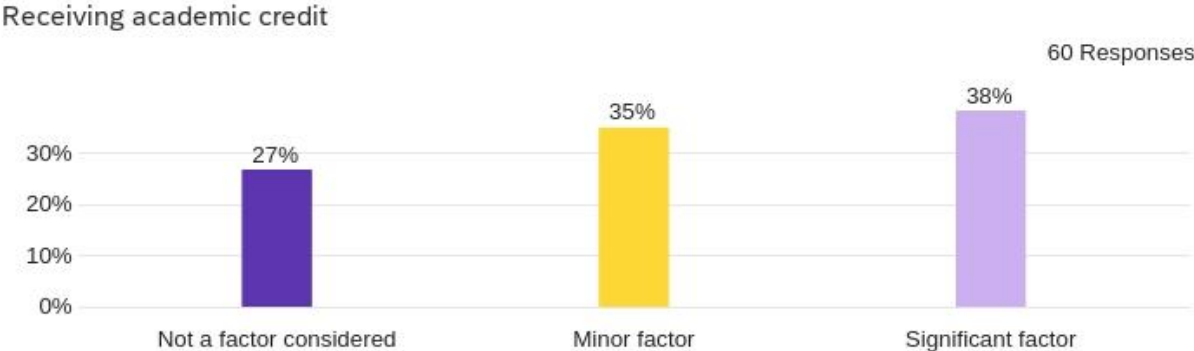
The below section asks questions regarding students' internship experiences, intentions to do an internship and any preparation or planning they have done in preparing for an internship experience.

How have you learned about internship opportunities?  
(Select all that apply)

60 Responses



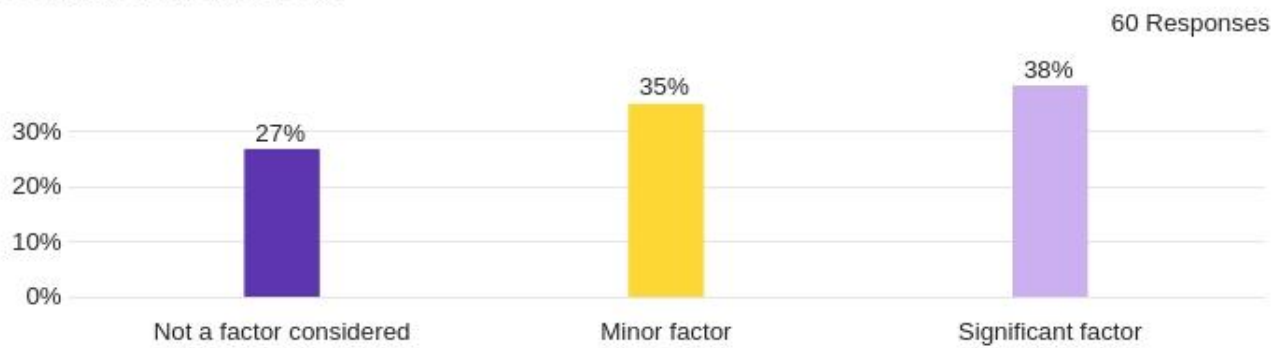
### Factors Students Consider in Choosing an Internship



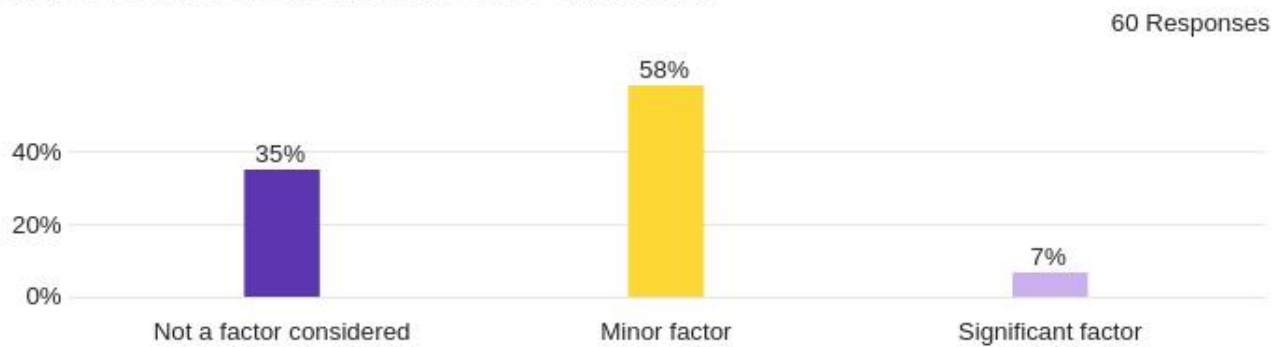


## Factors Students Consider in Choosing an Internship (continued)

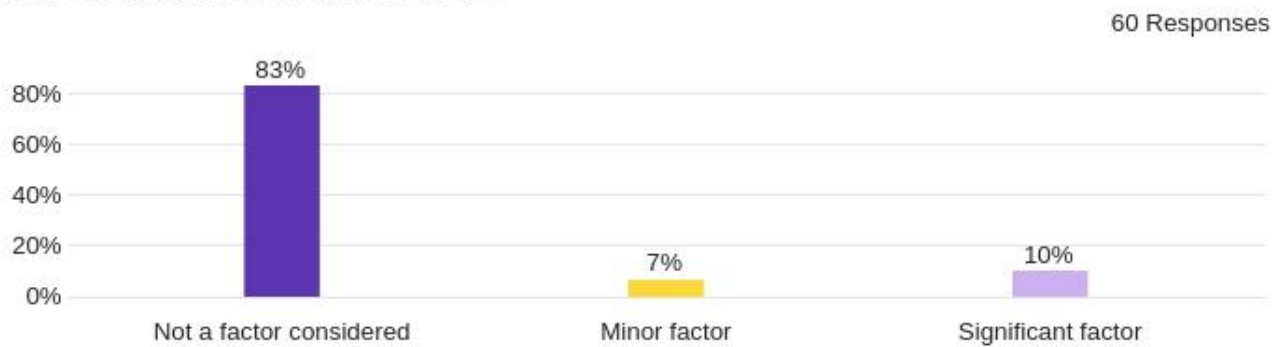
Receiving academic credit



Leads to a full-time position with the same organization



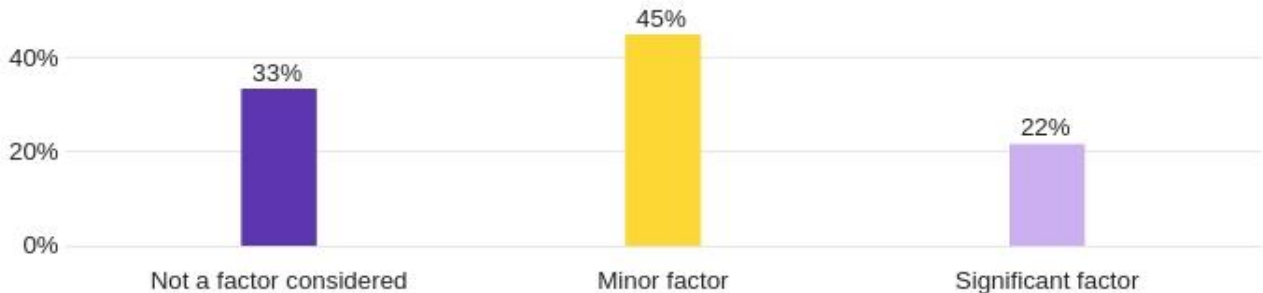
Chance to gain professional experience



### Factors Students Consider in Choosing an Internship (continued)

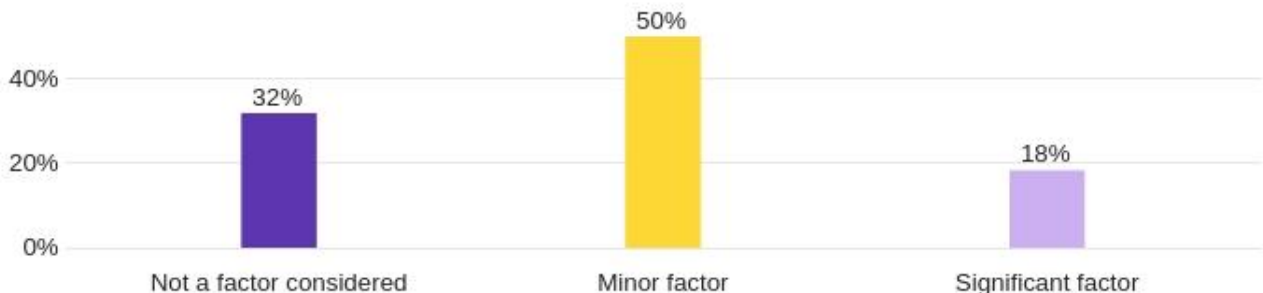
Having a peer group or cohort of interns having a similar experience

60 Responses



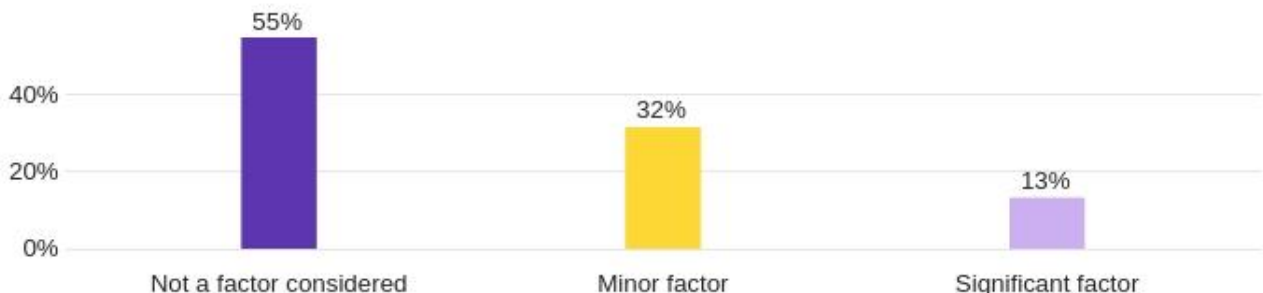
Completed projects

60 Responses



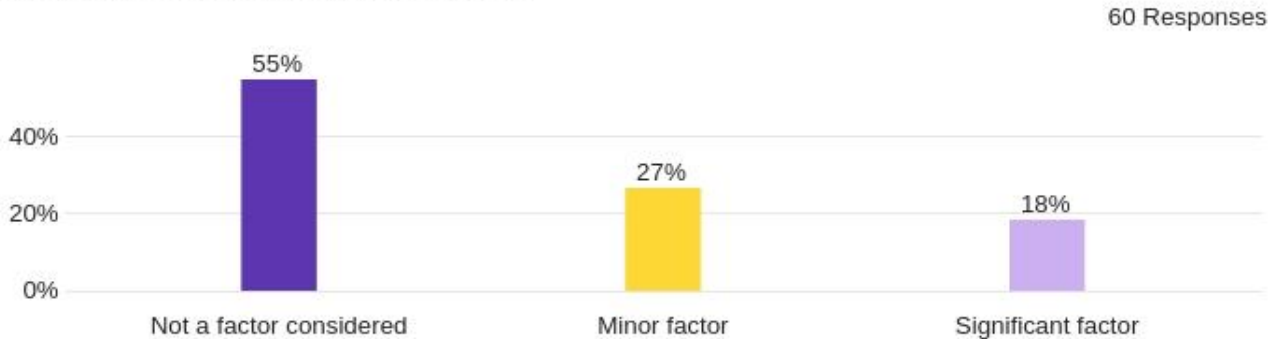
Quality of the work being completed

60 Responses

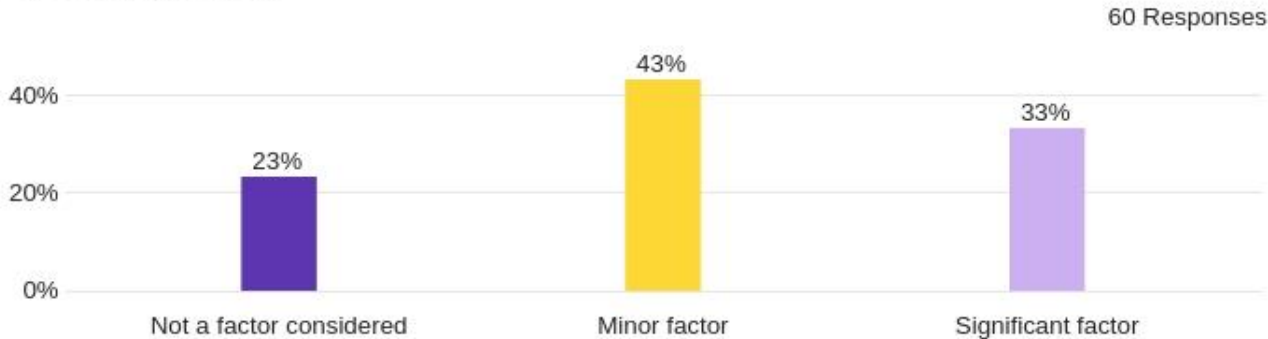


### Factors Students Consider in Choosing an Internship (continued)

Timing of internship (spring, fall, summer)



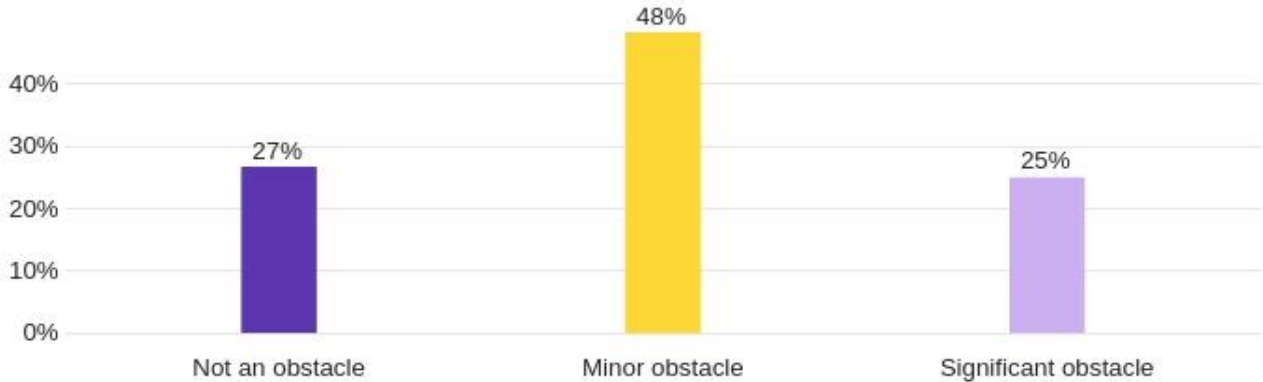
Remote or hybrid work



### Barriers to Securing an Internship

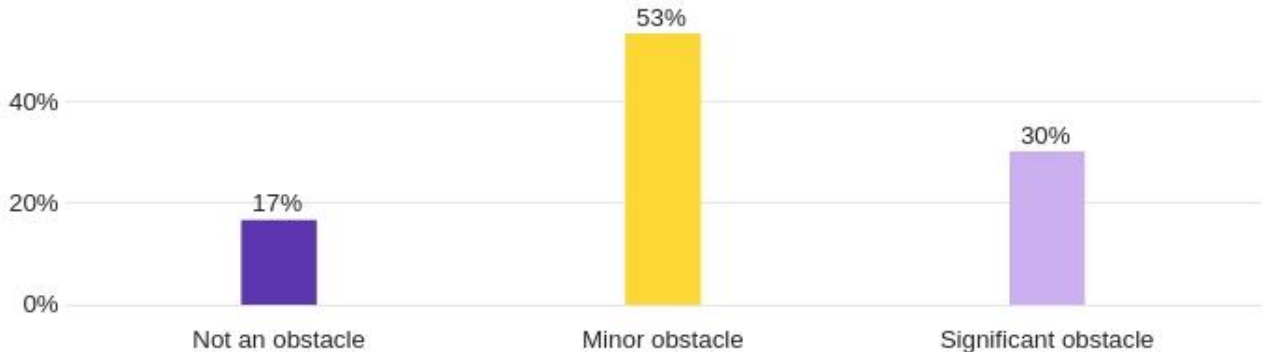
Was not selected for an internship

60 Responses



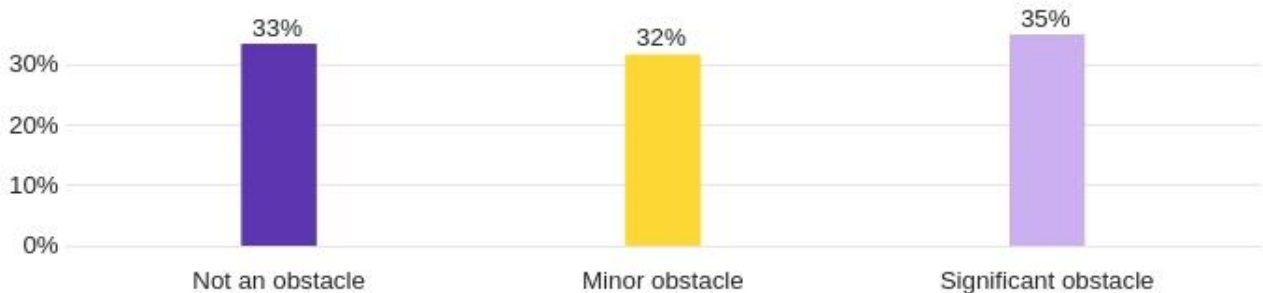
Insufficient pay

60 Responses



Lack of transportation

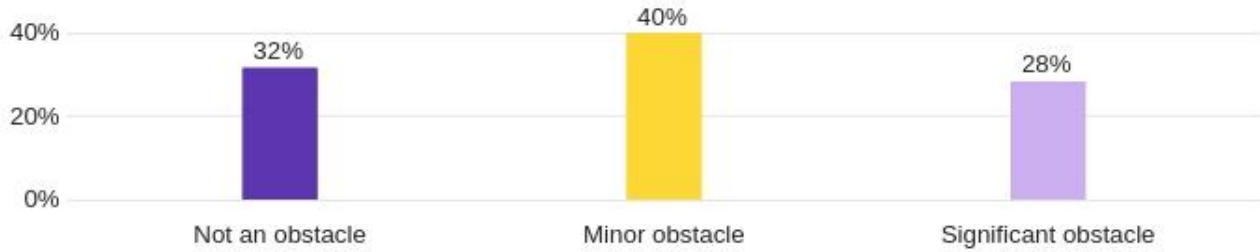
60 Responses



## Barriers to Securing an Internship (Continued)

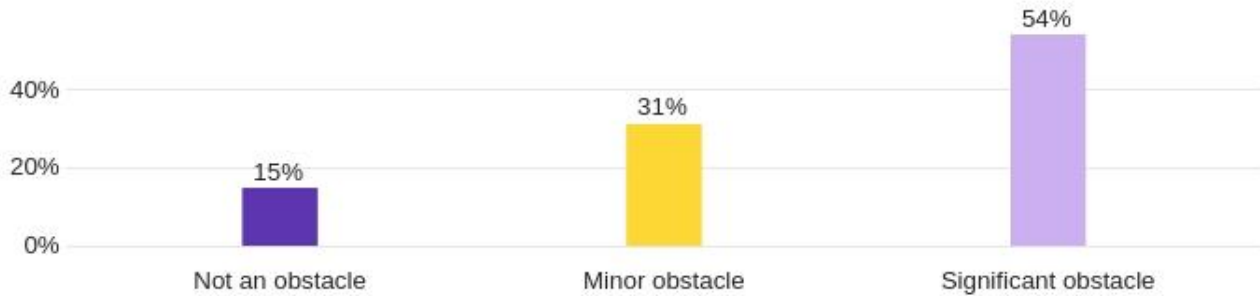
No affordable or free housing

60 Responses



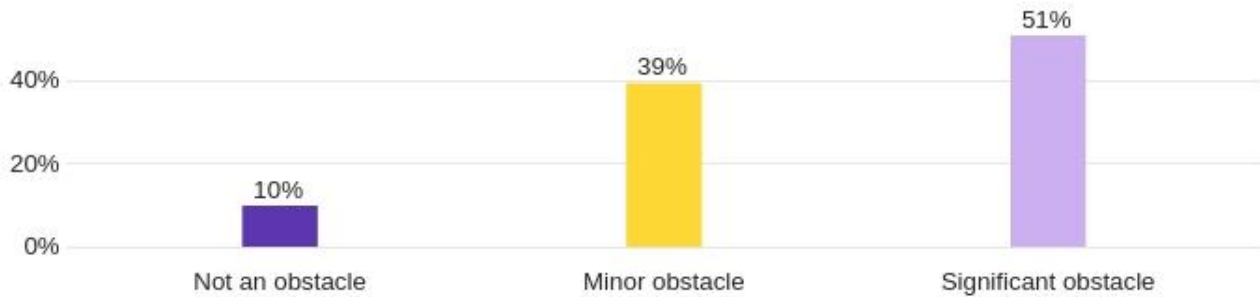
Need a paying job

61 Responses



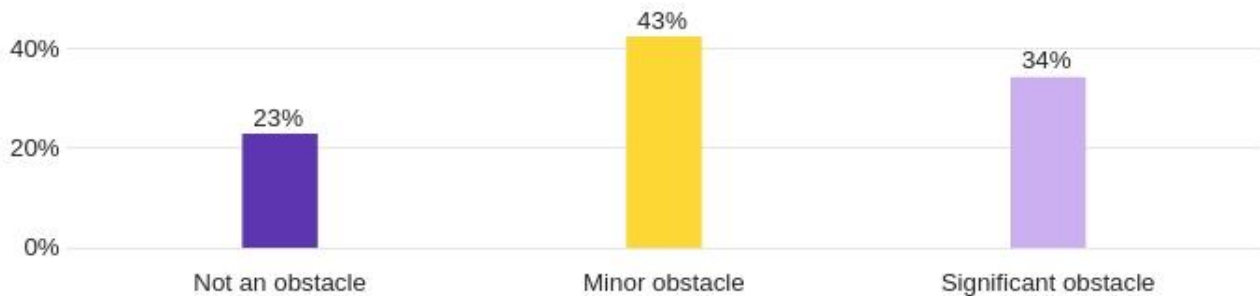
Heavy course load

61 Responses



Lack of knowledge about how to find an internship

61 Responses



What is something you have done this semester to help prepare you for your future career?

60 Responses

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What is something you have done this semester to help prepare you for your future career?

Go to career fields  
Getting good grades

gone to career center for resume help/career chats

go to career fairs

met with the career center to talk about grad school and resume help

started an e-portfolio online

my classes provide a lot of good experience

reach out to talk to grad advisors

apply for jobs

explore different career options and talk to staff (professors)

taking required classes

transferred to JMU and restarted schooling post-COVID

resembled opportunities

kept up with readings, treat projects as portfolio pieces

going to the career center for help

as a transfer student and new to the university setting and city, I haven't had much time or focus to prepare for an internship

job search, taking new opportunities outside of what I know

attend career fair

I have tried looking for foundations, institutions, etc. related to my area of interest (voice care foundation) - joining as a student if I can

serve in different leadership roles across campus

I have taken and studied for the LSAT

What would you say is your biggest career-related concern right now?

62 Responses

What would you say is your biggest career-related concern right now?

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Life after college

Getting an internship

simply getting a job i'm passionate about post-grad

make sure I like it

choosing a grad school that will be supportive but not cost too much

what I want to do

actually getting real internship experience

deciding what to do and what order

figuring out what type of nurse I want to be

making the wrong decision commitment wise

getting a job without a masters

that I'm going to get stuck in one specific thing and can't be more generalized

getting a job

getting a job that pays well enough and respects my time

gaining valuable experience

finding an internship

starting pay and moving to the new job

my major does not align with job positions available

the voice care career for singers is relatively broad. although I am receiving an emphasis in vocal health, it is not a med-degree. I am not sure how that limits my options.

finding the right fit

getting into grad school

When do you believe is an ideal time to do an internship?

When do you believe is an ideal time to do an internship?

---

Summer

junior-senior year summer

summer

summer before junior year or before senior year

anytime in college except freshman year

depends. I'd like to do mine over spring 2023

summers

summer before graduation

summer of your junior year

spring semester after graduation

summer after junior year definitely. sophomore would be ideal

this summer

over the summer - after graduation jobs should be paying you

after your second year

during the summer of my senior year, I will be a 5th year student

anytime before graduation

junior year

perhaps during the spring/summer. the summer is great for students, but if we have the opportunity to tie in an internship into our course load, that would be great.

sophomore year

summer after your third year



## Appendix

### Student Survey: Feedback Breakfast Facilitator Conversations

Table facilitators questions of breakfast attendees after students completed the paper survey. Below each question is the summary of themes from the conversations around these questions.

#### What do you see as the purpose of an internship?

- Opportunity to gain experience, knowledge of the working world, pathway to a job
- Connections, build relationships, network
- Resume building
- Learning and connection to coursework
- Clarity on career ideas

#### What makes a quality internship?

- People including supervisor, mentors, community of coworkers, ability to develop relationships
- Paid
- Meaningful, “real world” or hands on work
- Learning

#### What are the biggest challenges to finding an internship?

- Lack of knowledge: knowing what is out there, what relates to their majors, or for what they are qualified
- Lack of connections
- Location
- Keeping up grades

#### What can JMU do to help you find an internship?

- Have options within majors as far as how many credits students can do
- Working more with majors to help organize opportunities
- Collaboration within departments to offer opportunities that connect different majors
- Professors/departments have specific internship pages to certain tracks and/or majors
- Raising awareness of how important and the value of an internship

#### What resources have been helpful or would be helpful with your internship search?

- Advisors and faculty promoting
- Career events, Handshake emails
- By major guide to internships

#### How does JMU promote internships to students?

- Career fairs, Handshake emails
- Faculty/Advisor notifications

## Appendix

### Student Survey: Draft Internship Survey for Students

Last Name

First Name

Auth ID

Student email address

1. What was your primary activity (Primary meaning the one activity that you were spending the most time doing)?
  - Paid Internship
  - Unpaid Internship
  - Working (includes self-employment) not designated as an internship
  - Volunteering
  - Taking classes (at CNU or elsewhere)
  - Participating in faculty-support research
  - Other
2. Select the format of your primary activity?
  - Fully in person
  - Fully virtual/remote
  - Hybrid/mix of both in-person and virtual
3. How many hours per week were you engaged in your primary activity?
4. Do you believe your primary activity provided you with career-related experience?
  - Yes
  - No
  - Unsure
5. If you were doing other things in addition to your primary activity, please tell us about them in the box below. For examples if your primary activity was an internship but you also volunteered or worked at a part-time paid job, please specify that here
6. Prior to this summer, have you ever participated in an internship?
7. Would you be willing to share more about your summer experience with the University Career Center?
8. Would you like a member of the Career Center staff to contact you to discuss your future career plans?

**For Paid Internship:**

9. Are you receiving (or will you receive) academic credit for your internship?
10. What was the position title?
11. Please provide the name of the organization where you were interning
12. Internship City
13. Internship State
14. What was your pay?

**For Unpaid Internship**

15. Are you receiving (or will you receive) academic credit for your internship?
16. What was the position title?
17. Please provide the name of the organization where you were interning
18. Internship City
19. Internship State

**For Working**

20. Are you receiving (or will you receive) academic credit for your work?
21. What was the position title?
22. Please provide the name of the organization where you were working.
23. Internship City
24. Internship State
25. What was your pay?

**For Volunteering**

26. What was your role/primary tasks as a volunteer?
27. Please provide the name of the organizations where you were volunteering
28. Volunteering city
29. Volunteering state

**For Taking classes**

30. Please provide the name of the institution where you took a course/courses.
31. Please provide the name/subject of the courses taken

**For Research**

32. Please provide the name of institution/organization where you did your summer research.
33. City
34. State
35. What was the focus/topic of your research?

## Appendix

### JMU Institutional Data Interview Questions

Name

Department & College

Role

#### Description and Parameters

- What types of experiential learning opportunities are available to students in your unit?  
Qualitative Description
- Are they with an organization or company outside of the academic unit (i.e., within or beyond JMU)?
- Do they connect to accreditation?
- Are they required of all students?
- Paid or unpaid?
- Do they count for credit? How many credits?
- What prefix(es) and course number(s) assigned?
- Are there similar activities that are non-credit bearing?
- What time of year are these experiences offered?
- What distinguishes an internship/experiential learning from an independent study?

#### Student Role

- What role does the student play in finding or choosing the placement? What application or other paperwork process is in place?
- What resources are available to the student? (i.e. training, transportation or other logistical costs, tuition help)
- What materials does each student have to submit at the end of the experience? Who evaluates them?

#### Oversight: Placement/Coordination, Mentoring, Supervising, Evaluating, Tracking

- Is there someone in your unit coordinating experiential learning opportunities? Are they compensated?
- Does your unit assign a mentor (for example, a faculty member) to each student? How are they chosen/assigned? Compensated? How does the work figure into faculty load?
- What kind of administrative support do coordinators and/or mentors receive?
- What kind of agreement defines the terms and relationship with the employer/supervisor? Do they submit an evaluation of the student at the end?
- How are these experiences tracked? (e.g. type of experience, #students engaged, names of students and of organization where experiential learning is completed, credits, payment)
- How are experiential learning opportunities evaluated for effectiveness or learning?

#### Thinking holistically about experiential learning program

- What are the strengths and weaknesses?
- What challenges or obstacles does it face?
- What do you wish you could have or do? What experiences do you wish were available for students? (e.g., particular company/org, geographic setting, serving a specific demographic group)?

## Appendix

### Other Institutions Data and Interview Questions

**Name**

**Institution**

**Role**

**Basic Information**

- Website
- Contact with phone and email
- Carnegie Classification (Small liberal arts, Comprehensive, R2, etc)
- Size
- Region/state
- Rural/urban
- Which peer list(s)
- Public/private
- Dedicated internship office and/or coordinator?
  - Where is it located institutionally (Student or Academic affairs, for example)?
  - What is its relationship to a Career Center

**Interview**

- How does your institution define internships or work-based experiences? Do you use other terms?
  - What about credit vs no credit, paid vs unpaid?
- Do you track such experiences, and if so, how? Do you have systems for gathering and storing information about these experiences?
  - Follow-up: do they "count" or track experiences not taken for credit?
- Do you survey students and if so through what mechanism? (e.g. at what point in their career, is it tied to graduation application or something else)
- Do you have data about specific outcomes, i.e. connecting their internship system to (1) increased enrollments overall, (2) increased enrollments in under-enrolled majors, (3) student retention and time to degree, (4) alumni engagement, (5) fundraising efforts?