

POLITICAL SCIENCE INTERNSHIPS: A PATH TO “WORKFORCE READY” WITHOUT SELLING OUT

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This paper examines approaches to launching or retooling internship programs for undergraduate political science programs, and how to structure, leverage, and assess internship programs for maximum impact. I review the existing literature on internships in political science and offer insight from the overhauling of an internship at a regional state university.

1 INTERNSHIPS IN POLITICAL SCIENCE

At many universities, undergraduate political science programs are under pressure as the result of contracting budgets, declining enrollments, and political polarization. For some state institutions, state legislatures’ increasing prioritization of “work ready” or “employable” job skills over a broader education is placing additional strain on social science programs, and the liberal arts more generally. One way in which political science programs can defend against such “workforce” attacks is to design a program that offers students intellectually rigorous training in political science, while incorporating and highlighting the development of transferable skills employers (and politicians) value. We must not only create programs that prepare our students to succeed in graduate and law schools, but we must also prepare our students for an increasingly competitive job market.

Political science is already a field that values civic and community engagement, and many of our programs have sought to increase the variety of active and experiential learning opportunities available to our students. Our challenge then, is to add (or better emphasize) employable skills to our programs without displacing civic/community engagement, substantive content, and experiential learning. This paper argues that we can make our political science programs stronger and less vulnerable to external forces with robust internship programs. I discuss structural options for new or revamped internship programs, how to leverage internship programs for the benefit of your students and your program, and how to begin an internship assessment protocol. This paper offers insights from the existing literature and from the overhauling of an existing, anemic political science internship program prior to and during a restructuring of a political science program.

Internships can be oriented externally, providing universities with the opportunity to engage with elected officials, local employers, political advocates, and community non-profits, building stronger relationships that can be leveraged for student learning and program support. Such external internships administered by undergraduate programs can provide students with opportunities to:

- develop professional networks and contacts, valuable assets on the job market

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- earn practical and relevant work experience that can set them apart from other recent graduates
- explore possible career options before committing to law or graduate school or entering the workforce
- gain insight into the field by exploring and applying classroom concepts in the “real world”

This project also addresses internally oriented internships designed to offer undergraduate students the opportunity to practice the elementary research methods typically offered by undergraduate political science programs, and to develop research skills transferable to a variety of career paths. Particularly for our first-generation college students, the opportunity to complete a research internship can provide a unique window into graduate school and academic research, offering both a sobering look into what political science is beyond the undergraduate program and for some, the boost of confidence they need to continue their studies. For many teaching-focused institutions, undergraduate research is a valued high-impact educational practice, too often limited to the biological and physical sciences.

Finally, this project discusses the need to create a sustainable assessment protocol for internship programs to ensure student learning and provide data to support the program. Formative and summative assessments for students and internship supervisors are discussed.

1.1 BENEFITS & RISKS OF INTERNSHIPS

“Internships provide students with the opportunity to apply knowledge and skills they have acquired during their studies in an applied setting.” (Hindmoor 2010)

The value of internships vary depending upon the way the program is structured, the quality of the employers involved, the ability of the supervising faculty to create a substantive learning environment, and various student factors. We have a lot of research on internships, much of it descriptive and focusing on specific internship programs. This makes the literature somewhat disjointed, but that may be unavoidable because there is a tremendous amount of variation in the types of internships political science students do and a lot of inconsistency in how internship programs are run at different universities (Collins et al 2012; Price 2002). Some studies focus on policy internships (Garris et al 2008), others look at internships at universities in state capitols (Jensen and Hunt 2007), at internships at state legislatures specifically (Murphy 1979), others look at internship programs at universities outside of metropolitan areas where internship partners are more difficult to find (Anderson 2014), undergraduate legal aid clinics (Allen et al 2012). The existing research and anecdotal evidence make clear that internships can have a positive effect on students, helping them to better understand theoretical concepts by watching them play out in the workplace, increasing students sense of internal efficacy and trust in government (Mariani and Klinkner 2009), or even helping students overcome many of the barriers preventing gender diversity in leadership positions (Doherty 2011).

Research also indicates that internships can improve students’ employment prospects, by increasing students’ practical workplace skills, providing students with applied work experience, and helping students develop a professional network in their career field (Silva et al 2018; Universities Australia 2008; Velez and Griner 2015). While only a small portion of internships lead to full-time employment with that agency, studies of undergraduate research programs find that completing internships can reduce the time it takes to find their first position after graduation and increase their satisfaction in their career field (Craig and Wikle 2016; Gualt, Redington and Schlager 2000; Hathaway, Nagda and Gregerman 2002; Hindmoor 2010; Patrick, Peach and Pocknee 2009).

While internships can be a valuable component of political science programs, there are some potential downsides of internships that must be acknowledged and accounted for in the design of internship programs (Lei and Yin). Internship programs that are not carefully structured may run the risk of putting students in scenarios where they are students are asked to do menial tasks or asked to engage in unpaid labor while paying tuition for the earned credit hours. Without appropriate oversight and administrative support, students may be at risk from a lack of the workplace protections of regular employees or consistent application of Title IX protections. Therefore, it is incumbent upon faculty to ensure internship programs are thoughtfully structured, carefully supervised, and appropriately evaluated.

2 INTERSHIPS AT MISSOURI SOUTHERN STATE UNIVERSITY

Many academic programs at MSSU offer internships and many allow students to arrange internships independently and earn academic credit. The campus Career Services offices offers a variety of support services for interns, including assistance with resumes, cover letters, interview techniques, etc., but internships are not centrally organized. The decentralized nature of the internships makes sense to a degree, given the variety of internship experiences available to students, but in 2017 the university decided to provide faculty and employers with some guidance on best practices and general standards for academic internships. A taskforce was created to assess existing internship programs and research best practices, and to draft a report, which turned into the Internship Toolkit³, an introductory guide for faculty and employers on how to establish internship programs.

The establishment of the internship taskforce followed a situation where an internship program was poorly supervised and inadequately structured, which contributed to a rather embarrassing scandal⁴. The taskforce quickly learned that a wide variety of internship programs existed at the university – some tightly controlled by departments (like those in the Education Department), others loosely arranged (like the College of Business). My own Department of Social Sciences, which houses History, Sociology, and the International & Political Affairs program supervises a wide variety of internships, including positions with law firms, city government offices, regional planning organizations, non-profit organizations, state legislators, and political campaigns. Historically most internships were arranged by students, with faculty arranging for academic credit, but some internships were coordinated by faculty directly. In either case, internships were supervised by whichever faculty member was asked by the student (usually their academic advisor). Each faculty member determined the number of work hours appropriate to earn the credit hours the student enrolled for and created all related academic assignments. No systematic records were kept about the type of internships students were engaged in, nor was there any assessment protocol for the program.

Shortly after I began supervising interns I decided that the devil-may-care approach did not work for me and developed an application for potential interns, designed mostly to collect information about the students (credit hours completed, GPA, major, etc.), and I adopted a standard set of intern assignments (including regular work logs, academic assignments, professional development exercises, and surveys). In addition to the survey students complete at the end of their internship (see the appendix for examples), we expanded our assessment to include formal midterm and final evaluations from on-site supervisors (employers), as well as reflection papers from students at the end of the internship.

As we have worked over the last few years to better track and assess interns, we have made additional moves to ensure better internship experiences for our students. I began reaching out to local employers, developing relationships that lead to regular internship positions being available to our students (and allowing us to improve upon the experiences each semester). Some of our students still arrange for their own internships, but many students now work with the faculty internship coordinator to find a position.

2.1 RESEARCH INTERSHIPS

Some students, particularly those who are low-income or are primary caregivers may struggle with taking the time to complete a traditional internship. When internships are optional components of an academic program, this may be acceptable, but when internship are required, the internship barrier may delay or prevent graduation. Other students may not be preparing to enter the workforce immediately, but are considering graduate school. For students who are unable to meet the scheduling demands of a traditional internship or those who are thinking about graduate school (particularly those who are first-generation college students), a research internship might be a good fit.

³ If you are interested, the MSSU Internship Toolkit is available online: https://www.mssu.edu/student-affairs/career-services/MSSU_InternshipToolkit-2018.pdf

⁴ The referenced scandal occurred prior to my employment at the university.

As with traditional, off-campus internships, research internships must be structured to ensure that the primary beneficiary is the student and that the students' education is the primary objective. This often means that rather than speeding up a research project, working with undergraduate research interns can slow a project. However, for faculty who have the skills and interest in working closely with students, a research internship can provide students with a rewarding learning experience, help them apply concepts from other courses, prepare for graduate school, develop a mentorship relationship, and develop a sense of belonging within a program. For those interested, I will offer two examples of how research internships might work.

2.1.1 Example 1: State Party Platforms Research Group

My first foray into research internships happened when I had several students from a State & Local Government course interested in some research I was doing on state political parties. I invited a few students to join me in a study of the 2016 state party platforms. None of the students had complete our program's methodology sequence (research methods, then statistics), so we began from the beginning. Students were introduced to content analysis, database management, and basic statistical analysis, and had the opportunity to practice their writing skills and oral communication skills. I met with the student each week to learn how to code the platforms according to a specified coding scheme, we discussed intercoder reliability, and built an original dataset. Once our dataset was complete, we explored our results and the students drafted a paper and presented the project at our university's spring student research symposium. Two students took the project further, with one presenting an original research paper at an undergraduate political science conference and other using our shared dataset for her senior honor's thesis.

2.1.2 Example 2: Gubernatorial Clemency Research Group

The GCRG project began with a student trying to avoid working too hard his last semester of college. He opted for a seemingly simple paper topic for State & Local Government – gubernatorial clemency – but was unable to answer basic questions like, how often do governor's issue pardons, and what types of crimes are most likely to be pardoned. When it became clear there was a hole in the literature, we pulled together a small group of people to look into the issue. Students began by research how clemency works in each state and writing letters and emails to state officials, requesting lists of pardons issued by recent⁵ governors. Again, students had to learn how to create a functional database, and they had to categorize state laws on clemency, and work with government officials to elicit information. The project continued another 2 semesters, with a rotating cast of interns, some of whom stayed on for a couple of semesters. Like the state party platform project, this project led to several student conference presentations and campus research presentations, and one ongoing master's thesis⁶.

To be clear – research internships are not a way to speed along a personal research project and they are not a quick way to get through data collection. Clear instruction must be provided at each step, and all work must be reviewed by the faculty member of consistency and accuracy, on top of the normal academic work that must be evaluated for internships. However, for students who are unable to complete a traditional internship or those who might be candidates for graduate work, a research internship may be a good option. For some students, this is their first real look into how knowledge is created and it may help students better understand if graduate work is a good fit for them.

⁵ We intentionally ignored current governors. As a state university, we thought I best not to agitate a sitting governor who was already hostile to higher education.

⁶ The student who originally brought me the idea of gubernatorial clemency is currently enrolled in a MA/JD program and is researching clemency for his thesis. We are working on a co-authored paper on the topic.

3 INTERNSHIP PROGRAM DESIGN

3.1 STEP 1: DESIGNING AN INTERNSHIP PROGRAM

Academically, various educational techniques or approaches adopted to provide practical learning experience may appear sound. However, the quality of the internship experience is determined by the institutionalization of structures, procedures, interagency relationships, supervision of the work experience, and effective evaluation (Chauhan 1978). In order to ensure that students do not serve as mere office gophers, it is critical to ensure “systematic and proactive monitoring prior to, during, and immediately following the internship experience....” and require substantial academic component to link internship experiences with coursework (Pecorella 2007).

3.1.1 Identify the goals of the internship program

To maximize the value of internship programs it is critical to explicitly define the program’s goals. Some internship programs prioritize education, research, or public service (Hedlund 1973), others emphasize helping students clarify their career options (Neapolitan 1992), and others seek to increase student interest in government employment (Jensen and Hunt 2007; Wheeland and Palus 2010). While each program may define their precise goals differently, but generally internship programs prioritize three core objectives:

1. Professional Development
 - a. Career Exploration and Preparation
 - b. Professional Networking
 - c. Develop Work Experience and a Professional identity⁷
2. Skill Development
 - a. Problem Solving Skills
 - b. Written and Oral communication Skills
 - c. Interpersonal⁸ and Professional Social Skills
3. Knowledge Development
 - a. Knowledge of the Field
 - b. Application of Academic Knowledge

3.1.2 Define the Role of the Faculty Supervisor

The role of the faculty supervisor should be clearly defined so that students know what they can expect, and programs can differ in the degree to which internships are instigated by faculty vs driven primarily by students (Wolf 1979). It is also important to document faculty roles to ensure the university administration is clear about the time and resources faculty are putting into their role. Faculty should not supervise internships for the ability to self-promote, but it is important that faculty are recognized for the important educational opportunities they provide their student interns (Sosland and Lowenthal 2017). Faculty supervisors may play critical roles in internship programs in many ways, including:

1. Building Community Relationships – Faculty member may spearhead efforts to build strong relationships with local employers to make placement of interns easier each semester, and to offer employers the opportunity to share feedback about how the educational program meets the needs of the local employers. This may require faculty members to reach out to local employers (like regional planning boards, local government officials, non-profit organizations, law firms, etc.) to begin discussing the placement of interns. Many employers who have never worked with undergraduate interns may be open to the possibility if they understand that they have a dedicate faculty partner.

⁷ Bowen 2018

⁸ Benavides et al 2013

2. Internship Search – Faculty may help students identify appropriate internships, ensuring the internship meets educational needs, and that internships align with the student’s skills and professional goals.
3. Application Process – Faculty may assist student in applying for internship positions, including developing cover letters and resumes⁹, and preparing for interviews.
4. Workplace 101 – Faculty may help students prepare for a professional work environment, reviewing professional and social norms that can make the transition from classroom to office smoother.
5. Employer Relations – Faculty can work with employers to ensure all parties have a shared set of expectations for the internship, which can be aided by a clear job description, a detailed learning agreement, and an explicit set of expectations for evaluating and training interns.
6. Academics – Faculty are generally responsible for providing the academic component of the internship, ensuring students have the academic knowledge necessary to begin the internship, and provide a pathway to helps students connect their classroom knowledge with their internship experience. Faculty may also develop a reading or project list to help students expand their content knowledge during their internship.

3.1.3 Establish a Clear Academic Structure

Although much of the substantive learning during an internship comes from the day to day work activities, it is important to establish a clear academic structure. The academic component helps students tie their experiential learning experience back to their academic coursework, putting both into context (Benavides et al 2013). The academic component may take many forms, but it is critical to have clear objectives, substantive orientations prior to the beginning of the internship, and explicit standards for academic work (Dworkis et al 1962; South 2018).

3.1.4 Construct Strong Relationships with Community Partners

It is important to establish strong relationships with community partners. When programs can work with employers semester after semester, it allows faculty members and employers to work together to improve the quality of the internship experience. Sometimes students secure internship positions on their own and work to arrange academic credit with their university. This can make it more challenging for universities and faculty supervisors to control the experience, but it is important to establish clear lines of communication with the on-site supervisors and ensure students are engaging in meaningful work. Whether the internship is coordinated by the university or arranged by the student independently, ensuring a safe work environment, requiring meaningful tasks, and ensuring regular feedback from on-site supervisors are important factors for successful internships (D’Abate et al 2009).

- There are three important operational dimensions of these interrelationships: (1) between the university and student intern, (2) between the student intern and the government unit, and (3) between the sponsoring university and the government unit (Chauhan 1978).

3.1.5 Protect your students

Faculty charged with supervising interns must also be prepared to protect their students, providing clear and accessible resources when they are faced with problems, whether it is sexual harassment, discrimination, necessary disability accommodations, or simply dealing with bad on-site supervisors. A conversation with your university’s Title IX coordinator and disability services office may be helpful in clarifying the protections students have (Diamond-Welch and Hetzel-Riggin 2019; Severance and Starr 2011). Faculty supervisors should communicate clearly with employers about the expected treatment of interns and provide a substantive orientation to interns that includes information about how they should respond to potential problems in the workplace during their internship.

⁹ I recommend building strong relationships with the staff in your university’s Career Services office. They are better suited for assisting students with cover letters and resumes, and can often help students with mock interviews.

3.2 STEP 2: SUPERVISING INTERNSHIP PROGRAMS

It is critical that interns are adequately supervised during their internships – by their on-site supervisors and their faculty supervisor (Benavides et al 2013). Universities that value internships must provide faculty with the resources to supervise interns, including course releases to give faculty the time to coordinate with employers and spend time with interns, stipends to cover faculty expenses, and the administrative backup to support faculty efforts to manage internship programs (Hindmoor 2010). Faculty members also need the time and resources to develop and maintain relationships with employers. Not only do faculty need to work with employers to establish a plan for the internship, faculty need to monitor the internship closely enough to address problems as they develop, and work with employers to assess and improve the internship experience. Faculty, interns, and employers need to have a shared set of expectations and it helps to draft an explicit learning agreement at the beginning of the internship (Gower & Mulvaney 2012; Verner et al. 2005). A learning agreement is not sufficient, however, and faculty members need to remain in regular contact with employers throughout the internship (Sauder et al 2019).

3.3 STEP 3: EVALUATING INTERNSHIP PROGRAMS

Internship programs need consistent, structured assessment to ensure the program is meeting the goals set forth and the needs of students, and it is critical to evaluate programs with feedback from the interns, the employer, and the university (Benavides et al 2013). Before we discuss how to design a useful assessment protocol, we should note that assessment is easiest to implement when there is a single faculty member responsible for coordinating internships (or a way of enforcing consistent assessment practices across all supervising faculty). It is also noteworthy that internship supervisors may be pressed for time, as supervising internships may not count towards their course load. The type of assessment protocol that is most appropriate for your program will depend upon the number of interns and unique employers you work with each semester, the variety of internships you supervise, and the resources available (financial, time, and assistance). Some universities may have staff offices capable of assisting in the development and deployment of internship assessments, but in many cases, faculty will be responsible for designing, deploying, and evaluating assessments.

Assessing internship programs can be a real challenge. Programs like my own include internships with a wide variety of partners with differing structures, time commitments, and substantive learning objectives. Students seeking internships with my programs have a variety of motives, from career exploration, to resume building, to getting out of the classroom to prevent academic burnout.

In general, a basic assessment program needs to be able to assess (1) student learning outcomes and (2) program quality, and how this is done will depend upon how the goals of the program are defined in Step 1: Designing Internship Programs. Internship programs should evaluate the students, including assessing interns' attitudes throughout the internship process, disciplinary and workplace knowledge, and career objectives (Dworkis et al 1962), which can be measured through:

- Surveys before, during, and after the internship
- Regular intern logs, describing the interns' activities
- Reflection papers discussing the interns' experiences
- Presentations or roundtables discussing the interns' experiences with other students

Programs should also assess the program's organization, including evaluating the characteristics of the interns' workplaces, the qualities of the interns, and the quality of the educational scaffolding (Hedlund 1973), which can be assessed looking at:

- Clear job descriptions obtained before the internship begins
- Formative and summative assessments of the interns' skills, knowledge, and performance from the on-site supervisor (employer)

- Assessment of how the academic component complements the internship

For a more statistically sophisticated look at internship assessment, I recommend reviewing Nghia and Dyuen (2019), in which they developed a scale to measure internship learning outcomes, examining the degree to which internships helped to shape career paths, develop professional knowledge and skills, and change learning attitudes and behaviors. They establish 13 measures related to 5 areas of outcomes (see the appendix for an overview).

1. Outcomes related to professional knowledge
2. Outcomes related to professional skills
3. Outcomes related to changes of attitudes and behaviors to learning
4. Outcomes related to building career paths
5. Outcomes related to networking with professionals

4 CONCLUSIONS

Internships can provide our students with a variety of benefits, both academic and professional, but it is critical that internship programs are structured, supervised, and assessed appropriately. Under the best of circumstances, internship programs will be funded, prioritized by the administration, and supported with appropriate course releases. For faculty, starting, growing, or revamping your internship program can provide your department with improved community relations, useful professional contacts, a powerful recruiting tool, valuable assessment data, and even a little good press coverage. These programs can help improve your overall academic program and demonstrate to interested parties that you take not only your academic field seriously, but that you prioritize the student outcomes that they care about – like creating “work ready” graduates with “employable” skills.

5 SUPPLEMENTAL MATERIALS

5.1 APPENDIX A: FINAL INTERN SURVEY

1. Name
2. What is the most valuable benefit you received from your internship experience?
3. Does your degree require you to complete an internship?
 - a. Yes
 - b. No
 - c. I am not sure
4. Internships are designed to help students explore possible career paths and develop professional skills. As a direct result of your internship, in which of the following areas did you significantly improve?
 - a. Professional Dress/Grooming
 - b. Research Skills
 - c. Professional Social Skills
 - d. Professional Writing/Editing
 - e. Scheduling/Time Management
 - f. Skilled Use of Computer Software
 - g. Professional Interaction with Clients/Constituents/Public
 - h. Knowledge of the Field/Job
 - i. Ability to Work without Constant Supervision
 - j. Initiative
 - k. Ability to Follow Directions
 - l. Professional Communication with Supervisor(s)
 - m. Professional Communication with Colleagues
 - n. Other (please describe)
 - o. None of these
5. It is important for the International & Political Affairs program to partner only with employers who are dedicated to creating a productive learning environment for our interns. Tell us about your on-site supervisor and the learning environment you experienced in your internship.
6. Would you recommend other students complete 1 or more internships during their academic career?
 - a. Definitely recommend
 - b. Probably recommend
 - c. Probably not recommend
 - d. Definitely not recommend
7. What changes would be made to improve the MSSU IPA internship program? What could the program do to make internships a more valuable learning experience?
8. If you had time in your plan of study, would you complete another internship before graduation?
 - a. Yes
 - b. No
 - c. Maybe
9. My internship experience.... (check all that apply)
 - a. ...helped me better understand my career options.
 - b. ...was not a good use of my time.
 - c. ...offered me the opportunity to apply what I learned in the classroom to the real world.
 - d. ...helped me prepare for the job market.
 - e. ...made me more interested in my community.

- f. ...made me more confident in my ability to succeed after graduation.
 - g. ...makes me think others should not be required to do an internship.
 - h.helped me develop skills that I can use in future courses and/or jobs
10. In your opinion, when is the best time for students to complete an internship
- a. Freshman year
 - b. Sophomore year
 - c. Junior year
 - d. Senior year
 - e. It does not matter

5.2 APPENDIX B: FINAL/MIDTERM SURVEY FOR ON-SITE SUPERVISORS

1. What is the name of the intern you are evaluating?
2. How would you rate your intern's performance in the internship, as a whole?
 - a. Below expectations / Needs Improvement
 - b. Meets Expectations
 - c. Exceeds Expectations
3. In your opinion, what are your intern's strengths?
 - a. Professional Dress/Grooming
 - b. Professional Social Skills
 - c. Professional Writing/Editing
 - d. Scheduling/Time Management
 - e. Skilled Use of Computer Software
 - f. Professional Interaction with Clients/Constituents/Public
 - g. Knowledge of the Field/Job
 - h. Ability to Work without Constant Supervision
 - i. Initiative
 - j. Ability to Follow Directions
 - k. Professional Communication with Supervisor(s)
 - l. Professional Communication with Colleagues
 - m. Other (please describe)
 - n. None of these
4. In what areas should your intern focus on improving as they complete their degree?
 - a. Professional Dress/Grooming
 - f. Professional Social Skills
 - g. Professional Writing/Editing
 - h. Scheduling/Time Management
 - i. Professional Interaction with Clients/Constituents/Public
 - j. Knowledge of the Field/Job
 - k. Ability to Work without Constant Supervision
 - l. Initiative
 - m. Ability to Follow Directions
 - n. Professional Communication with Supervisor(s)
 - o. Professional Communication with Colleagues
 - p. Other (please describe)
 - q. None of these
5. We are interested in knowing about any concerns you might have about your MSSU intern or the MSSU IPA internship program. Please feel free to share with us anything you think we should know.

5.3 APPENDIX C

The following is pulled from Nghia and Dyuen (2019), in which they developed a scale to measure internship learning outcomes, examining the degree to which internships helped to shape career paths, develop professional knowledge and skills, and change learning attitudes and behaviors. They establish 13 measures in 5 areas of outcomes on which to measure the quality of internship programs.

Outcomes related to professional knowledge

1. The internship offers me opportunities to consolidate the knowledge that I have learned.
2. The internship gives me opportunities to apply the acquired knowledge into real-life situations.
3. The internship helps me identify professional knowledge gaps that need to be filled.

Outcomes related to professional skills

4. The internship allows me to apply the acquired professional skills into authentic situations.
5. The internship offers me good conditions to develop professional skills that I lack.

Outcomes related to changes of attitudes and behaviors to learning

6. The internship helps me recognize what I should focus on studying in my program.
7. The internship helps change my learning methods to enhance its quality.
8. The internship motivates me to change from theory-focused to practice-focused learning.

Outcomes related to building career paths

9. The internship helps me identify some companies where I can apply and get a job.
10. The internship increases my self-efficacy to pursue the career that I have chosen.
11. The internship offers me an opportunity to secure a job prior to my graduation.

Outcomes related to networking with professionals

12. The internship helps expand the network with professionals working in my field.
13. The internship gives me opportunities to become acquaintance with some potential business partners.

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