

TRACKING THE BARRIERS: WHY DON'T
MORE STUDENTS DO INTERNSHIPS?

by

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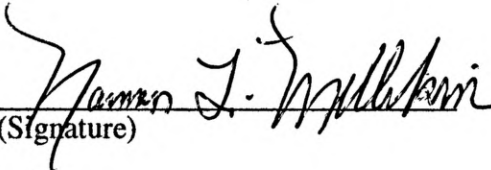
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This paper has been read by each member of the thesis committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

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TRACKING THE BARRIERS: WHY DON'T
MORE STUDENTS DO INTERNSHIPS?
Suzanne Geiger Taylor, 1998

In the broad and complex world of academia, it is rare to find such wholehearted support across disciplines as exists for student internships.

Such enthusiasm is also present among College of Business students at Montana State University. Students gave high rankings to the importance of participating in an internship, and the influence of an internship on career success. Two-thirds of surveyed students had completed, signed up for, or appeared interested in an internship.

But despite this interest level, less than 15% of COB students complete an internship.

A variety of barriers keep students from internships, including time, money and, possibly most significant--the fact that they simply do not know what internship opportunities are available. Academic advisors and faculty members may also play a role in encouraging or discouraging internships.

Several concrete suggestions for boosting participation in the COB internship program can be made based on student comments and research findings.

Chapter I

Introduction

Internships can be the most impressive item on a student's resume. It shows real experience and the ability to accomplish more than digesting college classroom theories. In some instances, participating in an internship will advance a particular person ahead of the competition and can be the deciding factor in securing paid employment later.

—Jay Heflin and Richard Thau, writing in "Peterson's Internships, 1998"

Have advisors bring (internships) up to the student as if the student is a dumb post. Don't assume we know anything.

—Montana State University senior in accounting

I think the College of Business already provides us with enough information. It is up to us to use it.

—MSU junior in marketing

Too much? Too little? Too detailed? Too vague? Too early? Too late? The opinions regarding administration of the Montana State University College of Business internship program are many. Yet despite the myriad of beliefs, one sentiment seems to ring true: that internships are a well-known and accepted part of today's academic environment. Few students, faculty members or others dispute the benefits that can arise from the experiential learning that is a natural component of internships. But even though a majority of students respect the combination of academic skill and practical work that internships provide, very few take advantage of the opportunity to participate. Why?

Statement of the problem

The major purpose of this study was to determine student perceptions of the internship program in the College of Business at Montana State University-Bozeman, particularly why students do *not* participate in internships.

Questions to Be Answered

1. How many students in the MSU College of Business have participated in—or are interested in—the internship program? Is participation related to their chosen option?
2. Are students aware of the internship program, as well as the benefits and eligibility requirements?
3. If students are not participating in the internship program, why not? Does the location (close to home or out-of-state), pay, or time obligation affect students' decisions?
4. Do students feel internships are important for “real-world” success? Do they feel the COB is offering enough practical experience?
5. Are students interested in doing international internships? If not, why?
6. What factors are most important for students who decide to do an internship?
7. What are the best methods for communicating the benefits of the internship program?
8. How satisfied are students with their academic advisors? Have their advisors talked with them about internships? Is there a correlation between advisor assistance and participation in internships?

Need for the Study

Gibson writes in 1996, “There is a wide variety of evaluation techniques for internships. For example, there can be midterm and/or final evaluation reviews, performed through the mail (either on standardized forms or requested letters), fax transmissions, telephone or teleconference visits, and/or personal visits. One can inspect portfolios of student internship work, and some programs require student papers on their internship

experience.” Many other reference sources echo these thoughts on the necessity—as well as the myriad of methods—of evaluating an internship program.

However, though this researcher found many instruments and studies used for evaluating the success level and perceptions of those who had participated in an internship program, very little was found that measured why students *do not* participate, despite the overwhelming conclusion that they *should*.

Through this research project, the researcher sought to determine the reasons why students do or do not participate in the College of Business internship program.

Terminology

The following terminology is given to aid the reader of the study.

Agency sponsor: A business, non-profit organization or other employment situation that serves as a work site for a student intern. (Zanville, 1982)

Articulation: The integration of the internship program into the overall curriculum of the student, thereby ensuring that there is a “fit” between learning that occurs in the internship and the total learning context of the student. (Zanville, 1982)

COB: Acronym for the Montana State University-Bozeman College of Business.

Experiential Learning: That in which the learner is in direct touch with the realities being studied. (Zanville, 1982).

Internship: Field experience performed by students; an on-the-job experience designed to promote student learning and give credit. (Zanville, 1982).

Real-world experience: Though not an “official” definition, the term “real-world

experience” has been used by the researcher throughout this paper to describe the practical, professional experience that students need to bridge the gap between college courses and paying career jobs. Students often use the term colloquially in describing the benefits or limits of their college experience.

Limitations of the Study

Though this researcher believes that, in general, internships can be a valuable educational component for *all* students at Montana State University, she is limiting her study to an evaluation of the College of Business internship program. In order to be eligible to complete a COB internship, an MSU student must be formally admitted to the College of Business and must be at least a junior in class standing. Since this study is meant to determine why eligible candidates do or do not participate in the internship program, the researcher feels it is important to reach a significant portion of possible COB interns from a variety of options (marketing, management, accounting, finance). This is a specific and accessible group.

Organization of the Study

This research project is organized into five chapters. Chapter I includes an overview of this research project, including statement of the problem and questions that will be addressed through this study. Chapter I also includes the need for the study, terminology, limitations of the study and the organization of the research project.

Chapter II includes a review of literature relating to this project, and is divided into the following sections:

1. What is an internship?
2. Development of the internship program
3. Qualities of an internship
4. Current state of internship programs
5. Evaluating an internship program
6. Why students decline internships

Chapter III covers the procedures used in creating this project, including sources of data, design and description of the instrument, time line and selection of participants.

Chapter IV contains the results of the study, including more detailed analysis of the data collected from the survey instrument and the researcher's interpretations.

Chapter V concludes with the researcher's recommendations for methods that can be used to improve the existing MSU College of Business internship program.

Summary

There is little doubt that internships can complement a student's academic course work. That experience can be directly related to a student's chosen career field, or merely a glimpse of what professional work is like. It can be full-time or part-time, and at a variety of locations.

At the MSU College of Business, students receive academic credit for their participation in an internship. Students select their own internship opportunity and have it approved with faculty advisors. Each student also must complete logbook or journal-like assignments on a weekly basis, which help assess the student's learning from the internship program and how it relates to his or her academic course work. Participation is entirely voluntary, and is undertaken by a small percentage of eligible students.

Since internships can be so valuable to a student, and since students' post-graduation suggestions often include the wish for more "real world experience," it seems important to evaluate whether students are receiving enough encouragement, incentives and opportunities to participate in COB internships. This study will reveal some student perceptions on the program, particularly why students do not participate in internships.

Chapter II

Related Literature

Introduction

In the broad and complex world of academia, it is rare to find such wholehearted support across disciplines as exists for student internships. Be it psychology, agriculture, engineering, business or most other areas, it is difficult—if not impossible—to uncover a university student, faculty member, advisor, administrator or researcher who fails to recognize at least some benefits that can be gleaned from such an endeavor.

That positive view of internships seems to hold true throughout current literature and research, as well as with the Montana State University-Bozeman College of Business faculty members who oversee the College's internship program.

What is an Internship?

In an effort to complement classroom learning with real-world experience, many universities offer internships. An internship is a commitment between a student and an employer, in which the student spends a short period of time performing various on-the-job activities that benefit the employer and contribute to the student's education (Harrison, 1996). These arrangements may be paid or unpaid, part-time or full-time, and the assignment may last for a few weeks to several years (Stanton, 1992). And though the degree of support and involvement in student internships varies greatly from university to university, one theme seems to always underlie the concept of the internship: that most skills must be practiced to be mastered (Harrison, 1996).

Development of the Internship Program

Though work-based learning seems an everyday phenomenon to modern students and teachers, experiential education is actually a fairly new discipline. In the Middle Ages, university intellectuals were taught exclusively through book reading and lectures, an extremely different sort of education than those who learned vocational trades through guilds and apprenticeships. Many years later, after the Civil War had ended and as rural families entered the cities and factories, the apprenticeship system became slow and obsolete. The emergence of land-grant colleges from the 1860s on spurred the growth of a more practical education curriculum, and since those early days, the support for experiential learning has grown by leaps and bounds. Today, many students and faculty view internships as an essential component of a university student's well-rounded education. (Zanville, 1982)

Qualities of an Internship

Though setting up and carrying out an internship entails a great investment of time, energy and commitment, an internship can provide students with real-world experience (a popular student demand) as well as field-based learning (Halgin, 1990). Internships can benefit the student and the institution, as well as the entire field as former interns enter their professions with a broad scope of information as well as practical experience (Cayan, 1993).

An internship, at its barest definition, consists of a match between a site and a student. But a successful program considers many more factors than that. Points to consider include:

- *Academic credit.* Will student receive credits for participation? How many?
- *Faculty approval.* Must a university advisor approve the student's selection?
- *Duration and hours of internship.*
- Should an internship be *required* for college graduates?
- *Remuneration.* Could students accept a non-paying internship? Should they?
- *Student requirements.* Must students keep a logbook? Check with the advisor weekly?

- *Community/business involvement.* How can a university enhance maximum cooperation from local, state and/or national business?
- *Advertising.* How will students discover and pursue internship opportunities?
- *Evaluation.* How will the success rate of the program be measured? (Zanville, 1982).

In addition, each internship program must address the student's and employer's specific goals, and the extent to which the internship fits into the student's overall learning experience.

Current State of Internship Programs

"Nine out of 10 colleges offer internships or other structured work experiences," writes Jo Ann Tooley in U.S. News & World Report, and Peterson's Internships 1998 likens the popularity of internships to an "explosion."

Stories of successful internship experiences abound, and many of today's successful politicians, personalities and business people, including President Clinton, Katie Couric and Patrick Ewing, got their start through internships (Hamadah and Oldman, 1998). Internships can offer a student real-life experience and additions for a resume, and lead ultimately to higher salaries and more job opportunities (Peterson's Internships, 1998). Internships also offer both students and potential employers the ability to "check each other out" to see if a career, a position and personalities match before making long-term commitments. (Hamadeh and Oldman, 1998).

If an internship experience does not work out for student and/or employer, it is generally not a fault of the internship concept per se, but rather a combination of factors: "some students find that classroom views of their career were far from reality, or that expectations on both sides were either too high or too low." (Reester, 1995). Others falter if student interns do not have a clear understanding of what will be expected of them, or if job assignments are too menial (Tooley, 1997). Finally, internships may fail if students are not properly compensated for their work (Hamadeh and Oldman, 1998).

Evaluating an Internship Program

With so many components of an internship program, and so many parties that have stock in it, evaluation of a program—whether large or small, beginning or established—is crucial. In this area, two documents of major importance to the researcher were created by the Western Interstate Commission for Higher Education (WICHE), a multi-state, non-profit organization designed to improve education in the 13 western-most states. Though written in 1982, both the Internship Program Evaluation Packet (Zanville, 1982) and A Casebook on Practice in Internship Education (Zanville, 1982) provide valuable models for evaluating an existing internship program and the ways in which it affects students, agency sponsors and faculty advisors.

The Internship Program Evaluation Packet lists five major administrative types of internship programs, each with advantages and disadvantages. The author does not promote one model over another, revealing instead that some models are more suited for smaller schools; some for larger. The effectiveness of all can relate to funding, number of students participating, degree of faculty involvement and availability of staff:

- ***College Department/Faculty-Run Model.*** Located within an academic department. Consists of one faculty member advisor and possibly support staff. Usually serves a small number of advanced undergraduate students who often receive academic credit for this elective program.
- ***College/University Coordinated Model.*** Located at some centralized place on campus. Consists of usually one coordinator with liaisons in academic departments and perhaps support staff. Preserves academic control while centralizing functions that can benefit from university-wide coordination. Serves students of all levels.
- ***College/University Centralized Model.*** Located at some centralized place on campus. Consists of one director with professional staff and support. Though the internship coordinators may provide input to faculty advisors, the program is generally run without their direct involvement. Serves a large number of students and maintains a large number of placement opportunities for students of all majors.
- ***Academic External Model.*** Not located on campus. Consists of one director with

staff who serve as faculty and place students on other campuses. Provides for high academic control.

- ***External Internship Program Model.*** Not located on campus. Consists of one director with professional staff. Faculty members are virtually uninvolved, though may provide an evaluation of learning.

The MSU College of Business internship program falls into the first category, the ***college department/faculty-run model***. The faculty advisor for marketing, management and finance internships is David Barnhill, who oversees most functions of those programs. Dr. Kent Swift oversees the accounting internship program. Students are awarded departmental credit for their voluntary participation, and the program is small but highly applicable to a student's current coursework and goals.

One challenge of this researcher was to discover whether this type of faculty-run model of organization best meets the needs of students, faculty and agency sponsors associated with the MSU College of Business.

For the scope of this project, the researcher is concerned with the effectiveness of Montana State University's internship program. However, the advantages of internship programs overall seems undisputed in current literature.

Oldman and Hamadeh (1998) write of an expert who proclaimed an internship to be "the most bankable credential you can put on a resume." The authors also describe President Clinton's advocacy of a merge between vocational and academic education.

But perhaps it is best to let interns speak for themselves: Jeff Kessler, age 21, interviewed by Heflin and Thau (1998) says, "This internship has given me...an idea of what really goes on behind the scenes in a career I wish to pursue...on the whole it has been a wonderful experience." The authors also quote Steve Williams, age 20, who says, "I'm confident that this experience will help me in the future."

More contemporary writings on internships include such personal support of internships from those who have completed the experience.

Why Students Decline Participation

Two questions that are not addressed in these two evaluation packets, however, are 1) why don't students participate? and 2) how can university faculty boost participation? The fact that involvement is beneficial seems clear; a central focus of this study was how to improve that rate by studying what barriers keep students from doing an internship.

As stated previously, little research was uncovered on why students choose *not* to do internships. However, a few research papers from the psychology discipline do approach the question.

In "To Apply or Not to Apply: That is the Intern Applicant's First Question," University of California-Davis researchers reveal their findings on why only 57% percent of the students who request internship materials actual follow through and participate (Rodolfa, Haynes and Kaplan, 1995).

The researchers follow Stedman's findings of 1992 that reveal interns often decline internship opportunities for personal factors, rather than professional ones, including: limits on training experiences, low stipend, long work hours, the desire to take partners' needs into consideration, and negative program evaluations by current interns.

This researcher's study also examines a long "laundry list" of similar reasons why students might decline an internship opportunity.

Another study, "A Decision-Making Technique for Choosing a Psychology Internship," (Stewart, 1996) examines why students who apply for several internships might choose one over another. Though this study focuses on students who do choose to participate, its examination of the factors that affect such decisions are applicable even to those who choose not to. The author presents a model that students may use to make decisions easier by applying personal, professional and practical criteria to all possible pairs of internship sites, ultimately choosing a final site that has withstood each paired test. The author refers to such personal criteria as location, proximity to family, travel, cost, etc. as well as professional criteria like "match with professional interests," supervision, salary and permanent job opportunities.

Again, this research project examines similar criteria.

Finally, in “Personal and Practical Considerations in Selecting a Psychology Internship,” authors Stewart and Stewart (1996) delve more deeply into the personal factors presented in their first paper. The authors “view the professional self as an extension of the individual’s personal self” and urge those involved with internships to accommodate—or at least acknowledge—the variety of influences on interns, not just those that are professional or career-related.

Summary

For the most part, students who participate in internships report many benefits, including real-world experience, contacts with professionals in their fields, a sense of “tying together” their coursework with real work, and a feeling of accomplishment. Students who participate in internships often find that the experience better their chances of finding work after graduation, and internship participants tend to find more value in the educational work that they do. It seems undisputed that internships can greatly benefit university students.

However, even the best internship program can be made better (and obviously, an average one can benefit greatly!) Constant evaluation is necessary—of a program’s goals, requirements, participants (on all levels), relevance to academics, and many other factors. As many successful internship programs exist throughout the country, many effective evaluation instruments are available to researchers. Most of these instruments, though, concentrate on how students, faculty members and agency sponsors perceive an internship experience, meaning one that is already completed or in progress.

One instrument that this researcher has had difficulty uncovering is one that evaluates why students do not participate in internship programs. Such information could be extremely valuable, as it could measure whether students are too busy, don’t know about opportunities, have family or other obligations, are simply not interested or any of a host of other reasons. For the purpose of this study, the researcher has created such an instrument and can apply its findings toward the benefit of the internship program at the Montana State University College of Business. In addition, this researcher can use current

literature from the psychology discipline that examines students' decision-making processes as they choose among internship opportunities.

Chapter III

Procedures

Introduction

The major purpose of this study was to determine student perceptions of the internship program in the College of Business at Montana State University-Bozeman.

Chapter III will examine the following areas: 1) sources of data, 2) the survey instrument, 3) time line for data collection, and 4) participant selection.

Sources of Data

Data for this research paper were collected in several ways. Reference materials from the Montana State University Renne Library and inter-library loan included books, case studies, and journal articles. Most of these references described either an overview of a specific internship program and its components, a series of case studies involving particular student interns, or a review of a particular university or department's internship program. None of these mentioned disadvantages of internship programs; in fact, all greatly touted the benefits of such programs.

Two references in particular were valuable to the researcher. Both were published by the Western Interstate Commission on Higher Education (WICHE), and both stressed the necessity of evaluating new and existing internship programs.

Additional information on why students do not participate in internships (in fact, the only previous research uncovered in this area), came from psychology researchers at the

University of California-Davis, the University of Memphis, and the University of Georgia. These authors also provided insights into the decision-making process that potential interns go through as they choose one internship opportunity over another.

Further, but minor, references were found through searches on the World Wide Web. These consisted mainly of lists of internships available to students. These could prove most valuable if the researcher or other COB faculty choose to use primary data (findings from the survey instrument) to make recommendations on improving the COB's existing program.

In May 1998, a survey instrument was administered to students in the MSU College of Business. The survey was intended to discover who was participating in the College's internship program, but more importantly *who was not* and *why not*.

A final source of data came from extensive personal interaction with David Barnhill, the faculty advisor for the marketing, management and finance internship program (also adjunct instructor of management), including his personal hypotheses of what is working and what is not. Further input has been obtained from the accounting intern program advisor and associate professor of accounting, Dr. Kent Swift; Dr. Chris Lamb, assistant to the dean of the College; and Dr. Norm Millikin, associate professor of marketing.

Data Instrument

A survey instrument was used for this study (see Appendix B). The survey was four pages long with 29 questions, of which four were demographic and two were for additional comments. Questions for the survey were derived from the reference sources mentioned previously and the suggestions of the internship coordinators, Adj. Prof. David Barnhill and Dr. Kent Swift; as well as COB faculty members Dr. Chris Lamb and Dr. Norm Millikin.

The survey was presented to College of Business students during regular class sessions at MSU near the end of Spring semester, 1998. The classes chosen were those that are required for upper-level students, most of whom have been admitted to the College of Business. Students who had not been admitted (and are therefore ineligible for the

internship program), were asked not to complete the survey. Students were cautioned not to repeat a second survey, should they happen to be in two or more courses in which the instrument was presented.

The instrument contained questions in the following areas:

1. Student demographics, including, in particular, college option. Questions also included students' year in school, age and state of permanent residence.
2. Students' interest in participating in an internship program.
3. Students' awareness of the internship program.
4. What factors (benefits) of an internship students perceive to be most important.
5. How students would prefer to learn more about internship opportunities.
6. How students rate the quality of their COB advisors.
7. How well the students believe the COB offers real-world experience.

The initial survey instrument was reviewed by Mr. David Barnhill, Dr. Chris Lamb, Dr. Norm Millikin, and Dr. Kent Swift, all of the Montana State University College of Business. The survey was reviewed by graduate students in the Business Education program (July 1997) and was pilot-tested and critiqued in March 1998 by a group of Mr. Barnhill's College of Business undergraduate students. Final revisions were made with the approval of the researcher's faculty advisor, Dr. Norm Millikin.

Time Line

January 1998	Completion of Instrument
March 1998	Pilot survey
April 1998	Final approval
May 1998	Distribute survey to College of Business students
June-July 1998	Data tabulation and analysis
August 1998	Completion of data analysis; submit information to internship coordinator and faculty advisor for review
Sept.-Nov. 1998	Final revisions
December 1998	Final project completed

Participant Selection

For the purposes of this study, the population consisted of all students who were eligible for the MSU College of Business internship program, meaning those who have been formally admitted to College (must be a junior or senior to be admitted.) For the 1997-98 academic year, this population consisted of approximately 500 students in four options: marketing, management, finance and accounting.

The researcher consulted with the COB internship coordinator as well as other faculty members to determine the most appropriate classes in which these students would most likely be enrolled. The classes chosen were Marketing (sections taught by Sitki Karahan and Shannon Taylor), Finance (section taught by Clark Maxam), Tax Law (David Barnhill) and Income Tax Accounting (section taught by Kent Swift). With instructors' permission, the survey was distributed and introduced by the researcher at the beginning of several of these classes, with the exception of Kent Swift, who asked to administer his own surveys under direction of the researcher, and David Barnhill, with whom the survey was initially constructed. All surveys were completed and turned in within the first 10 minutes of class. Students who were not officially enrolled in the College of Business did not complete a survey.

Through this process, 117 survey instruments were returned and were used for the purposes of this study. One additional survey was unusable, as the student had misinterpreted directions and left vital information blank.

Summary

This chapter describes the methodologies used to evaluate student perceptions of the MSU College of Business internship program. These consisted of a variety of methods, including, primarily, a survey instrument and secondarily, discussions with the internship program coordinator. The survey consisted of questions that identified students' interest in participating in the internship program, reasons why or why not, obligations or other barriers that kept them from participating, and methods students would most like to use for receiving information about the internship program. In addition, students' perceptions of

advising and real-world experience within the COB were collected.

After review of the survey by faculty advisors and graduate students, the instrument was pilot tested in March 1998 and distributed in May 1998. Participants were chosen from COB core classes, and 118 completed the instrument.

Chapter IV

Results of the Study

The intent of this study was to evaluate MSU College of Business students' general perceptions on the college's internship program, particularly those who chose *not* to participate in the program. Additional questions covered areas related to advisors and career-planning.

One hundred eighteen surveys were returned; of those, all but one were usable. A few had some missing answers, but the data supplied was still useful for the project.

Of the 117, four had already completed an internship. Since the bulk of this study concerned why students do *not* complete internships, the remaining 113 were scrutinized more closely. Of those, 11 indicated that they already had—or were working hard to get—an internship for the upcoming summer.

So, of all the usable surveys, 3.4% had completed internships. An additional 9.4% indicated they would complete an internship in the upcoming summer, leaving 87.2% (102 total students) who had never, nor had immediate future plans to, complete an internship.

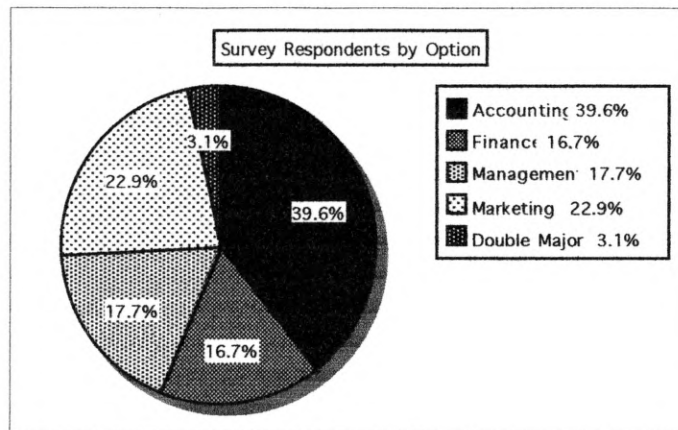
Statistics¹

- **HOME STATE:** Of the 102 “no internship” surveys, 62 were from Montana and nine were international. The remainder were from other states, or did not answer the question.

¹ Note: Since 102 responses are used as a base number for so many statistics in this report, the reader will note that commonly, the total number of respondents is quite close to the percentage (e.g., if 47 students said YES, that represents a percentage of 46%). To avoid redundancy, this researcher has occasionally omitted the percentage after presenting the total number in this overview section.

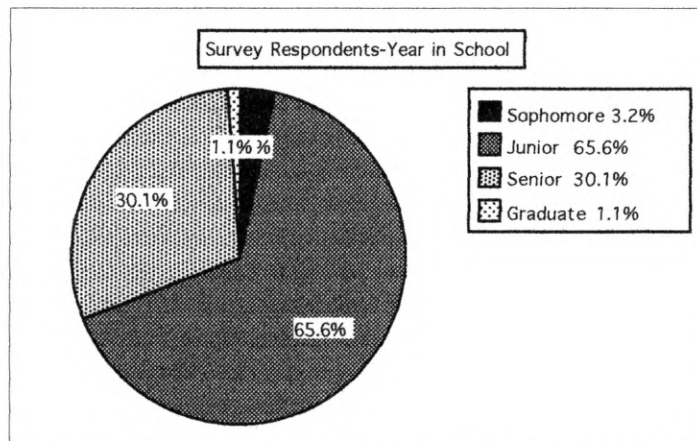
- **COB OPTION:** Students were asked to give their COB option. Thirty-eight checked accounting; 22 marketing; 17 management; 16 finance; two had double-optional in marketing and management; and one had double-optional in management and finance. A handful of people did not answer the question.

FIGURE 1: Survey Respondents by Option



- **YEAR IN SCHOOL:** Sixty-one juniors filled out the survey, as did 28 seniors, three sophomores and one graduate student. Again, some did not answer the "year in school" question.

FIGURE 2: Survey Respondents—Year in School



- **AGE:** Average age of the students was 23.09. A few outliers raised that statistic; a vast majority of respondents were 21 and 22. The youngest was 19, the oldest, 45.

- **WHY HAVEN'T YOU DONE AN INTERNSHIP?** The researcher believes the first question on the survey instrument to be one of the most important: "If you have not completed an internship, please check ALL of the following reasons that describe why you have not." The question offered 17 specific reasons to describe why a student had not completed an internship, ranging from "Family obligations" to "Did not know program existed." Respondents were instructed to choose all that apply; additional space for "Other" reasons was provided (see survey instrument, Appendix B).

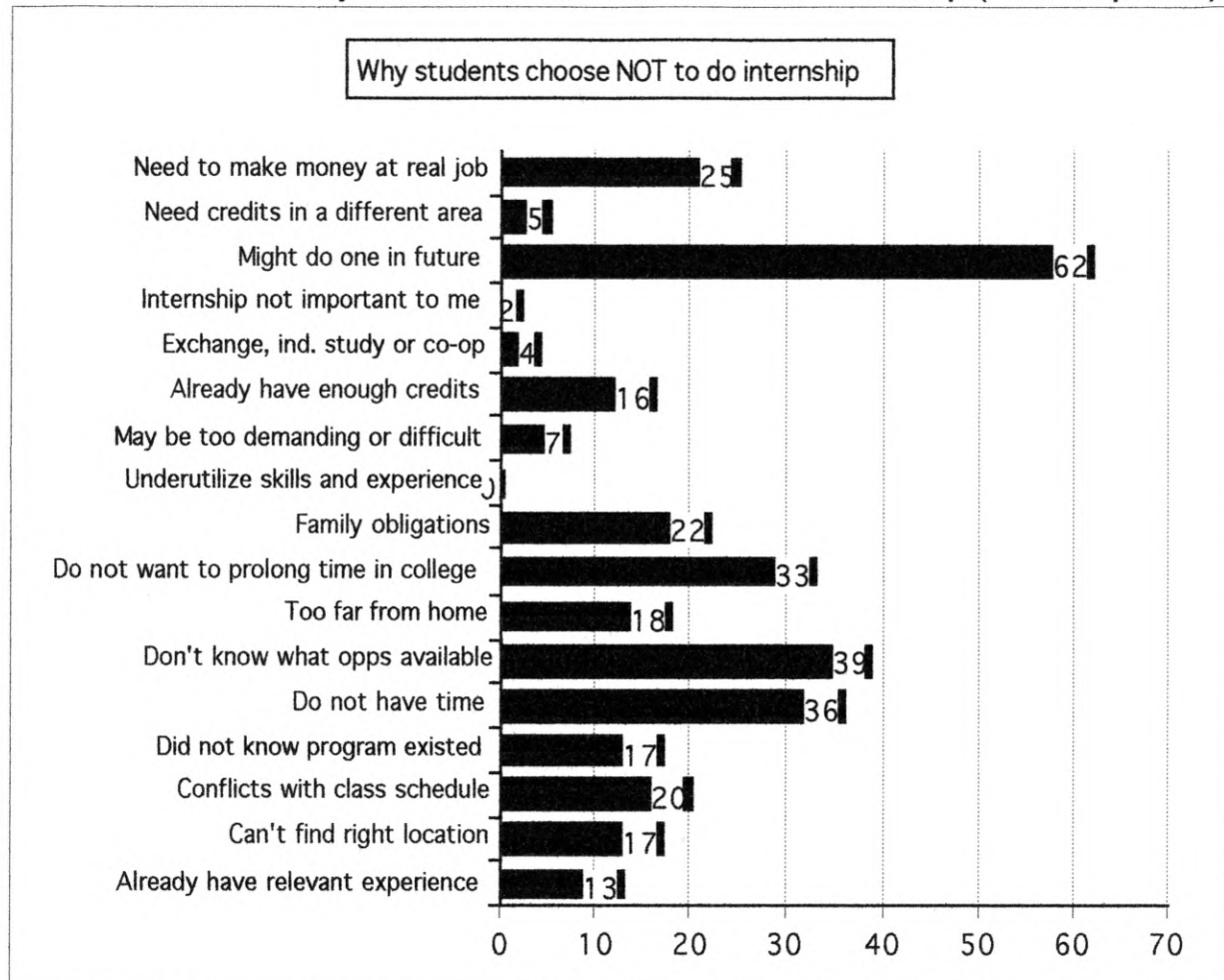
The most common responses were:

"I might do an internship in the future, but have not yet," (62 responses, or 61%);
 "Do not know what internship opportunities are available," (39 responses, 38%);
 "Do not have time to do an internship," (36 responses, 35%);
 "Do not want to prolong time in college," (33 responses, 32%); and
 "Need to spend my time making money at a real job," (25 responses, 25%).

The least commonly selected responses were,

"Fear an internship may underutilize my skills and experience (0 responses) and
 "I do not think an internship is important for me," (2 responses).

Responses are pictured graphically below (number of responses, not percentage. Students picked as many responses as applied to them).

FIGURE 3: Reasons Why Students Choose NOT to Do an Internship (Total responses)

Since so many students indicated they might do an internship in the future, further exploration was done on those students' surveys who did NOT select "I might do an internship in the future...."² Of these 41 students, three indicated they were completing an exchange, individual study or co-op instead. The researcher feels these remaining 38 students best represent those who truly have no interest in completing an internship.

Their most common reason given, similar to those overall, was "Do not have time to do an internship," (17 responses); "Do not want to prolong time in college," (16) and "Do not know what internship opportunities are available" (13).

Significant to this researcher is the students' references to time constraints.

²It should be noted that most students who checked "I might do any internship in the future..." still checked additional reasons why they had not completed an internship.

Internships do take time, whether a student leaves for a semester and works in a different city, or completes an internship in Bozeman while attending MSU. However, the COB requires that internships must offer a stipend. Nearly a quarter (25 total) of the students had given “Need to spend my time making more money at a real job” —this is obviously a concern.

In a later question, just four students stated they were “familiar” with the eligibility requirement for a COB internship. Thirty-four said they were “not very familiar” and 37 were “not familiar at all.” This indicates to the researcher that nearly 70% of COB students could become more familiar with the internship program, including the fact that internships do pay a salary. Since over half of the surveyed students are working (an average of 21.39 hours per week), perhaps they could be encouraged to “work” at a paid internship instead.

In addition, 40% of overall respondents did not know what internship opportunities are available. And of those students who clearly had no interest in or plans for an internship, one-third did not know what was available.

- **HOW INTERESTED ARE YOU IN AN INTERNSHIP?:** When asked how interested they are in doing an internship, 34 respondents circled 10 on a scale of 1 to 10 (10 being most interested). Just nine students circled 1 (not interested). The overall rating was 7.40. This reveals to the researcher that COB students are indeed interested in internships—nearly one-third gave it the highest possible interest rating—yet just 13.5 percent of COB students participated in internships in Spring and Summer 1998 (Fall statistics not yet available, though Fall participation is generally low). In 1997, just 6.2 percent of students completed an internship at some point during the year.

- **HOW IMPORTANT IS AN INTERNSHIP?** Importance of an internship to future success ranked a similarly high 7.26, with 21 respondents marking 10 (very important). This indicates to the researcher that even though participation in and familiarity with the COB internship program is relatively low, interest is high, as are students’ perceptions of the importance of internships.

This demonstrates that the general benefits and importance of internships do *not* need to be stressed in order to encourage more participation.

- **SHOULD AN INTERNSHIP BE REQUIRED?** Despite the high scores of interest and importance, less than 7% said that an internship should be required for a COB degree. Sixty-three percent said no; the remainder were undecided.

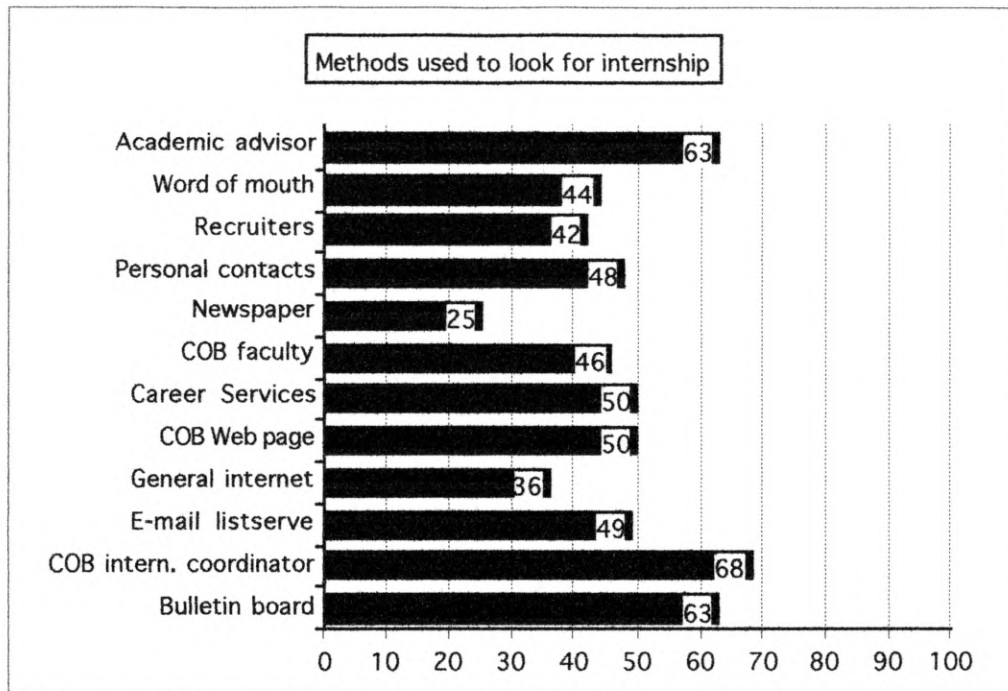
- **DOES THE COB OFFER ENOUGH PRACTICAL EXPERIENCE?** Over half the respondents (55%) felt that the COB does not offer enough practical business experience, many offering additional suggestions in the comments section (see Appendix A). Twenty-seven students felt the level of practical experience was just right; none responded that the college offers too much. (See detailed breakout in Figure 5, p. 32)

- **WOULD YOU TAKE A SEMESTER OFF FOR AN INTERNSHIP?** Just 22 students overall indicated they would be willing to take a semester off in order to complete an internship; 40 said no and 40 were unsure. As the program stands now, interns do not necessarily need to take a semester off, though they can. Some internships, particularly in accounting, are located in other states and require that a student leave MSU.

- **WHAT FACTORS ARE IMPORTANT?** As far as a dominant factor that students would use in considering an internship, one did not emerge. In fact, students ranked all five responses somewhat similarly, though students ranked “Professional experience/additions for your resume” as the most important. That response ranked a 2.14 on a scale of 1 to 5, (1 being the most important). Wages were next (2.69), followed by permanent job opportunities (2.80), location (2.97). College credit was last (3.6).

This reveals that in promoting the internship program, coordinators should stress the professional experience aspect the most, though the other criteria (wages, permanent opportunities, location and college credit) are worth mentioning.

- **FAMILIARITY WITH PROGRAM:** A majority (37%) of students said they were “Not familiar at all” with the COB internship requirements. Thirty-four percent were “Not very familiar,” 26% were “Somewhat familiar,” and 4% were “Familiar.”
- **INTERNATIONAL INTERNSHIPS:** Fifty-five students indicated they would consider doing an international internship, while 44 (43%) answered no, citing most commonly cost as a barrier, followed by distance from home and language. A few other reasons were written in, including family obligations. Just seven of the 44 (16%) indicated personal danger might keep them from doing an international internship.
- **RELATIONSHIP TO CAREER SUCCESS:** Students gave an overall ranking of 7.26 to the importance of an internship to future career success (10=most important). Twenty-one students circled 10, the highest, and just one circled one (not important).
- **METHODS STUDENTS WOULD USE TO FIND AN INTERNSHIP:** Of the methods that students would use to find an internship, the COB internship coordinator was selected most often (68 times). Bulletin board and academic advisors were next, with 63 responses each. Other answers are depicted graphically below.

FIGURE 4: Methods Used to Look for an Internship (Total number of responses)

As far as methods used to look for an internship, the “old-fashioned” ways seem to prevail, despite the prevalence of new technologies in business and other colleges. Students most often selected “COB internship coordinator,” (68 responses, or 66%) followed closely by “Bulletin board” (63 responses; 61%), “MSU academic advisor” (63 responses; 61%) and “MSU Career Services” (50 total responses; 49%).

The internship coordinator and academic advisors should be aware that nearly two-thirds of COB students consider them prime sources of information on internships.

A later questions reveals that just 21.5% of students said that their advisor had discussed internship programs with them. A question specifically regarding the COB internship coordinator was not posed. This raises a red flag to the researcher—despite having the opportunity to “turn students on” to internships, few advisors are doing so.

Half of the respondents indicated that they would use the COB web page or an e-mail list serve. Though a COB web page does exist, it does not list internship opportunities. An e-mail list serve could be created without much trouble.

The method least chosen was newspapers (24%). Internet was next to last (35%).

What role do advisors play in internship planning?

- **FREQUENCY OF ADVISOR MEETINGS:** Sixty-four percent of COB students meet at least once per semester with their academic advisor: 27 students said they meet more than once and 25 students meet once. Twenty-eight meet less than once, and seven say they never meet.

- **QUALITY OF ADVISING:** Students gave the quality of advising an overall score of 5.34 on a scale of 1 (not satisfied) to 10 (extremely satisfied).

- **DISCUSSING INTERNSHIPS WITH ADVISORS, ETC.** Seventy-eight percent of advisors had NOT discussed internship programs with their advised students. Thirty-two of those 78 students received internship information from other faculty, while 46 students overall had not received information about internships from any COB faculty.

- **ADVISORS AND CAREER PLANNING:** In response to, “To what extent does your advisor help you plan your career?” students gave an overall 3.65 on a scale of 1 to 10 (1=Not at all; 10 = a great deal).

Since 78% students had never talked over internships with their academic advisor, and of those students, less than half had discussed internships with another COB faculty member, approximately 46% of COB students—almost half—had not talked to ANYONE about internships.

Students ranked the quality of academic advising 5.34 on a scale of 1 to 10, (10=highest). Eleven students checked 1, “Not satisfied at all.” As for the extent to which advisors help students plan their careers, the satisfaction level was lower (3.65). One-quarter (27 students) selected 1, “Does not help at all.” The question also elicited several written-in comments about interaction with advisors (see Appendix A), such as “Get some advisors that are more accessible,” “Arrange more meetings with advisors,” “More knowledge from our advisors” and “More help from advisors.”

COB students are required to meet once per semester with their academic advisor. Thirty-five percent of students met this goal, while an additional 29% surpassed that goal. Seven and a half percent said they “never meet” with their advisor.

But students’ frequency of visits with their advisor directly correlates to their level of satisfaction. Of the seven students who never meet, all said they were not satisfied at all with the quality of advising. The twenty-seven students who visit their advisor more than once per semester all gave him/her a ranking of 8, 9 or 10.

The question is raised: Is it bad advisors that keep students from visiting them? Or is it unmotivated students that give bad scores to their advisors, whom they never visit anyway?

- **MATCHING STUDIES WITH CAREER GOALS:** Though students said, overall, that their academic advisors help relatively little with career planning (3.65 on a scale of 1 to 10), many students indicated they take career planning seriously, giving an overall score of 7.59 (on a scale of 1 to 10) for “How hard have you tried to match your academic studies with your future career goals.”

ADVISORS AND CAREER GOALS IN STUDENTS WHO HAD COMMITTED TO INTERNSHIPS VS. THOSE WHO HADN'T

Perhaps the 15 students who HAD completed or committed to internships would display a significant difference in their relationships with advisors:

These students ranked their advisors 5.07 on a scale of 1 to 10, 10 being the most helpful (overall rank was 5.34). (See Figure 5, p. 30).

Nine of those 15 students had discussed internships with their advisors (60% as opposed to 22% for the other students). Four more had discussed internships with another faculty member, leaving only one student who reportedly had not discussed internships with either his/her advisor or another faculty member. So, of the students involved in internships, 93% had discussed them with a faculty member as opposed to 54% in the other group.

Eleven of the students (73%) meet once or more than once per semester with their advisor. Two (13%) meet less than once, and two (13%) never meet. Of the students who are not doing an internship, 64% meet once or more than once per semester.

To the question “To what extent does your advisor help you plan your career,” students participating in internships gave a score of 5.0 while others scored 3.65.

Finally, students participating in internships ranked themselves 7.86 out of 10 for “How hard have you tried to match your academic studies with career goals. Others ranked themselves 7.59 (no significant difference). The four students who had already completed an internship ranked themselves 8.25 out of 10.

Summary on Advisors’ Role in Internship Planning

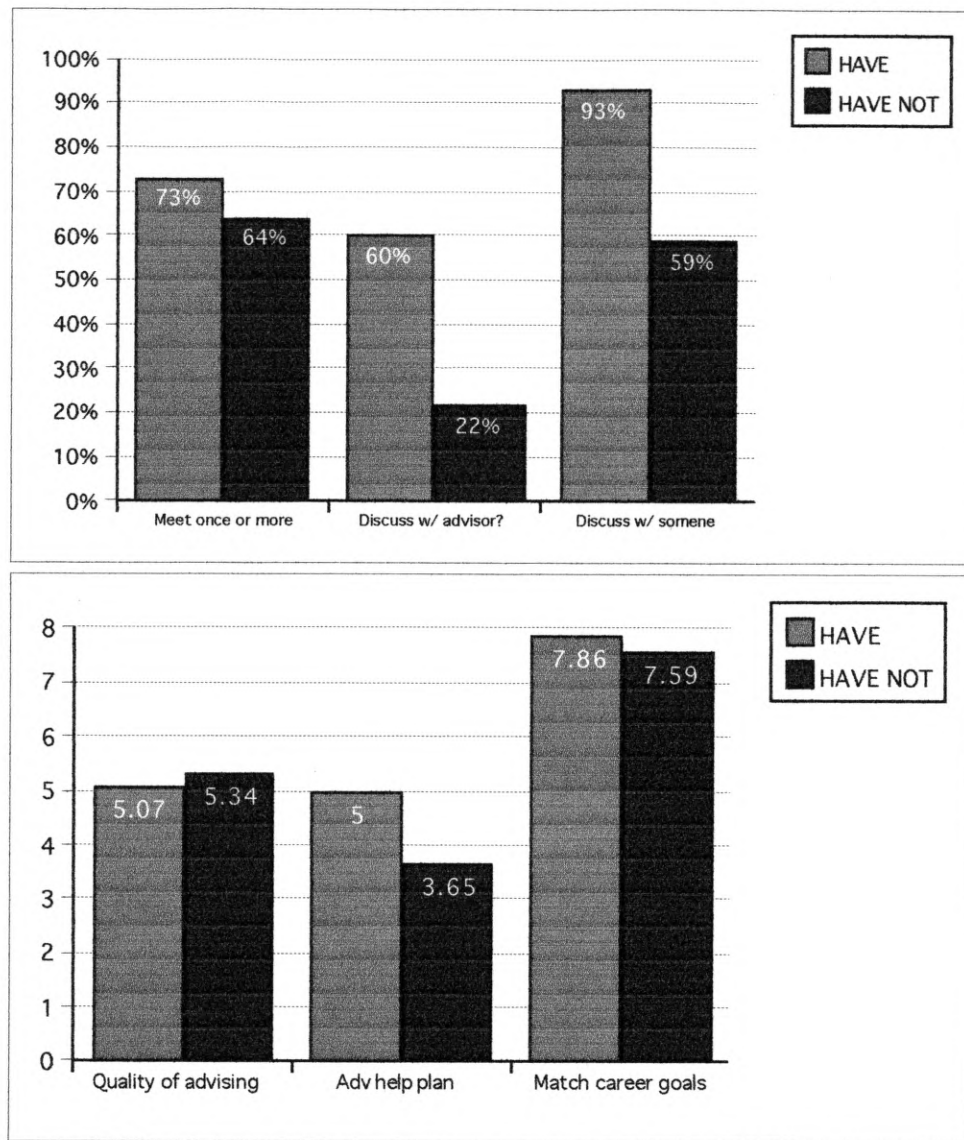
If the ranking students gave to advisors were transformed into a letter grade, MSU’s College of Business advisors would be earning about a C-. Students report that, overall, advisors help little with career planning and few mention internships as a way for students to gain professional experience. The ranking given to the quality of advising is decidedly mediocre.

Do relationships with advisors differ for students involved in internships? Not much. Overall ratings were, in fact, lower. But, students doing internships did report their advisors helped more with career planning.

The most significant finding is that 60% of students doing internships had talked about internships with their advisors, as compared to only 22% of the students not doing internships. This shows that advisors who mention the opportunity can definitely impact students’ decisions to pursue an internship.

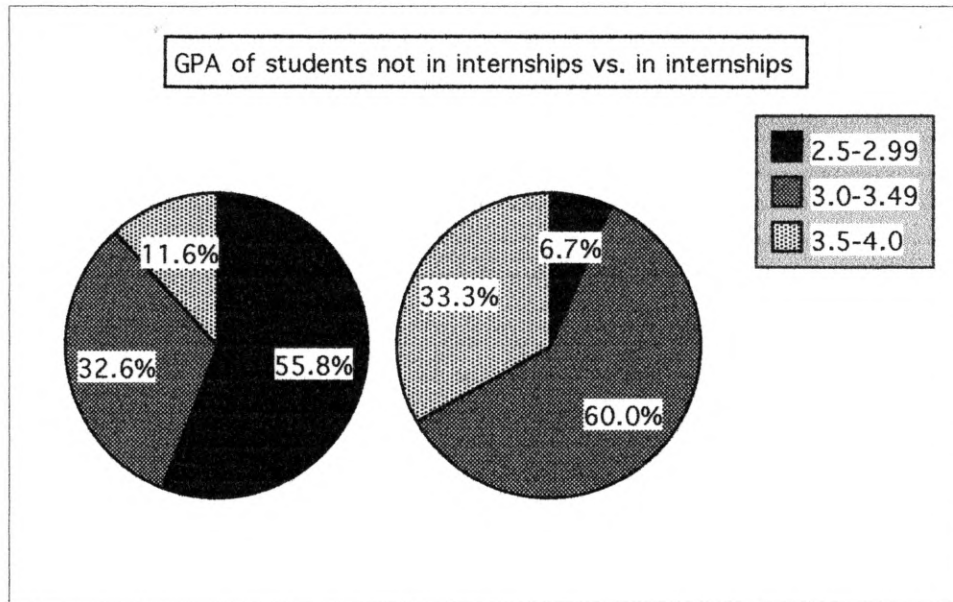
Lastly, the researcher finds it intriguing that students who visit their advisors frequently all gave high ratings to the quality of their advising, while the exact opposite is true of students who rarely or never meet with their advisor. Further study might reveal which came first: sub-par advising, or students who never visited their advisors.

Figure 5. Students who have committed to internships vs. students who haven't



- CLUB INVOLVEMENT:** Twenty of the surveyed students were in finance club, 16 were in accounting club, 5 were in marketing club, 2 were in management club and 1 was in international club. Students in clubs ranked the importance of an internship at 7.5 (as compared to 7.26 overall) and ranked interest in an internship at 8.2 (compared to 7.4 overall). However, 69% of students in clubs said the College does NOT offer enough practical experience (as opposed to 55% of students overall), and just 17% of students in clubs said the level is just right, compared to 27% overall.

- **GPA:** The majority of students (55%) said their GPA is 2.5-2.99. On average, students who indicate high degrees of interest in doing an internship have higher GPAs than those students who indicate a low degree of interest in internships.



- **WORK EXPERIENCE:** Forty-three students had never worked full-time at a “professional” job. The remainder worked in a variety of capacities, from before beginning college to during breaks.
- **EMPLOYMENT:** Over half (55%) are currently working. Those who do work put in an average of 21.39 hours per week.
- **COMMENTS:** A variety of comments were written in regarding improving students’ access to internships and practical experience, and general comments on the COB internship program. (See Appendix A for full list of comments.)

General Analysis

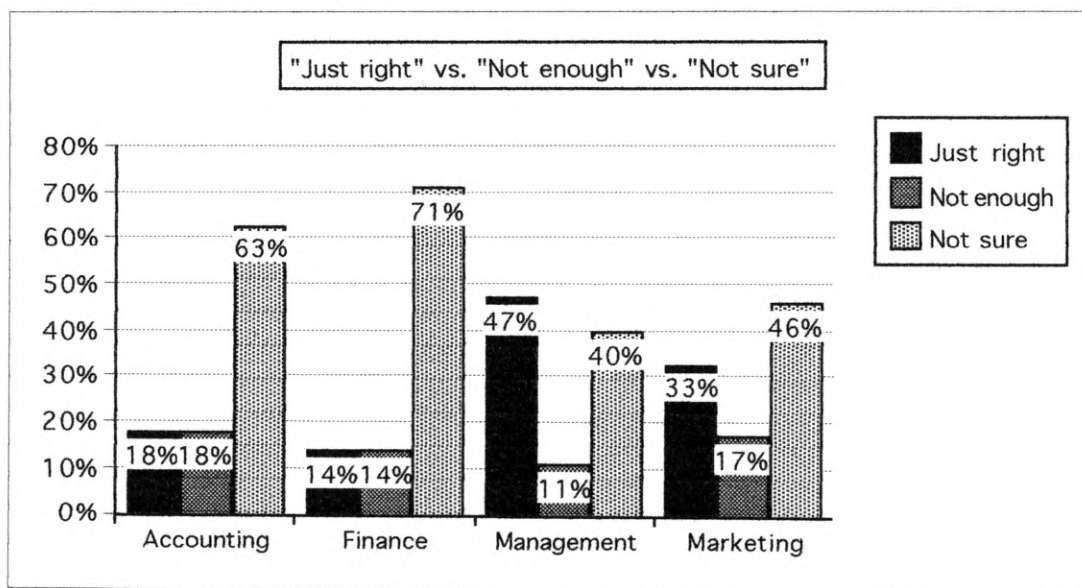
Since internships are widely recognized as one significant method for achieving practical experience, the question of whether COB students feel the college is offering enough practical business experience is an important one. Also very important to consider are the questions of whether students are interested in internships, and whether they feel internships are important.

As stated above, over half (54 students) felt the COB does not provide enough practical business experience. Twenty-seven said “just right,” and 17 were not sure. No one answered “too much.”

When divided by college option, management students seemed to be most satisfied with the level of practical experience: 47% said “just right” and only 11% said “not enough.” In contrast, only 14% of finance students felt the level was just right, while 18% of accounting students felt it was just right. Thirty-three percent of marketing students said the amount of practical experience provided is just right.

However, note the high level of “Not sure” responses in all options. These tend to taint the levels for “Just right” and “not sure.” (See Figure 6)

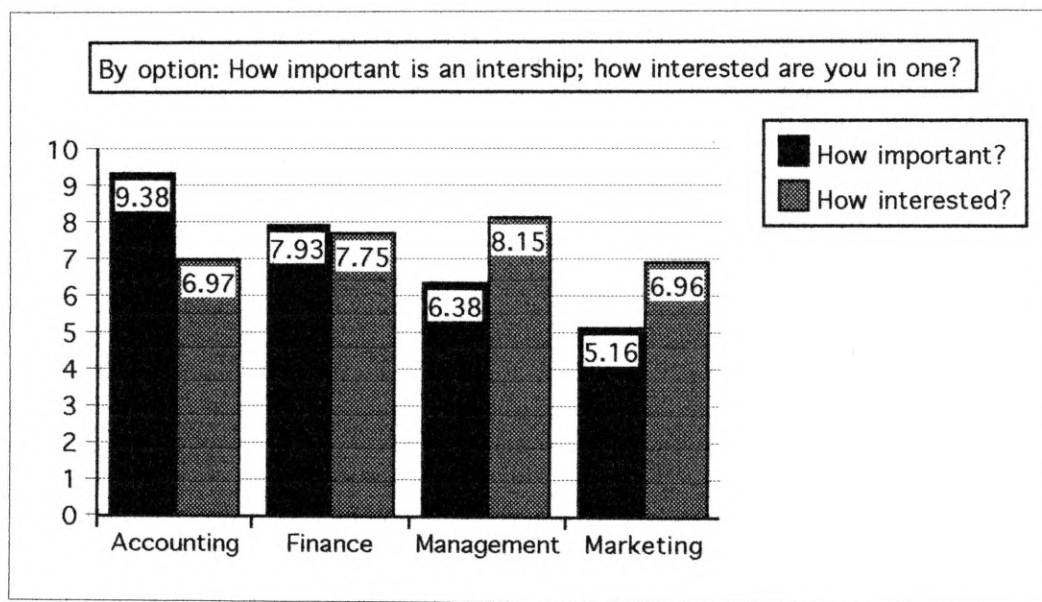
FIGURE 6: How Satisfied Are Students with the Level of Practical Business Experience Provided by the COB?



Interest level in internships and the degree of importance given to internships are shown in Figure 7, following page. Management students were the most interested at 8.15, and finance students average a 7.75. Table 1, p. 34 shows that Management students have the highest rate of participation of the four options. Overall, accounting students were just about tied with marketing students for the least degree of interest in doing an internship (6.97 and 6.96, respectively, on a scale of 1 to 10, 10 being the most interested).

An earlier question revealed that accounting students—despite participation rate that may suggest the contrary— appeared most likely to do something on their own to receive practical experience: Nearly 30% (11 of 37), more than any other major, were willing to take a semester off to do an internship.

FIGURE 7: How Important is an internship vs. How interested are you?



In terms of importance of an internship, accounting students by far felt the strongest, scoring importance as a 9.38 on a scale of 1 to 10 (10 being most important). Finance students were next (7.93), followed by Management (6.38) and Marketing (5.16).

So, though accounting students feel most strongly about the importance of internships, they are also the least interested in doing one. In contrast, management students are the most interested in completing internships, yet rank near the bottom in their

belief in the importance of internships.

As for the total number of students, by option, who follow through and do internships, consider the following Table 1: Management students had the highest participation rate in 1997 and so far in 1998. Finance students had the lowest participation rate in both time periods.

Table 1. Participation rate for internships, by option.

	A	B	C	D	E	F	G	H	I
1	ACCOUNTING	Spr 97	Sum 97	Fall 97	Total 1997	Spr 98	Sum 98	1998 to date	
2	# of interns	4	4	0	8	25	7	40	
3	Total students				278			252	
4	% internships				2.9%			15.9%	
5									
6	FINANCE	Spr 97	Sum 97	Fall 97	Total 1997	Spr 98	Sum 98	1998 to date	
7	# of interns	0	0	0	0	1	1	2	
8	Total students				159			183	
9	% internships				0.0%			1.1%	
10									
11	MANAGEMENT	Spr 97	Sum 97	Fall 97	Total 1997	Spr 98	Sum 98	1998 to date	
12	# of interns	15	15	6	36	3	15	54	
13	Total students				334			320	
14	% internships				10.8%			16.9%	
15									
16	MARKETING	Spr 97	Sum 97	Fall 97	Total 1997	Spr 98	Sum 98	1998 to date	
17	# of interns	7	7	4	18	6	15	39	
18	Total students				223			246	
19	% internships				8.1%			15.9%	
20									
21	TOTAL STUDENTS 1997	994			TOTAL STUDENTS 1998		1001		
22	TOTAL INTERNSHIPS 1997	62			TOTAL INTERNS '98 (Spr and Sum)		135		
23	PERCENT	6.2%			PERCENT		13.5%		

Chapter V

Recommendations

This chapter contains recommendations for change in the College of Business internship program.

Findings

A survey instrument revealed students' perceptions of internships, practical experience in the COB, and academic advising. Findings showed that, overall, students are interested in internships. They recognize the importance of internships and other practical experience, and, in general, feel the COB should offer more of such opportunities. In addition, students are conscious of their career goals and try to match their academic studies to them. However, very few COB students take advantage of the internship opportunities available to them. Why is that?

One reason is time constraints. Some students say they have not heard of the internship program or know what opportunities are available. Additionally, students worry that internships might not pay as much as work at a "real job."

These findings also reveal that many students are dissatisfied with the quality of their academic advisors, feeling that advisors do little to help with their career plans. Also, advisors rarely mention internships as a possibility.

Recommendations

These findings suggest that a majority of students want to do internships. However, few students know where or how to look for internship opportunities. This

researcher believes that a more proactive approach must be taken by the College of Business: Students simply need more information about internships and more specific suggestions of internships they might do. Several of the following strategies could help improve the College of Business participation rate in internships.

Role of Internships Within the College

- **Make internships a priority within the College of Business.** While most COB faculty and staff would agree--like the surveyed students--that internships are a good idea, few have the direction/incentive to make practical work experience a top priority for students. Write it into the College's missions, goals and long-range plans, or at the very least, make faculty and staff aware of the findings in this study. Help them realize the importance students place on internships.

Administration of Internship Program

- As the internship program stands now, students must 1) go out and look for an appropriate internship, 2) find an advisor willing to sponsor the internship, 3) approve the internship with that advisor and then 4) follow through with the internship. This research suggest that steps 1-3 are cumbersome for students--so much so that they do not take the time or energy to initiate them. The researcher believes the COB should adapt more of a "push" system, in which **many more internship opportunities (which are pre-approved by the College) are presented to students**, who may then choose from among those many options.
- To that end, this researcher believes it would be necessary to **allocate resources for a full-time (or part-time with administrative assistance) internship coordinator**. Granted, limited resources may render this option impossible, but just imagine what a program could grow with a full-time coordinator to counsel students on opportunities, advise them while pursuing an internship, and "drum up" possibilities from companies around the U.S. and the world.

Publicity

If a full-time internship coordinator were simply not possible (and even if it were), the researcher believes the following suggestions can further improve the College's internship program. These center around providing more opportunities to learn about internships. Students, though interested, have a low level of knowledge of what internships are available or how to go about getting one.

- **Seek out internship opportunities from local businesses.** This could be as simple as creating a detailed informational packet for businesses, or as complex as giving personal presentations to businesses. In either case, COB information would tell businesses what interns can provide, costs, administrative details, etc. The desired effect would be to make local businesses more aware of COB interns, so that tangible opportunities could be posted for students to choose from. Presentations and/or distribution of information could be coordinated through the Bozeman Chamber of Commerce, Bozeman Professional Womens Association, Gallatin County Bar Association, and civic organizations such as Lion's Club, Kiwanis and Rotary. Statewide opportunities could also be solicited through the Montana Chamber of Commerce and other statewide organizations. Information on this proactive approach is available in "Internship Program Evaluation Packet" and "A Casebook on Practice in Internship Education," both published by WICHE, the Western Interstate Commission for Higher Education.

- **Give presentations in core business classes** to help students understand the procedure of choosing an internship, applying for an internship and completing an internship. If presentations can not be given to small groups during class time, perhaps an **evening seminar** at the beginning of the school year would help students prepare. These presentations could be designed with the support of MSU Career Services.

- **Move the bulletin board** that contains internship possibilities from the 4th floor outside administrative offices to a high-traffic area on the 4th or 3rd floor of Reid Hall closer to the front of the building. The bulletin board is currently not seen by many students.
- **Develop a Web site and e-mail list-serve** to inform students of new internship opportunities as they become available. (Again, most of these suggestions hinge on the fact that the COB would seek out internship opportunities for students; obviously, if there are no internships to report, a bulletin board, Web site and e-mail listserve would be of little use.)
- **Do not make internships a requirement of a degree.** Internships could be one way to build more practical experience, though obviously students do not want to be required to do one (only 7 students said it should be required). In Appendix A, students offer several suggestions for ways the College might provide more practical experience.
- **When advertising the internship program, be sure to communicate the time requirements of an internship as well as the pay factor. Also stress professional experience and additions for a resume.**

Faculty/Academic advisors

Study faculty involvement with internships. Faculty involvement must occur on two levels: faculty members who serve as academic advisors and counsel specific students on careers plans, and faculty members who are exposed to students through classes and have the opportunity to advocate internships on another level.

Advisors should recognize that many students do not believe their advisors are helping them with career plans, offering quality support, or discussing opportunities for

practical experience. But, is this a student problem, or a College problem?

- Faculty members expect students to initiate an internship, while students expect their advisors to suggest an internship. **Whose responsibility is it?**
- Inform advisors of the general quality rating of COB students. **Stress the importance of discussing internships with students.** Perhaps encourage advisors to help students plan their careers more closely.
- However, advisors are NOT compensated in any way for helping students with an internship. Where is the incentive? Many faculty members are already overworked with teaching, research and advising responsibilities. Asking faculty to also sponsor an intern(s) may be asking too much. Again, if a 1.0 or even .5 FTE internship coordinator were available, he/she could oversee interns rather than asking faculty members to pick up the extra burden. If not, **faculty who advise an intern should receive some sort of economic incentive.**
- Lastly, consider that, even though students want to do internships, a variety of barriers keep them from it, including time, money, family and other personal factors. Though many of these factors cannot be overcome, simple **acknowledgement of those barriers** might go a long way.

Summary

In conclusion, this researcher feels internships can be a valuable addition to the education of College of Business students. Several strategies can improve the College of Business internship program, therefore increasing participation in internships. Students have shown that they want to do internships and that they feel internships are an important part of an education. Now, it is up to the College to offer more assistance.

Unfortunately, many--if not all--of the suggestions offered within this paper involve further allocation of budget dollars. This may be difficult, but current literature, these research results, and COB students themselves demonstrate that internships are a valuable program and a necessary expense.

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APPENDIX A

Additional comments from survey instrument

How would you suggest the MSU College of Business improve students' access to practical, professional experience?

1) Work with local companies and let students go to these places early in their college careers to see what "really goes on" in business places and what the job "really" entails to help guide students to their career path. Maybe this could be a class that just takes trips to companies or has speakers, and it could be called: BUS 123: "An Intro to What Your Really Need to Know About Business." This could help students select internships.

—Senior in marketing

2) Care more about students practical experience and less about phony accreditations!!

—Junior in management

3) Give us more options, and inform us sooner. I am now in a position where I don't have the time to complete an internship before graduation.

—Junior in marketing

4) Post all opportunities

—Senior in accounting

5) I suggest that our advisors be from our field of study (e.g., an advisor who knows about accounting and not with just a general idea of the various fields of study).

—Senior in accounting

6) More local opportunities

—Senior in accounting

7) More professional (local) speakers in class

—Senior in accounting

8) Start having more projects and not so much emphasis on tests. People who are serious about school will learn more from long-term projects than tests. For example, Kristie Johnson's advanced project.

—Senior in accounting

9) Maybe offer more internships, Also, have classes that deal with on-hand simulations on accounting.

—Junior in accounting

10) More field trips, guest speakers in the classroom, have advisors work on more internships (like Johnson). Bonita does a great job.

—Senior in accounting

11) Increase internship opportunities.

—Junior in management

12) Get rid of busy work and give more credit to life's advances (ex: internships). move away from tests.

—Junior in finance

13) Arrange more meetings with advisors, and have open days when business leaders can come in and students get information about possible job opportunities and create contacts.

—Sophomore in marketing

14) Put more information out there for COB students. Most of the time we just don't know where to go, or who to ask.

—Junior in management

15) Make announcements in classes, and send out newsletters telling about jobs (sent to those who are interested.)

—Junior in finance

16) Give more information on the advantages of internships and how to sign up for them.

—Senior in finance

17) Get some advisors that are more accessible and have an interest in their students--unlike (name).

—Junior in management

18) Make it mandatory to take a class built around this sort of experience.

—Junior in marketing

19) Require it. Inform students.

—Junior in management.

20) The COB could post updated internship opportunities in Reid Hall.

—Junior in finance

21) Have advisors suggest/push it more.

—Junior in accounting

22) Bring businesses from around Bozeman to do workshops in classes, more business experience themselves to share with us.

—Senior in management

23) More hands-on projects/work/games/challenge matches. I've noticed that most professors just like the attention of standing up and talking when students don't get a damn thing from the lectures.

—Junior in marketing

24) I do not have a strong opinion yet. I have not taken other or more 400 level classes.

—Junior in finance

25) More advisors, Web info, workshops.

—Junior in finance

- 26) Send information to COB students by post mail, e-mail, newsletters, phone calls, etc. Be very flexible with scheduling.
—Senior in marketing
- 27) Interaction with local businesses. More projects and reports related to real world experience.
—Junior in marketing
- 28) Yes, I am interested in obtaining a job next semester that pertains to my option and my career.
—Senior in accounting
- 29) Promote more opportunities
—Sophomore in marketing
- 30) Give seminars or lectures on internships available and their advantages.
—Junior in marketing and management
- 31) Put the info somewhere and sent out where it is on the listserves. Everyone in the COB is on at least one listserve.
—Junior in management
- 32) Advisors need to help look for more opportunities for their students.
—Junior in marketing
- 33) Who are we supposed to go to? Sometimes I am not sure I am talking to the right people for experience.
—Junior in accounting
- 34) More knowledge from our advisors—they have the resources to be more one-on-one with the students.
—Junior in management
- 35) Get us more aware of opportunities. Communication is key.
—Junior in marketing and management
- 36) Close relations between students and advisors.
—Senior in accounting
- 37) More field trips; guest speakers in the classroom during classtime, when everyone can attend.
—Senior in accounting
- 38) Advertise
—Junior in finance
- 39) Better inform students of internship opportunities.
—Junior in finance
- 40) I think the COB already provides us with enough information. It is up to us to use it.
—Junior in marketing
- 41) Tours at potential places to work around the area for a good start-out job.
—Junior in accounting

- 42) Advertising, advising, make it mandatory to graduate because experience is crucial.
—Senior in management
- 43) Offer classes and instruction.
—Graduate in accounting
- 44) In any way possible.
—Junior in accounting
- 45) Have advisors work hard to get the word out. Also have professors tell students about it.
Information on it available in Dean's office.
—Junior in accounting
- 46) Develop established links to numerous companies that could have use for interns.
—Junior in accounting
- 47) Use more adjunct (sic) professors with experience in what they teach.
—Senior in management
- 48) I think there should be more hands-on experience instead of just sitting in lectures.
—Junior in management
- 49) Offer more opportunities to get involved with local businesses.
—Junior in marketing
- 50) More involvement with advisors helping students to find internships and once source to go to find information.
—Junior in marketing
- 51) I would have someone in the business office e-mail all the business students, informing them of job/internship opportunities that come through the COB! That way more people will know about the internships and internship programs.
—Junior in management
- 52) More actively recruit companies to provide internships.
—Junior in finance
- 53) More students would be interested in internships if more were available during the summer locally.
—Senior in accounting
- 54) More emphasis on internships from faculty.
—Senior in accounting

Any other comments on MSU's College of Business Internship program?

- 55) Would very much like there to be more information on how to get an internship.
—Junior in accounting
- 56) Hope to get information on it.
—Junior in accounting

57) A better program is needed!
—Junior in accounting

58) Need to look at more summer internship offerings that are competitive wages. Too many internships seem to pay very low (\$6.00 per hour??) and I would assume that they offer little or not experience. The COB should screen these entry level internships out and not even post them. Send a message to companies that are offering internships to make the internship worthwhile both experience wise and financially.
—Graduate in accounting

59) I have looked into going to foreign countries, in particular Italy. The only thing that has kept me from applying to go there is that you need Italian language to even be accepted. Also, COB does not emphasize or advertise these smaller countries. I believe that smaller countries are in high demand compared to France, Ireland or England. I want to go somewhere else!!
—Senior in management

60) Have advisors bring it up to the student as if the student is a dumb post. Don't assume we know anything. E-mail is also underused.
—Senior in accounting

61) I wish I knew more about it and learned about it at an earlier time. I first knew it existed as a junior.
—Junior in marketing and management

62) Where do you go to look for a business internship? I never heard of it.
—Junior in marketing

63) We should be made aware of the fact that there is a program.
—Junior in management

64) Should not be mandatory. Students already have a hard time balancing school and work.
—Junior in finance

65) Provide more local internship opportunities.
—Junior in accounting

66) I am really interested in doing one. I have put aside next summer for one.
—Senior in accounting

67) Promote and market more if you want people to be informed. Attempt to integrate an intern into all COB students academic studies.
—Junior in marketing

68) More help from advisors.
—Senior in finance

69) I've been a full-time student here for three years, and I have never been made aware of the program. Had I known about it earlier in my college career, I would've wanted to take advantage of it. Now, I graduate next spring, and it's too late (I'm not about to change my plans now). I hope others will have the opportunity to do it, even if I can't.
—Junior in finance

70) Get more info out and well known.
—Junior in finance

71) Need more.
—Senior in accounting

72) I would be very interested in doing in internship here in Bozeman during the summer.
—Junior in management

73) We need to know more!
—Junior in marketing

74) Yes. Don't have one standard, dumb, redundant internship packet for everyone. Each of us is required to meet with an advisor; why can't our advisor and us write our own internship program and requirements.
—Junior in management

75) The acct/ intern program seems to be quite successful!
—Junior in accounting

76) It should be expanded as much as humanly possible.
—Junior in marketing

77) Many of us would be interested in volunteer positions with local businesses (or charities) to gain the experience. Perhaps internships could be offered pertaining to this?
—Senior in accounting

Appendix B

Survey Instrument

College of Business Internship Survey

- The following questions are only for **juniors and seniors in the MSU College of Business (COB)**. If you have not been officially accepted to the COB, please do not complete this survey.
- If you have already filled out this survey in another class, please do not complete another.
- All survey responses will be anonymous.

Have you ever completed an MSU College of Business internship? ____YES ____NO

If you answered YES, please describe when and where, and go to Part 2:

If you answered NO, please complete Parts 1 and 2

PART 1

If you have NOT completed an internship, please check **ALL** of the following reasons that describe why you have not:

- ____ Already have relevant experience from other sources
- ____ Can't find an internship in the right location for me
- ____ Conflicts with class schedule
- ____ Did not know the program existed
- ____ Do not have time to do an internship
- ____ Do not know what internship opportunities are available
- ____ Do not want to go too far away from home
- ____ Do not want to prolong time in college
- ____ Family obligations
- ____ Fear an internship may underutilize my skills and experience
- ____ Fear an internship may be too difficult or demanding without offering enough support
- ____ I already have enough credits
- ____ I am completing an exchange, individual study, co-op or similar program instead
- ____ I do not think an internship is important for me
- ____ I might do an internship in the future but have not yet
- ____ I need credits in a different area instead
- ____ Need to spend my time making more money at a real job
- ____ Other (Please specify) _____
- ____ Other (Please specify) _____

How interested are you in participating in a COB internship? (circle one number)

(Extremely interested) 10 9 8 7 6 5 4 3 2 1 (Not interested)

Would you be willing to take a semester off from MSU coursework in order to complete an internship for credit? ____YES ____NO ____NOT SURE

If you were to do an internship, which of these factors would be most important to you?

(Please rank all five in order using the numbers 1 through 5: 1 = most important; 5 = least important)

- ☐ Location of city where internship is held
- ☐ College credit
- ☐ Wages
- ☐ Permanent job opportunities
- ☐ Professional experience / additions for your resume

How familiar are you with the eligibility requirements for a COB internship? (check one)

- ☐ Familiar ☐ Somewhat familiar ☐ Not very familiar ☐ Not familiar at all

Did you know that you can get academic credit for a COB internship? ☐ YES ☐ NO

If you were to participate in an internship, which of these statements would apply to you? (Assume the internship is both relevant and appropriate for you)

(check one)

- ☐ I would accept an internship just about anywhere in the U.S.
- ☐ I would accept an internship ONLY in Montana
- ☐ I would accept an internship ONLY within an hour's drive of MSU-Bozeman
- ☐ OTHER (please specify) _____

Would you consider doing an international internship? ☐ YES ☐ NO

If you answered NO, which of these factors affect that decision NOT to do an international internship? (check all that apply)

- ☐ Cost
- ☐ Cultural differences
- ☐ Distance from home
- ☐ Fear of personal danger due to political strife
- ☐ Language
- ☐ Other (please specify) _____
- ☐ Other (please specify) _____

How important do you think an internship is to future career success? (circle one number)

(Very important) 10 9 8 7 6 5 4 3 2 1 (Not important)

Should an internship be required for a degree in business? ☐ YES ☐ NO ☐ UNSURE

Do you think the MSU College of Business provides enough practical business experience? (check one)

- ☐ Too much ☐ Just right ☐ Not enough ☐ Not sure

Which of the following methods would you use if you were looking for an internship?

(Check all that apply)

- ☐ Bulletin board with internship opportunities posted
- ☐ COB internship coordinator
- ☐ E-mail listserve
- ☐ Internet (general)
- ☐ MSU College of Business Web page
- ☐ MSU Career Services
- ☐ MSU Faculty other than your academic advisor or internship coordinator
- ☐ Newspaper
- ☐ Personal contacts
- ☐ Recruiters
- ☐ Word of mouth
- ☐ Your MSU academic advisor
- ☐ Other (please specify) _____

PART 2

How often do you meet with your academic advisor EACH SEMESTER? (check one)

- ☐ Never meet ☐ Less than once per semester ☐ Once ☐ More than once

How satisfied are you with the quality of advising? (circle one number)

(Extremely satisfied) 10 9 8 7 6 5 4 3 2 1 (Not satisfied at all)

Has your advisor ever discussed internship or similar programs with you? (check one)

- ☐ YES ☐ NO If no, has another COB faculty member? ☐ YES ☐ NO

To what extent does your advisor help you plan your career? (circle one number)

(A great deal) 10 9 8 7 6 5 4 3 2 1 (Not at all)

How hard have you tried to match your academic studies with your future career goals?

(circle one number)

(Have tried very hard to match) 10 9 8 7 6 5 4 3 2 1 (Haven't tried at all)

Do you participate in (check all that apply): ☐ Accounting Club ☐ Finance Club

☐ International Club ☐ Marketing Club ☐ Management Club

What is your COB option? (check one)

- ☐ Marketing ☐ Management ☐ Finance ☐ Accounting

Your year in school _____ **Age** _____

Your approximate GPA: (check one) ☐ 4.0-3.5 ☐ 3.0-3.49 ☐ 2.99-2.5 ☐ 2.49 or less

Have you ever worked full-time at a professional job? (check all that apply)

- ☐ NO
☐ YES, while attending college
☐ YES, during summer break and vacation from college
☐ YES, before beginning my college career
☐ YES, during a break in taking college classes

Are you currently employed? (check one) ☐ YES ☐ NO

If so, how many hours on average do you work each week? _____

State of permanent residence? (if not from U.S., what country?) _____

How would you suggest the MSU College of Business improve students' access to internships or other practical business experience?

Any other comments on MSU's College of Business internship program?

Thanks for your time!

Appendix C

College of Business Advisor Policy

Advising Policy



Last Revision: Spring 1996

Freshman Year

Advising Goals

- 1) Build relationship between student and advisor
- 2) Discuss Personal Strategic Plan
 - Lay out 4 year major academic plan
 - Lay out University Core plan
 - Discuss Student Involvement Log

Advising Implementation

The Freshman year advising session will be planned around the Freshman student's Personal Strategic Plan (PSP) introduced in Bus 101 - Freshman Seminar. Since the PSP is an important requirement for Bus 101 and the student's academic career, students will be required to meet with their advisor at least once in the Fall or Spring semester depending on enrollment in Bus 101.

Requirements & Responsibilities

Students -

- Make initial appointment with advisor
- Have knowledge of PSP, U-Core, COB PreCore & COB Core requirements
- Must obtain advisors *signature* on the PSP (Bus 101 requirement)
- Keep in contact with advisor if questions and problems arise

Faculty

- Make time available for initial contact
- Have knowledge of PSP, U-Core, COB PreCore & COB Core requirements
- To guide students in a professional & responsible manner
- Provide new student welcome and campus orientation

Sophomore Year

Advising Goals

- 1) Continue relationship between student and advisor
- 2) Confirm Jr./Sr. plan as outlined in students PSP
- 3) Discuss restricted electives
- 4) Begin career & professional development plans
 - discuss COB clubs & other student participation alternatives
- 5) Update Student Involvement Log
- 6) Discuss internships

Advising Implementation

The Sophomore year advising session will be planned around the student's Formal Admission into the College of Business. This meeting will take place at least one semester prior to actual admission into COB, because the Formal Admission application is due during registration for the following semester.

Requirements & Responsibilities

Students

- Make appointment with advisor
- Follow plan laid out in Personal Strategic Plan
- Must obtain advisors *signature* on the Formal Admission application
- Must turn in Formal Admission application to Office of Student Services
- Keep in contact with advisor if questions and problems arise

Faculty

- Make time available for Formal Admission advising session
- Have knowledge of U-Core, COB PreCore, COB Core & Option requirements
- Have knowledge of Formal Admission requirements
- Have knowledge of COB student organizations
- Help guide students in future academic and post-academic plans

Junior Year

Advising Goals

- 1) Continue relationship between student and advisor
- 2) Prepare for degree certification
- 3) Discuss option and restricted electives
- 4) Discuss internships

Advising Implementation

The Junior advising session will focus on preparing for degree certification and graduation. The purposes of this advising session (during the last semester of the Junior year) are to complete the pre-graduation worksheet and discuss option and restricted electives. The advisor's signature will be required on the pre-graduation worksheet so that Office of Student Services can certify degree requirements and generate student's graduation application.

Requirements & Responsibilities

Students

- Make appointment with advisor
- Follow plan laid out in **Personal** Strategic Plan
- Obtain pre-graduation worksheet from Office of Student Services
- Complete the pre-graduation worksheet including advisors *signature*
- Return pre-graduation worksheet to OSS

Faculty

- Make time available for Junior advising session
- Have knowledge of appropriate restricted electives and internships
- Help guide students with option elective choices

Senior Year

Advising Goals

- 1) Finalize career plan
- 2) Discuss field opportunities
- 3) Discuss job recruiting plan

Advising Implementation

The Senior advising session, held in the senior year, will focus on future career plans such as job or graduate school placement. Additionally, an exit questionnaire will be completed. The updated personal strategic plan required for BUS 474 will be signed to indicate the interview took place.

Requirements & Responsibilities

Students

- Make appointment with advisor
- Follow plan laid out in Personal Strategic Plan
- Must obtain advisors *signature* before submitting personal strategic plan in BUS 474
- Keep in contact with advisor if questions and problems arise

Faculty

- Help guide students in post-graduate plans including graduate school and professional careers

COB Club Advising

Each COB Club will host an advising night for the students in one of the four options: Accounting, Finance, Marketing, and Management

Advisor Workshop

All advisors will be required to attend an advisor workshop at the beginning of each academic year.



[Go to the Montana State University Home Page](#)

File name: "<http://www.montana.edu/wwwdb/Policies/Advising.html>

Auditor: Bruce C. Raymond

Last audited: 09/10/97

Last updated: 09/10/97

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