DEPARTMENT MISSION STATEMENT:
The Center for Internships & Community Engagement (CICE) creates linkages between higher education, community organizations and professional offices and strives to create high quality community-based experiences that are beneficial to all involved. CICE is committed to pursuing the university’s mission to create “experiences in and out of the classroom, [so that] students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.”

PROGRAM/SERVICE OVERVIEW:
Academic Internships & Service-Learning Placements
CICE collects satisfaction ratings from students who register their academic internship or service-learning courses and site placements on CICE’s registration system. Satisfaction ratings are also collected from those students’ placement sites.

TYPE OF ASSESSMENT:
(To check mark any box below, please double click on the square and select “checked”.)

☐ External Reports
☐ Needs Assessment
☐ Program Evaluation
☐ Student Learning Outcomes
☒ Student Satisfaction Assessment
☐ Student Success
☐ Utilization Data

DATA COLLECTION TIMEFRAME:
spring 2014

DATA COLLECTION METHODS:
Qualitative survey

LIMITATIONS:
As a post-test satisfaction measure, the surveys are not intended to be objective measures of changes in skills, knowledge or ability pre- and post-test.

PROJECT SAMPLE:
Of 1,511 students whose enrollment in academic internship or service-learning courses were recorded in CICE's registration system, responses were received from 208 (14% response rate). The sample includes students from courses in the following colleges and departments: COTA (art), MCBE (finance, business administration, marketing, international business, accounting), COMM (human communication studies, public relations, RTVF), HHD (health science, kinesiology, child and adolescent studies), HSS (psychology, English, Teaching of English as a Second Language), gerontology, sociology), public administration).
SUMMARY OF RESULTS:

Rating of service site

Internships generally are pre-employment experiences used by employers as recruitment strategies for prospective employees. As distinct from these, academic internships are primarily learning experiences that bear many resemblances to an academic course: there is a syllabus (position description that articulates what knowledge, skills or training the student will gain), an instructor (specific supervisor or mentor who will guide the student throughout the internship to ensure that learning objectives are met), as well as an examination proxy (defined expectations for what the student will learn or gain, as assessed by the student, site supervisor and course instructor, who assigns a course grade). In this graph, we see that students' satisfaction with the academic objectives of their placements is very high: 84% and 86% strongly agree or agree with the statements about the quality of their supervision/mentorship and learning opportunities. 

(see graph 1)

Graph 1

What are your thoughts about this site?

Student satisfaction with CICE services

An interesting finding from students' satisfaction ratings of CICE services is how many marked the CICE staff visit to the classroom as "N/A" (13%), and that for those who did receive a classroom visit the "very satisfied" or "satisfied" ratings are only 85%. Clearly we can make more of an impact and achieve greater coverage by focusing on classroom visits more strategically in future.

The first thing and the most impactful thing that we will be doing is adding a risk management coordinator to the center. This will greatly reduce the wait time for students, faculty and community partners. This should also increase student satisfaction with many of our services and allow our experienced staff to target more classrooms for orientations and presentations to enhance their service-learning experience and ease their CICE registration process.

(see graph 2)
Student Self-Assessment of Skills Gained/Improved

Students rated their skills prior to the academic internship or service-learning experience as already strong in most areas (range 15% to 30% of respondents). Of those indicating either "Major Improvement" or "Some Improvement" (71% to 96% of remaining respondents), the areas rated highest were adaptability, effectiveness, verbal communication and responsibility/initiative.

Of students who indicated their academic internship or service-learning experience offered them no opportunity to improve skills (<1% to 10%), most indicated the absence of skill building opportunities in the areas of computer/technical skills (10%) and written communication (9%). I think we can increase these levels of satisfaction by providing students with an Academic Internship Academy (workshops) prior to their experience in the field. Skill building through the academy should also positively impact sites' satisfaction with our students, and will make sure that students have specific skills that our sites/employers look for. *(see graph 3)*

**Graph 3**

To what extent did your skills improve as a result of the service experience?

- verbal communication
- time management
- computer/technical
- written communication
- responsibility/...
- teamwork
- leadership
- adaptability
- effectiveness
- interpersonal skills

- major improvement
- some improvement
- skills were already strong
- no opportunity to improve
- N/A
APPLICATIONS OF FINDINGS: (Please be as specific as possible.)
1. How will you use your data to improve or enhance your program/service?

Please see above.

2. How did the data compare to data from prior years, if applicable?

N/A

3. Any additional information you would like to share that demonstrates how the assessment data will inform programmatic and/or management decisions.

Data was collected from students as well as sites/community partners/employers but the findings were not useful as baseline measurements. Surveys will be revised for the upcoming year.