"WHY AM I DOING THIS?":

UNDERSTANDING UNDERGRADUATE MOTIVATION TO PARTICIPATE IN INTERNSHIPS

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Understanding Undergraduate Motivation to Participate in Internships

by

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Executive Summary

Seaside University values engaged learning as part of the student experience. Listed as a value in the mission statement, engaged learning is also reinforced in the current strategic plan when the expansion of experiential learning opportunities is highlighted as a top priority. The Career and Experiential Education (CEE) Office at Seaside is the office that supports students in attaining these experiential learning opportunities. Although the staff of the CEE wish to see all students participate in some kind of experiential learning opportunity, data they have collected from enrollments in credit-bearing experiences reveal that students in the College of Arts and Sciences are participating in experiential learning opportunities at rates lower than students in other Colleges of the University. Staff of the CEE are interested specifically in internships because they have heard anecdotal evidence that students are participating in internships that are not reported to their office, and they are concerned that students are not benefitting from these opportunities to their maximum potential. Thus, the CEE seeks to improve participation and reporting of participation in internships among students in the College of Arts and Sciences.

To investigate this phenomenon, this project sought to understand students' motivations for participating in and reporting of internships using the self-determination theory framework. Self-determination theory provides an understanding of motivation in which the impetus to act can come from either within a person or be a result of an external influence. Using this theory, this project aimed to determine: (a). what motivates students to participate or report participation in internships, (b). what differences exist in student attributes for students who are motivated to participate or report participation in internships and those who are not motivated to participate or report participation in internships, (c) what do students who are motivated to participate in internships or report participation in internship think they gain from their experiences, and (d) how do some motivated students choose to connect their internship experiences to their undergraduate experiences while others choose to not do so.

From the data collected, the findings of the project are as follows:

Finding 1: Students participate in internships because they find value and usefulness in them.

Finding 2: Disparities exist in who participates in internships.

Finding 3: Students believe they gain many transferable skills from internships.

Finding 4: Students do not seem able to connect their internship experiences with their academic experiences.

The above findings led to the following five recommendations:

Recommendation 1: Seaside lacks direct evidence of the phenomenon they believe are occurring around their problem of practice. To be able to enact effective plans, Seaside should develop more ways and

increase capacity to collect data about internship participation from students in the College of Arts and Sciences.

Several factors seem to impede students' motivations to participate or report participation in internships, and the following two recommendations may mitigate these challenges.

Recommendation 2: The CEE should continue to establish relationships and engage first-year students sooner to build a foundation that will encourage students to engage more frequently and eventually report internships to the office.

Recommendation 3: Seaside's CEE could provide more support to disadvantaged students in assisting them to seek, apply, and secure an internship.

Recommendation 4: Provide students with a meaningful rationale for why internships are useful during their undergraduate years. The CEE can foster a feeling of autonomy by tailoring messages to students, paying particular attention to how they are crafting messages to the disadvantaged students who view internships from a different perspective.

Recommendation 5: Partner with Academic Advising to integrate internship experiences with students' experiences. The staff of the CCE should partner with Academic Advisors to develop joint programming which could aid students in drawing the connections between the knowledge and abilities they are learning from their academic coursework with potential internship opportunities.

With these five recommendations, the CCE should be able to increase participation in as well as reporting of participation in internships at Seaside.

Introduction

For this project, the client site wished to remain anonymous, and the pseudonym Seaside University will be used to refer to it. References to the website have also been replaced with the pseudonym to maintain anonymity.

Seaside University is a large, research university located in the Northeast United States. Enrolling over 16,000 undergraduates, Seaside's College of Academic Success aims to provide students with a successful undergraduate experience by offering a variety of resources. These resources include: academic enhancement, career and experiential education, and academic advising. Within the College of Academic Success, the Career and Experiential Education (CEE) Office supports students through career education and development. Students can obtain assistance choosing appropriate attire for interviews or find opportunities for volunteering and internships. Like many other institutions of higher education, Seaside seeks to encourage participation in internships because of the positive academic and social outcomes that previous studies (Parker et al., 2016) have shown result from internship experiences.

Student participation in internships provides gains in career-related variables as well as academic outcomes (Binder et al., 2015). Previous studies have demonstrated that students who participate in internships had higher overall grade point averages, were likely to be younger at graduation, and were also likely to be employed following graduation (Knouse et al., 1999). Because of these positive outcomes, college and university career centers continue to seek ways to increase student participation in internships, as well as maximize the benefits that a student can gain from participating in these internships.

At Seaside, the staff of the CEE have observed that students in some academic units participate in internships at a higher rate than students of other academic units. The CEE staff would like to increase internship participation, particularly among students in the College of Arts and Sciences, so that these students are experiencing the same gains from these opportunities as students in the other academic units. Thus, this project aims to understand students' motivations for participating in internships by analyzing the population of students who are participating, why they are participating in internships, what they believe they are gaining from participating, and how they see internship experiences fitting in with their overall academic experiences.

Organizational Context

Seaside University (Seaside) is a large, four-year, primarily residential research university located in New England. The institution enrolls over 16,000 undergraduate, graduate, and professional students in ten different academic units, which include: Arts and Sciences, Business, Education, Engineering, Environment and Life Sciences, Health Sciences, and Oceanography. Among these units, the College of Arts and Sciences is the largest College and enrolls approximately 4,600, or 25%, of Seaside's students.

Seaside's mission statement lists "engaged learning" as one of its primary values. At Seaside, the Career and Experiential Education Office supports this value by engaging students from the time of their undergraduate experiences through graduation and after in high quality personal and professional experiences. Staff of the CEE believe that all students should participate in at least one experiential opportunity during their undergraduate careers. The CEE Office serves all students from all units at Seaside, and students have several different opportunities for experiential learning, which include: practicum, problem-based learning, internships, engagement (service-learning), and mentoring (teaching assistant). Many units have formal arrangements for experiential learning. For example, many undergraduates in the College of Education will have the opportunity to participate in teaching assistant programs as part of their studies. However, in the College of Arts and Sciences, few formal arrangements exist for students to participate in experiential education.

The staff of the CEE is particularly interested in student participation with internships because of the benefits that come with such an experience. Previous studies have shown that outcomes associated with experiential education opportunities, such as internships, include: an increase in student GPAs by the end of their fourth year (Parker et al., 2016), clear and effective writing, and a contribution to the welfare of the community and enhanced relationships with faculty and staff (Coker et al., 2017), and socially responsible leadership (Kilgo et al., 2015).

Experiential education opportunities can take many forms; some students may participate in laboratory research, some may physically travel to a site for field experience, and yet others may choose to study abroad. The CEE at Seaside defines internships as opportunities in which students can achieve intentional learning objectives in a structured way and are supervised by professionals with relevant experience. Internships promote many different aspects of a student's development and may include observation, reflection, and evaluation. . When students at Seaside participate in internships, the options for academic credit are: (a) earning credit in a major; (b) earning credit in open electives; and (c) non-credit. These credit options vary by major within the College of Arts and Sciences. With 27 majors in the Arts and Sciences and frequently changing guidelines, it is incumbent on students of the College to be familiar with the requirements which are applicable to their major to participate since CEE staff do not have the capacity to continuously familiarize themselves with these requirements. Furthermore, due to capacity challenges, the CEE focuses primarily on students who have or will have 60 credits by the start of internship for participation in these opportunities. While students who do not meet the credit hour prerequisite are able to participate, support for them is limited.

For students who meet the credit threshold, once they meet the prerequisite, they can contact the CEE and are able to create an account with the office's client relationship management software, Handshake. On Handshake, students can search for internship opportunities and often apply through the platform. Likewise, potential internship employers have the option to accept applications to internships directly through Handshake or simply list postings that will direct interested applicants to a different website for

application. Thus, once students are able to access Handshake, the CEE Office has limited opportunity to track if students actually obtain internships or not.

Finally, conversations with a few different staff members of the CEE revealed the following concerns regarding internships. One staff member reported receiving anecdotal evidence from alumni who expressed regret at not participating in an internship and gaining practical skills that they could apply to future job opportunities. Another staff member expressed a concern that differences in student attributes might exist in their internship program. Thus, in addition to the office's desire to increase internship participation because of the benefits students gain from these experiences, the staff at the CEE are personally interested in trying to ensure that the internship opportunities are equitable for students in the College of Arts and Sciences.

Problem of Practice

According to Seaside's 2018-19 Annual Report, students majoring in the College of Arts and Sciences have the lowest participation rate in experiential learning among the academic units. Students in the College of Arts and Sciences reported a 20% participation rate, while the next lowest participation rate among academic units was in the College of Environmental and Life Sciences at 43%. Although CEE staff are interested specifically in internship participation rates, data that are collected as part of the annual report are not granular enough to provide these specific data. This is due to the fact that rates of experiential learning participation as reported in the Annual Report simply reflect enrollment figures for students who participate in credit-bearing experiential opportunities, such as a supervised research experience in a laboratory. Since internships are not necessarily credit-bearing, actual rates of internship participation are virtually unknown.

Furthermore, staff of the CEE believe that the experiences of their students in internships reflect trends reported by that National Association of Colleges and Employers (NACE), which say that students are not able to competently show or talk about skills that they have acquired through their undergraduate experience. Although the CEE does not have direct evidence of Seaside's students from internship employers about this, the CEE staff believe that increasing student reporting of internship participation and engagement with their office is even more urgent because of the NACE findings.

The CEE has recently tried to increase internship participation in only a few ways. The CEE has tried to increase internship participation rates across the University by offering credit or a transcript notation for internships in hopes that students who obtain internships outside of the CEE would share these experiences with the CEE. This has not seemingly affected internship participation rates or reports of internships from students in the College of Arts and Sciences. Thus, the staff of the CEE seeks to increase participation and communication of participation in internships from students to assist them in reflecting on the experience and making it more meaningful.

Literature Review

Internship participation is only one activity in which college students can choose to be involved during their undergraduate careers, and few studies focus specifically on understanding why college students choose to participate in internships. Since Seaside believes that internships contribute to a student's academic and career development, as well as the skills necessary for future careers, and they seek to increase reporting of and participation in internships, the following literature review will: (a) review of motivation theories that explain why people participate in activities to develop an understanding of motivation to participate, (b) provide an overview of self-determination theory, the conceptual framework chosen for this project, and (c) provide insight into student motivation to participate in activities and, analogously, adult learners' motivation to participate in professional development.

What Compels People to Act? Theories of Motivation

Motivation, the idea that people are *moved* to do something, can be understood in many different ways; researchers might try to understand how much motivation or the type of motivation that a person has. Two types of motivation, which have been widely studied in the field of psychology, are intrinsic and extrinsic motivation. Intrinsic motivation refers to doing something because it is inherently enjoyable, while extrinsic motivation refers to doing something to achieve a separable outcome (Ryan & Deci, 2000).

Understanding a person's motivations to participate has applications in many contexts, from participating with sport and physical activity to participating in the classroom to participating in community-based activities. Consequently, many theories have emerged to explain people's motivation to participate. Some theories focus on a person's self-perceived ability to accomplish a task and how much that person values that task, other theories focus on ways that people can provide motivation for others to act, and yet others focus on self-initiated motivation.

The area of motivation research which focuses on peoples' perceived competence and value of a task fall into a class of theories referred to as expectancy-value theories. Although the history of expectancy-value theory can be traced back to the 1930's, contemporary perspectives on the theory began to appear in the 1980s. Wigfield and Eccles (1992) are credited with developing the modern conceptualization of expectancy and values, and in 2000, the researchers analyzed data collected from three longitudinal studies to examine the change in primary school children's expectations of performance over time as well as the influence of these belief's on the choice of these children's activities. Findings from these studies suggest that as children grow older, they perceive themselves to be less competent in activities and also experience a decline in subjective values, although this varies by activity (Wigfield & Eccles, 2000), and they are therefore less motivated to participate.

Similarly, Burns and Gentry (1998) proposed a theory of motivation to participate on the premise that people will be motivated to learn if they are willing to engage in the learning experience and if the learning experience fits in with their value system. Combing the definition of learning and theories of

motivational learning, Burns and Gentry (1998) developed this "tension-to-learn" theory, positing that people will only learn if the two aforementioned conditions are met. Thus, people will be motivated to learn if they feel a tension in their mind that is experienced as perceived curiosity.

Another area of motivation research focuses on a person's internal reasons for participating or acting in a certain way. Markus and Nurius (1986) formalized the concept of "possible selves," which they posit is the link between self-concept and motivation. In this theory, people hold images of themselves in the present and act according to the different versions of themselves that they envision themselves potentially becoming in the future. These possible selves could be positive or negative. Therefore, possible selves serve two functions in mediating a person's actions: (a) they provide a way for people to understand their own past behavior as well as set-up patterns for new behavior thereby particularizing a person's motivation, and (b) they offer people a way to contextualize the current view of self. In 2011, Stevenson and Clegg (2011) studied the theory of possible selves in the context of students' extracurricular activities. The researchers aimed to gain insight into what students do, how they understand what they do, and how they imagine their activities as contributing to their future possible selves. As part of a larger project enhancing the theoretical understanding of the diversity and value of extracurricular activities and their potential positive influence on graduate outcomes, Stevenson and Clegg (2011) found that the theory of possible selves could only partially explain students' participation and understanding of the activities in which they participate. However, they suggest that the theory of possible selves lacks insight into the influence of a person's current understanding of themselves on their future understanding of themselves and the actions that they take.

Self-determination theory, another area of motivation research, uses context (or the *locus of causality*) to further explain people's motivations. In self-determination theory, motivation is either understood as an act of volition or an act of being controlled. People who participate of their own volition are recognized as intrinsically motivated (i.e. the most self-determined; internal locus of causality) while those who participate for reasons other than because they want to are considered extrinsically motivated (i.e. the least self-determined, external locus of causality; (Deci & Ryan, 2020). Self-determination theory will be discussed in more detail below.

The theories of motivation described above are frequently used in educational settings to help teachers understand what motivates students to learn. Self-determination theory has been applied to broader contexts in previous studies, and researchers have also used it as way to understand people's motivations to participate in exercise and other physical activities as well as patient compliance in healthcare settings. Similar to doctors who seek to compel patients to follow treatment protocols for the sake of the patient's health, staff of the CEE seek to increase student internship participation and engagement for the sake of the students' career development. Because of this similarity, self-determination theory was chosen as the framework for this project.

Conceptual Framework: Self-Determination Theory

Self-determination theory evolved out of the many studies on intrinsic and extrinsic motivation. As early as the 1970s, Deci (1971) began studying the effects of external rewards (such as money or verbal reinforcement) on a person's motivation. Numerous studies followed this initial study with results supporting Deci's (1971) original finding that rewards have the potential to undermine intrinsic motivation (Deci et al., 1999). In 1985, Deci and Ryan introduced the organismic integration theory (OIT) of self-determination theory which details the different regulatory styles of extrinsic form. This OIT also took into account the context of the motivation, which Deci and Ryan (2020) refer to as *locus of causality*.

At its core, self-determination theory (SDT) provides a framework in which motivation exists in three different forms. These three types of motivation are amotivation, extrinsic motivation, and intrinsic motivation, and they exist on a continuum. Figure 1 shows Ryan and Deci's (2020) most recent update of their representation of the three types of motivation along with the different regulatory styles that exist within extrinsic motivation. Descriptions of each of the three types of motivation follow, using motivation to exercise to illustrate each of the concepts.

Self-Determination Theory's Taxonomy of Motivation

Motivation	AMOTIVATION	EXTRINSIC MOTIVATION				INTRINSIC MOTIVATION
Regulatory Style		External Regulation	Introjection	Identification	Integration	
			Internalization →			
Attributes	• Lack of perceived competence, • Lack of value, or • Nonrelevance	• External rewards or punishments • Compliance • Reactance	• Ego involvement • Focus on approval from self and others	• Personal importance • Conscious valuing of activity • Self-endorsement of goals	• Congruence • Synthesis and consistency of identifications	• Interest • Enjoyment • Inherent satisfaction
Perceived Locus of Causality	Impersonal	External	Somewhat External	Somewhat Internal	Internal	Internal

Note. From the Center for Self-Determination Theory © 2017. Reprinted with permission.

Fig. 1. Self-Determination Theory's Taxonomy of Motivation.

Figure 1. The self-determination theory's taxonomy of motivation continuum showing amotivation, which is wholly lacking in self-determination; the types of extrinsic motivation, which vary in their degree of self-determination; and intrinsic motivation, which is invariantly self-determined (Ryan & Deci, 2020).

Amotivation. On one end of the continuum, amotivation characterizes a person who lacks inspiration to act (Ryan & Deci, 2000). For example, a person who makes no effort to exercise to be fit is an individual who has amotivation to exercise.

Extrinsic motivation. With extrinsic motivation, an individual does not participate in an activity because it is interesting, but does so because of the belief that that it will lead to a separable outcome. The person holds a perception that a contingency exists between the behavior and a desired consequence, such as implicit approval or a tangible reward (Gagné & Deci, 2005). Following the example above, an individual who exercises because they will no longer be the target of bullying or because they will receive a monetary incentive from their health insurance carrier instead of exercising for their own health benefits could be characterized as having extrinsic motivation.

In Figure 1, Ryan and Deci (2020) further identify four different styles of extrinsic motivation in their taxonomy. These styles represent a continuum within extrinsic motivation of low to high self-determination and are as follows: external regulation, introjected regulation, and identified regulation.

External Regulation. External regulation is the least autonomous style of extrinsic motivation and, thus, also the least self-determined; it is related to attainment of some incentive or punishment avoidance (Ryan & Deci, 2000). Furthermore, people who are externally regulated experience the motivation as coming from outside of them, which indicates an external locus of causality. A person who is not interested in exercising, but still participates in it because of a monetary incentive from their health insurance carrier, is a person whose extrinsic motivation is externally regulated.

Introjected Regulation. Introjected regulation is a style of extrinsic motivation in which people still feel pressure to act in a certain way (Ryan & Deci, 2000). They may feel compelled to act to avoid feelings such as guilt and shame or to maintain feelings of pride; this person has not internalized well the reasons for participating. For example, an individual who does not regularly exercise may choose to participate in a running event because all their friends are participating, and they would feel ashamed for not participating.

Identified Regulation. The third style of extrinsic motivation, which is more autonomous, is identified regulation. In identified regulation, a person believes a behavior is personally important to them and takes this regulation as their own (Ryan & Deci, 2000). An individual who values a healthy lifestyle might begin exercising because they believe that this is one way to achieve their goal of being healthy and fit.

Integrated Regulation. The most highly self-determined and autonomous style of extrinsic motivation is integrated regulation. Integrated regulation is similar to identified regulation but in this style of extrinsic motivation, people's reasons for acting are congruent with their personal beliefs (Ryan & Deci, 2000). With this type of motivation, an individual might exercise because they recognize the positive effects it would have on their health.

Intrinsic Motivation. Intrinsic motivation, the most self-determined and autonomous motivation on the continuum occurs when people act purely for the satisfaction of acting and do not expect a separable outcome (Ryan & Deci, 2000). An intrinsically motivated individual would choose to run for exercise because of their interest in exercising and their love of running.

With this understanding of self-determination theory, the remaining literature will review college students' motivations to participate during their undergraduate experiences as well as worker's motivations to participate in professional development.

College Student Motivation to Participate

In the specific context of colleges and universities, students have many opportunities in which to participate on campus. Some students choose to partake in numerous extracurricular and cocurricular activities during their undergraduate experiences while some students choose not to participate in any. Previous studies have shown that students' motivations to participate both in the classroom and in extra- and co-curricular activities are influenced by both internal and external factors. Jones and Hill (2003) found that behaviors that were previously established, such as a student who begins volunteering in high school and continues in college, influence a person's decisions to participate, and Turner and Patrick (2004) found that a student's personal goals and the opportunities that present themselves for the student to achieve these goals also affects individual's drive to participate. When considering extracurricular partnership opportunities with faculty, Marquis et al. (2018) found that students reported that the following factors influence their decisions to participate: interest in content or process, personal and professional development, network and relationship-building. Similarly, Smith et al., (2010) analyzed university student motivation for participating in volunteer service and found that altruistic reasons were scored the highest by frequent volunteers while non-volunteers had the highest agreement with items regarding volunteering as an instrumental/career-related activity. Finally, in a study on college student athletes and their likelihood on continuing physical activity after college, Reifsteck et al. (2016) found that a student's identity predicts self-determination, and thus motivation. These studies provide insight into some of the reasons that students choose to participate in any activities during college.

Research on college students internship participation is relatively limited, but in previous studies students indicate career and learning goals as motivating factors for internship participation (Coker & Porter, 2016). However, external factors can also play a role in student's motivation to participate. Two barriers to internship participation that students frequently cite are time and money (Coker & Porter, 2016; Gavigan, 2010; M. T. Hora et al., 2019).

Motivation to Participate in Professional Development

Because the previous research on college internship participation is relatively limited, the literature about worker participation in professional development may provide some insight. This context is analogous in that students and workers generally participate in these types of experiences on their own volition and

for career-related reasons. Previous studies suggest primarily extrinsic motivations for participating in professional development.

The health professions are a sector that often requires continuing education, and the fact that it is required serves as a primary source of motivation for participants (Buxton et al., 2012; Pool et al., 2016). However, health professionals also recognize the value in continuing education and this value serves as an additional motivator, shifting the locus of causality from an external locus of causality to more of an internal locus of causality. Other previous studies reveal additional motivations for employees to participate in professional development such as remaining current on technology, policy, and processes within their professions. For example, nurses have been found to participate in continuing education so that they can maintain a fairly high standard of care (Joyce & Cowman, 2007). Another frequently cited motivator, with a more internal locus of causality, for continuing education is its ability to further one's career path, (Bacheler, 2015; Joyce & Cowman, 2007; Kyndt & Baert, 2013). Bacheler (2015) also found that leaders of continuing higher education units cited gaining new knowledge as a reason for their participation in professional development experiences. This finding is similar to Pool et al.'s (2016) finding that nurses participate in professional development to increase competence. Despite these findings, an internal locus of causality does not always indicate the people will behave in a more self-determined way. Pool et al. (2016) found that building a professional network and supplementing gaps in knowledge ranked among the lowest factors that influence nurses' motivation to participate in continuing education. These studies show that findings from previous research are inconclusive, but suggest that extrinsic motivation is the primary influence on a person's participation in professional development.

With this understanding of college students' motivations to participate in their undergraduate careers, people's motivations to participate in professional development, and the self-determination framework, this project examined the different motivations that students have for internship participation and reporting of internship participation at Seaside University. From the findings, recommendations are offered to assist the Career and Experiential Education Office at Seaside in how to increase participation in and reporting of internships by students in the College of Arts and Sciences.

Research Questions

The following research questions were developed to address the overarching issue facing the CEE at Seaside: How can Seaside University increase rates of undergraduate student participation in internships from students in the College of Arts and Sciences?

- What motivates students to participate or report participation in internships?
- What differences in student attributes exist between students who are motivated to participate or report participation in internships and students who are not motivated to participate or report participation in internships?

- What do students who are motivated to participate or report participation in internships think they gain from these experiences?
- How do some students who are motivated to participate or report participation in internships choose to connect their internship experience with their college experience while others do not?

Methods

For this project, the research questions were addressed using three different sources of quantitative data: (a) data collected as part of the Intrinsic Motivation Inventory for this project, (b) pre-existing data from the CEE Office in the form of their 2018-19 Annual Report and aggregate reports from other institution-wide surveys, and (c) raw data from the CEE Office's Internship Student Final Evaluation.

Intrinsic Motivation Inventory

The origins of the Intrinsic Motivation Inventory (IMI) are unknown, but according to Markland and Hardy (1997), Ryan (1982) is widely credited with originating the scale. Although the inventory originally had only 4 subscales, the current version consists of 6 subscales. The full set of subscales need not be used to determine intrinsic motivation; instead, researchers are able to select which subscales to use without affecting the other factors (Markland & Hardy, 1997). Researchers have frequently used the IMI to examine motivation to participate in exercise and physical activity, and for this project, the IMI was adapted to collect data about current students' motivations for participating in internships.

One version of the IMI is the Activity Perception Questionnaire (Deci et al., 1994). This version of the IMI uses 3 of the subscales to determine the amount of internalization a participant has for an activity. These subscales are: interest-enjoyment, value-usefulness, and perceived choice. The IMI used in this project was modeled after the Activity Perceptions Questionnaire and the subscales were retained for the following reasons. The interest-enjoyment subscale was chosen because it is considered the self-report measure of intrinsic motivation. The value-usefulness subscale was chosen because it suggests internalization of a behavior, which would indicate self-regulation of a behavior. Finally, perceived choice is a concept that relates to the idea that a person's decision to act is moderated through either a controlling or informational (feedback) aspect (Ryan, 1982), and this aspect can originate either internally or externally. A person who acts because of a controlling aspect does so because they might feel pressure to achieve an expected outcome, while a person who acts because of an informational aspect does so because they receive feedback about their behavior without the pressure of acting in a specific way. Controlling environments tend to undermine intrinsic motivation while informational environments tend to enhance it (Ryan, 1982). These environments can be created both internally, through self-administered feedback, or externally (Ryan, 1982). In both cases, controlling feedback led to lowered intrinsic motivation as compared to informational feedback. With respect to self-determination theory, this concept provides a foundational understanding of the perceived choice subscale of the intrinsic motivation inventory. Thus, those who scored with a high level of agreement for perceived choice might

be more likely to feel that they are receiving information about the value of internship participation without the pressure to actually participate. In contrast, students who scored with a low level of agreement on the perceived choice subscale might feel pressure to achieve an expected outcome (e.g. participate in an internship to increase their marketability for future jobs), which would ultimately undermine their intrinsic motivation. The messages that students are receiving about their decision to participate in internships can be internal or external, but their motivation to participate is affected similarly in both situations. For this project, higher scores on these subscales indicated that students who have chosen to participate in an internship have internalized the behavior of internship participation, and they participate because they find the internship interesting and enjoyable.

Due to the COVID-19 pandemic affecting students during Spring 2020, and the majority of students not being on campus during summer break (Summer 2020), data collection was delayed until Fall 2020. As a result of the modified schedule for students to accommodate the COVID-19 pandemic, holidays and breaks in the academic calendar, students were not invited to participate until near the end of Seaside's winter break. All current students in the College of Arts and Sciences were invited to participate in the Intrinsic Motivation Inventory in January 2021.

Thee CEE staff invited students to participate in the inventory through their customer relationship management software, Handshake. In the e-mail, students received an anonymous link to complete the survey. After the initial e-mail, two follow-up reminder e-mails were sent to students. Students were not offered an incentive to participate. The Intrinsic Motivation Inventory was collected through the online survey platform, Qualtrics. Of the 4,618 students who received an e-mail invitation, a total of 31 students participated fully in the questionnaire and 5 students participated partially in the questionnaire. Partial responses were evaluated for completion and usability with subscale calculation. Those who completed all inventory subscale items were included in the analysis. In the data collected, all 5 respondents answered all inventory subscales questions, so all were included in the final analysis. The response rate to the Intrinsic Motivation Inventory was less than optimal, so additional analysis on the internship student final evaluation was conducted.

National Survey of Student Engagement Aggregate Reports for Seaside University (2013, 2016, 2019)

The overall profile of students in the College of Arts and Sciences was explored using survey data that the institution regularly collects from students and that is publicly available on Seaside's Institutional Research website. Although this data was collected previously for other institutional purposes, the CEE Office has never formally analyzed the data for these purposes.

The National Survey of Student Engagement (NSSE) is a part of the Center for Postsecondary Research at Indiana University Bloomington School of Education's study *The College Student Report*. The NSSE administers the survey annually to gain insight into first-year and senior students' participation in

institutional programming and activities that is targeted toward learning and personal development of these students. Since the NSSE aims to capture comparative data about first-year and senior students, many institutions participate in the study on a three-year cycle. The Center for Postsecondary Research develops summary reports for each participating institution and provides these reports to the institution. Seaside has made these aggregate reports publicly available on its institutional research and analysis website. These reports from the National Survey of Student Engagement provided insight into the types of students who participate in internships and engage with the institution otherwise.

Secondary analysis in the form of descriptive analyses were conducted on these pre-existing aggregate reports to provide an overall institutional profile of the students who have participated in internships on average for the three years.

Seaside has administered this survey to its students most recently in the academic years 2012-13, 2015-2016, and 2018-19 and invited all students in their first-year and senior classes to participate for each administration. Demographic data for students was provided by Seaside, while all other responses were self-reported. The surveys were administered in February and March of each academic year and participation rates for each administration are shown in Table 1.

Table 1. NSSE Participation Rates by Administration Year

Academic Year	First-Years	Seniors
2012-13	24%	35%
2105-16	32%	32%
2018-19	36%	40%

Internship Student Final Evaluation

At the conclusion of internships of which the CEE Office is aware, CEE staff requests that students participate in a student final evaluation. The evaluation consists of 32 items that include academic information, post-experience self-reported ratings of pre- and post-experience skills, perceived influence of internship on identification of career and academic goals, and internship environment (supportive supervisor, safety of site, etc).

The CEE staff provided a de-identified dataset of responses from this evaluation as of November 2020. Based on submission dates and the expectation that students participated in the evaluation at the conclusion of their internship, date stamps indicated that responses were from students who participated in internships from Spring 2017-Summer 2020. Of the 1,478 participants who participated in the evaluation questionnaire, 651 students identified themselves as having at least one major in the College

of Arts and Sciences. Because the staff of the CEE is interested specifically in the College of Arts and Sciences, the analysis included only the responses of those 651 students.

Data Analysis

Intrinsic Motivation Inventory

Full and partial responses to the Intrinsic Motivation Inventory were first downloaded from Qualtrics for analysis. Partial responses were reviewed to determine if responses were complete enough to be included in aggregate subscale calculations. All of the partial responses (n = 5) contained a complete set of responses to each of the three subscale items although they did not contain responses to items concerning demographic information. Because the subscales could still be calculated without modification, these responses were merged with the original dataset using Microsoft Excel for analysis.

To calculate the subscales, responses to items that required reversing the scale were first recoded into a new variable using SPSS. Per the IMI coding scheme, responses to items with reverse scales were subtracted from 8 to obtain the appropriate coding for subscale calculation. Once the responses were recoded, responses to each of the items within a subscale were averaged through SPSS to provide a score for the level of students' motivations to participate in internships. Table 2 shows the results of the values for each subscale for all participants in the IMI.

Table 2. Averages of Subscales for Intrinsic Motivation Inventory

Subscale	N	Minimum	Maximum	Mean
Interest-Enjoyment	36	1.13	7.00	5.61
Value-Usefulness	36	3.56	7.00	6.25
Perceived Choice	36	2.25	7.00	5.31

The data in Table 2 show that the ranges of responses for each subscale varied greatly. Participants selected responses to items on the interest-enjoyment subscale on a range between 1.13 and 7.00. Similarly, participants selected responses to the items for the value-usefulness subscale on a range between 3.56 and 7.00. Finally, participants selected responses to items on the perceived choice subscale on a range between 2.25 and 7.00. This suggests that students ranged widely in how they scored on each subscale. Some students felt that the items comprising each scale were very true of their internship experiences, while some students felt that the items were not at all true of their internship experiences.

To further explore if a relationship existed between the subscales for students based on how they felt about what motivated their internships, a one-way, within-subjects analysis of variance (ANOVA) was conducted to compare the three subscales. The results of the ANOVA were significant, $F(2, 70) = 9.72$, $p = 0.00$. Further post-hoc tests to compare the means of each of the subscales was also conducted. Table 3 shows the results of these t-tests.

Table 3. Paired Samples Tests

	Mean	t	df	p
Interest-Enjoyment - Value-Usefulness	-0.64	-3.25	35	0.003
Interest-Enjoyment - Perceived Choice	0.30	1.16	35	0.256
Value-Usefulness - Perceived Choice	0.94	4.90	35	0.000

Value-usefulness was rated significantly higher than both interest-enjoyment and perceived choice, but there was not a significant difference between interest-enjoyment and perceived choice. This suggests that individuals understand the value of internships, but do not feel a high intrinsic drive to participate.

In addition, a total average score was calculated for each student to gain a better understanding of their intrinsic motivation. Since the highest level of agreement with the intrinsic motivation inventory items indicates a high level of intrinsic motivation, the total average scores for students was analyzed by frequency. Fifty-six percent of the participants had total average scores below 6, while forty-four percent of participants had scores of 6 or greater. This indicates that, in general, students do not have a high internal drive to participate in internships.

Secondary Analysis: National Survey of Student Engagement Aggregate Reports (2013, 2016, 2019)

Data from Seaside's aggregate reports of the National Survey of Student Engagement provided an overview of the students who were motivated to participate in internships and other experiential opportunities. Since the NSSE is designed to provide insight to institutions about different modes of student engagement, data regarding internships is generally combined with data about other experiential opportunities. Within the survey, many questions refer to the internships in conjunction with one or more experiential opportunity. The following analyses will identify how the experience is referred to for each question.

In a question to both first-year and senior students in each survey administration about their future plans or past accomplishments in completing an experiential opportunity such as internship, co-op, field experience, student teaching, or clinical placement, cross-sectional comparisons of responses over time were conducted. Responses from the first-year students in one administration who chose "Plan to do" and the seniors in a subsequent administration three years later (i.e. first-year responses in 2013 and senior responses in 2016) who chose "Done or in progress" were compared. For both survey administrations, 83% of first-year students chose "plan to do" while only 69% of seniors in the subsequent survey administrations indicated that they were done or were in the process of completing one of the experiential experiences. This indicates that approximately 15% of all students at Seaside do not complete experiential opportunities as planned during their undergraduate careers.

To examine the trend of experiential learning participation over time across the College by a student's senior year, the item "*Which of the following have you done or plan to do before you graduate?: Participate in an internship, co-op, student experience or clinical placement*" was analyzed for responses from seniors who chose "Done or in progress." In all three survey administrations, nearly 70% of seniors responded that they were "done or in progress" with this activity. Of the students who selected "done or in progress" for participation specifically in an "internship or other field experience," student attributes were further analyzed by gender, race/ethnicity, age, first-generation status, enrollment status, and major category.

Data from the aggregate NSSE reports specific to internships or field experiences provides insight into the attribute of only senior students who have completed or are in the process of completing an internship or field experience. Additionally, the aggregate NSSE reports provide data that is already weighted and because of this, the ability to average actual participation rates was limited, so averages of the percentages across the three administrations are used when indicated in the following analysis, which develops a profile of the students who participate most in internships. Results of this further analysis are discussed below.

Gender

From the aggregate reports, on average, 72% of males reported participation in internships or field experiences in these three survey administrations. Comparatively, only 63% of women on average reported having participated in an internship or field experience by their senior year. This finding suggests that men appear to consistently participate in internships or field experiences at a higher rate than women at Seaside.

Race/Ethnicity

Figure 1 shows data comparing participation rates in internships or field experiences for senior students disaggregated by race/ethnicity.

Figure 1. NSSE Participation by Race/Ethnicity, 3-Year Average (2013, 2016, 2019)
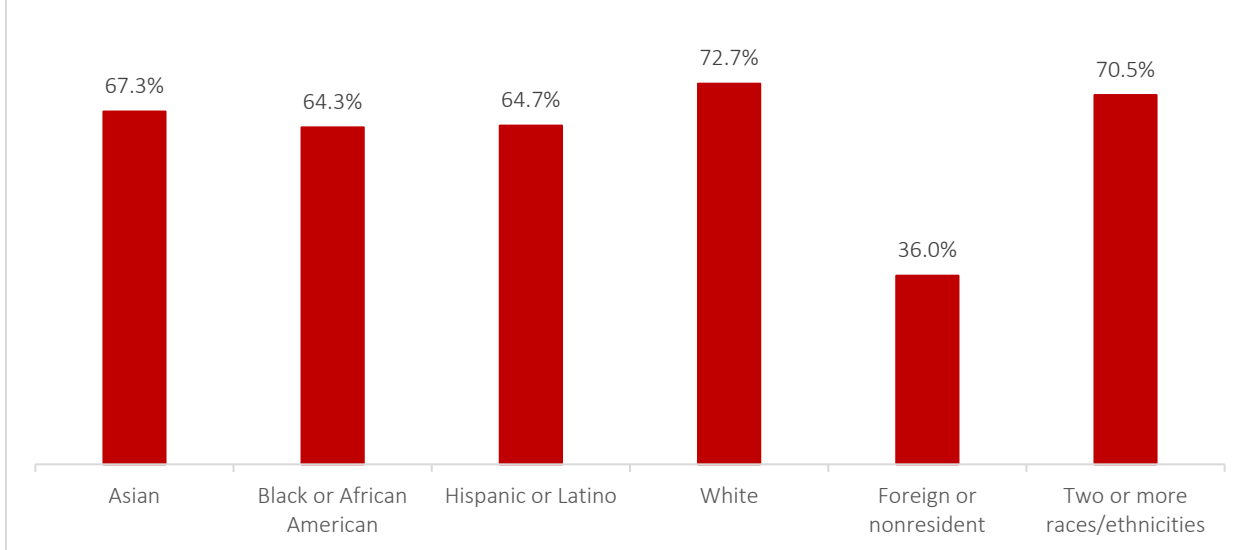
Although the figure shows some variation in the participation of internships among race/ethnic groups over the three years, White students show the highest participation in internship or field experiences for the three survey administrations. All other race/ethnicity groups showed lower internship or field experience participation than White students.

Major

Students' majors were also compared for seniors who indicated that they were done or in progress for completing an internship or field experience. Cross sectional comparisons of students' selected majors for each survey administration (over time) were compared. Seniors who had majors in the arts and humanities participated in internships in the lowest proportion. For the years 2013, 2016, and 2019, the proportion of students who participated in an internship or field experience and indicated that their majors were in the Arts and Humanities were: 48%, 61%, and 46%, respectively. This suggests that although students in the College of Arts and Sciences may be participating in internships at a relatively high rate, these students may not be reporting these experiences to the CEE Office.

Age

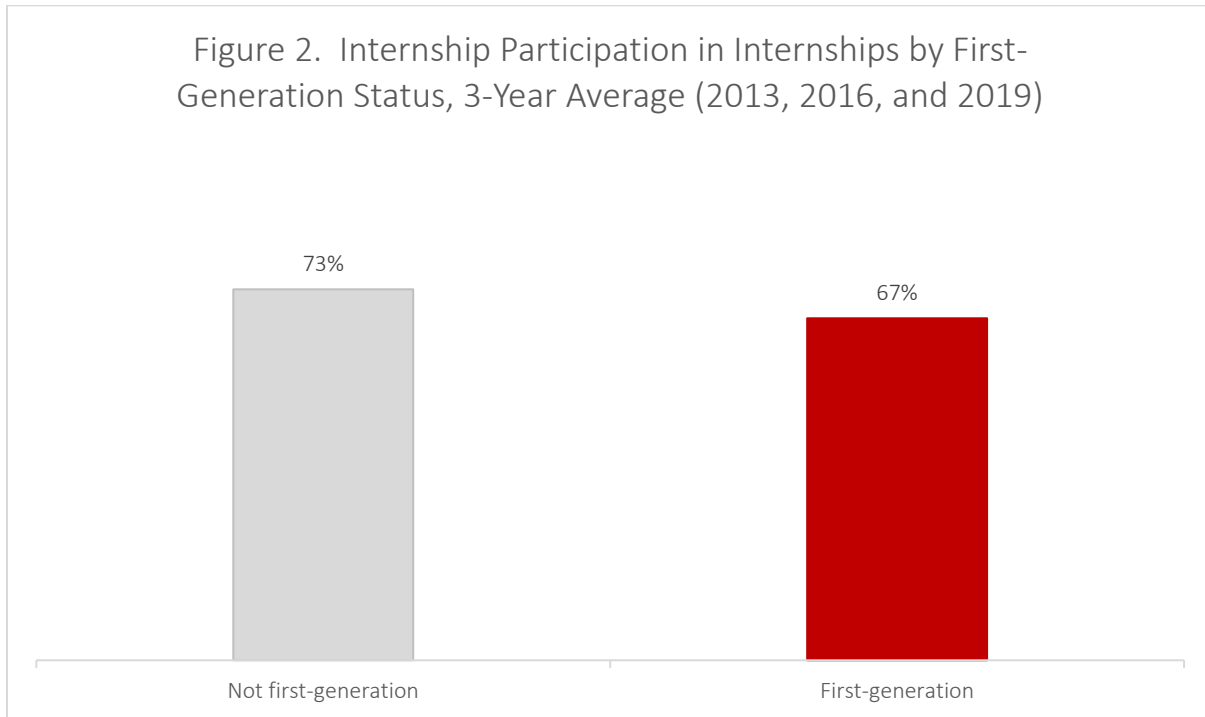Analysis of age data also revealed that traditional students (first-years less than 21 years of age and seniors less than 25 years of age) consistently participated in internships and field experiences at a higher rate than nontraditional students. Across the three academic years, approximately 75% of traditionally-aged students participated in internships, while only about 50% of nontraditional-aged students

participated in internships. Again, this data indicates that a high percentage of students are participating in internships or field experiences, but it is difficult to distinguish the experiential opportunity in which students are participating. As above, student may be participating in internships at a high rate, but the CEE office remains unaware if this is the case.

First-Generation Status

Over the three years of survey administrations, nearly 75% of not first-generation students reported participating in internships or field experiences by their senior year. Although first-generation students and not first-generation students reported participating in an internship or field experience in the same proportion in 2016, the proportion of first-generation students reporting participation in this activity was slightly lower in 2013 (64%) and 2019 (65%). Figure 2 summarizes the participation rates in internships or field experiences by first-generation status as averages over the three years of survey administrations.

Figure 2. Internship Participation in Internships by First-Generation Status, 3-Year Average (2013, 2016, and 2019)

Not first-generation	First-generation
73%	67%

Enrollment Status

When examining participation in internships by enrollment status, nearly 75% of students of full-time students reported participating in internships by their senior year. In a trend similar to the trend found in student ages, 49.3% (three-year average) of not full-time students reported participating in internships or field experiences by their senior year. Again, this high rate of purported internship participation suggests that students are not reporting their experiences to the CEE office.

Residence

Among students who lived on campus and those who lived off-campus, students were found to participate in internships at nearly the same rate regardless of living arrangement. Over the three survey administrations, 73.3% of students living on campus reported participating in an internship or field experience by their senior year, while 70.3% of students living off-campus reported the same participation in an internship or field experience. Again, students living both on campus and off-campus are reporting a high rate of internship participation here which again suggests that the CEE office does is not receiving reports of the internship participation.

Secondary Analysis: Internship Student Final Evaluation

To analyze this data, students who indicated that they have a major in a department or program within the College of Arts and Sciences were first identified. Students at Seaside can declare more than one major at Seaside, and both variables indicating major were reviewed to identify students who could be considered as part of the College of Arts and Sciences. Descriptive statistics summarizing the breakdown by major of students participating in internships provided an understanding of this population. Appendix A summarizes this data.

Several items on the CEE Internship Student Final Evaluation provided insight into transferable skills that students might develop during an internship. These skills include: communication skills, engagement skills (initiative and teamwork), and analytical skills. The evaluation asked students to rate themselves on six items related to each skill. Students rated each skill based on their self-perception of the items both before the internship experience and following the internship experience. All ratings were collected only following the internship. Each item was based on a four-point Likert scale which had values: Poor, Fair, Good, and Great. For this analysis, the values were converted to numerical values using Microsoft Excel, and items related to pre- and post-experience changes in a skill were analyzed using a paired sample mean comparison (paired t-tests) to determine if students perceived any gains in these areas. All items were determined to have statistically significant changes. Appendix B shows graphical representations of the result of these paired t-tests.

Additionally, items related to internship influence on career and academic goals were examined also using a paired sample mean comparison (paired t-tests) to determine how students view internship experiences in relation to their future careers and to their current academic pursuits. Each item was based on a four-point Likert scale which had values: Very Little, Somewhat, Quite a Bit, and Very Much. For this analysis, the values were converted to numerical values in Microsoft Excel. Appendix C shows a graphical representation of these results. Similar to the analysis above, for differences in how students perceived internships to enhance their career versus academic growth, all were found to be statistically significant.

The item: *Thinking about the ideas, skills, knowledge, and abilities that you learned during your academic coursework, which were you able to apply to your internship opportunity? Check all that apply.* was also

selected for analysis to determine the extent to which students connect their internships with their undergraduate experiences. Possible responses to this question included items related to transferable skills and the ability to transfer knowledge.

Using Microsoft Excel, each response selected by a student was counted once to determine the frequency with which students believe that these ideas, skills, knowledge, and abilities were applicable to their internships. The frequency of selection for each item was divided by the total number of students identified in the dataset to be from the College of Arts and Sciences to demonstrate the percentage of students in agreement with the response statement. Appendix D shows the results of this analysis. Findings from this analysis suggest that many students seem to be able connect abilities and skills from their academic experience to their internships but have more difficulty connecting knowledge and ideas to their internship experiences. For example, 89% of respondents reported that they were able to apply communication skills from their academic coursework in their internship, but only 18% of respondents reported that they were able to apply history and theories of their major to their internships.

Findings

Finding 1: Students participate in internships because they find value and usefulness in them.

Based on the total average scores for student responses to the IMI, students seem more likely to be extrinsically motivated than intrinsically motivated to participate in internships. When considering the reasons that students participate in internships, students appear to participate in internships for reasons other than simply the sheer enjoyment of it. . Results from the comparisons of the subscales showed that many students felt significantly different about the subscale concepts in the following ways: (a) value-usefulness was rated significantly higher than interest-enjoyment, (b) value-usefulness was rated significantly higher than from perceived choice, and (c) no significant difference exists between interest-enjoyment and perceived choice. Previous findings (Davis et al., 1992) support a relationship between enjoyment and usefulness, and therefore, the finding that Seaside's students feel significantly differently about their interest-enjoyment in internships and the value-usefulness that they see in them is noteworthy. On average, students scored higher on the value-usefulness subscale (6.25) then the interest-enjoyment subscale (5.61). Similarly, student responses to the subscales of value-usefulness and perceived choice were found to be significantly different. People who feel an increased sense of perceived choice likely feel that they are acting more autonomously leading to a sense of being more intrinsically motivated. This corresponds to a heightened sense of value-usefulness in their actions because of the perceived intrinsic motivation, and thus, it follows that student scores on the value-usefulness differs from perceived choice subscale in a significant way. On average, students felt more strongly that participating in internships had value-usefulness (6.25) than they felt about their perceived choice in participating in internships (5.31).

Notably, the means of students' responses to the interest-enjoyment and perceived choice subscales did not differ. These findings suggest that students do not feel differently about between their perceived choice and interest-enjoyment for participating in internships in a systematic way. Thus, these findings suggest that CEE staff should focus on increasing students' interest-enjoyment in internships and their perceived choice to complete an internship to encourage motivation among students' internship participation.

Finding 2: Disparities exist in who participates in internships.

The previously collect National Survey of Student Engagement data from Seaside's 2013, 2016, and 2019 survey administrations revealed the following information about students who participate in internships. Students identifying as men participated more frequently than those identifying as women. White students participated at higher rates then non-white students. Traditionally-aged students and full-time students also participated higher than their counterparts. Those studying Education had the highest rate of participation in internships.

The NSSE data suggests that students who have majors in the departments and programs in the College of Arts and Sciences participate in internships at a lower rate in internships and field experiences than students who have other majors at Seaside. This finding further supports the that data Seaside's CEE department reports about participation rates in internships in the Colleges across the University.

Specifically, within the College of Arts and Sciences, the Internship Student Final Evaluation provided insight into the proportion of students in each major who participated in an internship. Appendix D shows that nearly half of the students who participate in internships in the College of Arts and Sciences majors in Communication Studies. Below Communications Studies, the proportion of student participation in internship from the remaining majors listed were much lower; nearly all majors showed participation rates of less than 10%. Although many of the majors represented in the low proportion participation list are in fields in the humanities, many majors still appear to be in more applied fields. This suggests that the low participation rates are not limited to the humanities and that other factors might be influencing internship participation. This finding and the common attributes of students participating in internships at Seaside are congruent with findings from previous research which, although limited, indicates that internship participation is inequitable and varies according to demographic, academic, and life/employment situations and characteristics (M. Hora et al., 2020).

Finding 3: Students believe they gain many transferable skills from internships.

Analysis of the data revealed the types of skills and experiences that students believe that they gain from internship experiences. Results from the Intrinsic Motivation Inventory also support the idea that students believe they have something to gain from internship experiences. As described in the preceding

section, students are significantly more motivated by value-usefulness than they are by interest-enjoyment and their perceived choice to participate or report participation in internships.

Results of the Internship Student Final Evaluation support this finding that students participate in internships because they believe they can gain something from them instead of participating in them for the pure enjoyment of it. The results from this evaluation indicate that students believe that they make significant gains in communication, engagement, and teamwork skills following an internship. Improvement of these skills as a result of internship participation, which are often referred to as "soft skills," aligns with previous studies that show that students participate in extracurricular opportunities for career development and relationship-building (Marquis et al., 2018).

Finding 4: Students do not seem able to connect their internship experiences with their academic experiences.

Findings from the Internship Student Final Evaluation suggest that students do not seem to connect their internships with their undergraduate careers. The results reveal that students view internships as more beneficial to their career growth than their academic growth. In questions relating internship experiences to academic and career goals, participants rated their internships as enhancing their understanding of career goals significantly higher than their internships enhancing their understanding of their academic goals.

Other results from the Internship Student Final Evaluation further support this notion that students do not connect internships and their undergraduate careers very strongly. When students were asked to indicate the "knowledge, skills, ideas, and abilities" they learned in coursework and were able to apply in their internships, many of the transferable skills in the response list were selected with the highest frequency. Among the response items that were selected the least, two made direct reference to a student's major. This suggests that students do make strong connections of transferable skills from their college experience to their internship experience, but their connection of knowledge and ideas in their academic experience with internships is weaker.

Recommendations

According to self-determination theory, individuals' motivation to participate increases when they feel a sense of competence, autonomy, and connectedness (Deci & Ryan, 2000; Niemiec & Ryan, 2009). For various reasons, such as accountability to external stakeholders, when educators try to motivate students (i.e. to learn, to participate, etc.), they frequently utilize external controls rather than attempting to facilitate students' inherent in learning (Niemiec & Ryan, 2009). Since these types of external controls have been shown to undermine intrinsic motivation (Deci & Ryan, 2000), the CEE staff needs to actively combat this tendency by facilitating the perception of intrinsic motivation. Thus, while students may

experience regulation through identification or integration in their extrinsic motivation, they will perceive their motivation to participate as emanating from themselves, and thus intrinsically motivated.

Therefore, based on the findings above, recommendations for Seaside's CEE to increase reporting of and participation in internships in the future are as follows:

Recommendation 1: Increase Capacity for Data Collection

Staff of the CEE believe that students in the College of Arts and Sciences participate in the internships at a lower rate than students in the other Colleges at Seaside. However, evidence of this phenomenon is only anecdotal. Additionally, data collected through institution-wide surveys, such as the NSSE, does not provide data to a level granular enough to confirm that students are participating in internships and not other field experiences at the seemingly high rates that the NSSE data imply. To obtain a better picture of student internship participation within the College of Arts and Sciences at Seaside, Seaside should collect more data on how many students are actually participating. The CEE staff might reach out to other offices, such as the Office of Institutional Research, that conduct institution-wide surveys to try to include additional questions related specifically to internship participation (or lack thereof). These questions should include items about whether the student reported the internship to the CEE, and if not, why the student did not report it. To gain a more holistic understanding of how students' perceptions of their transferable skills change over the course of an internship, the CEE may find a way to include pre-internship and post-internship questions on these surveys as well.

Furthermore, although the requirements differ by major and change frequently for students participating in internships in the College of Arts and Sciences, the staff of the CEE should work with the career education specialists, and possibly even faculty advisors in a few ways to try to collect more data on internship participation. First, the staff should develop a database of requirements so that they can attempt to track which majors offer internship credits. Secondly, the CEE staff can work with the career education specialists or faculty advisors to integrate an internship into a student's graduation plan. This could serve to increase faculty awareness of the importance of communicating with the CEE about students who are participating in internships. It might also encourage internship participation among students. CEE staff may choose to communicate the importance of internships participation during a faculty meeting, emphasizing that the CEE will be able to track aggregate information that could serve as outcomes data for departments.

The data suggests that more students in the Colleges of Arts and Sciences are participating in internships more than are being reported to the CEE. Improving the processes for obtaining internships could improve CEE's internship participate rate outcomes. The CEE might achieve this by improving the process for securing internships by: (a) engaging students sooner and (b) lowering barriers to participation.

Recommendation 2: Engage Students Sooner

Due to capacity challenges within Seaside's CEE, the office only actively assists students who have earned or will have earned 60 credits by the start of their internship in securing this type of opportunity. Schwartz et al. (2018) suggests that the most effective career counseling occurs when career center staff connects with students soon after arriving for their first-year on campus, and this delay in engaging students at Seaside likely affects students' willingness to report internships to the office. To engage students sooner, the CEE should develop programming and short-courses targeted to first-year students, which highlights the value of the office for a student's career development. If the opportunity exists, the CEE staff could connect with the office that oversees orientation programming to develop a more active role in connecting with students. Finally, the CEE could choose to utilize student employees to connect with first-year students. The CEE staff could either work with resident advisors to develop programming around career development and the services that the office offers, or they could hire student ambassadors to connect with students early on in their undergraduate careers.

Recommendation 3: Lower Barriers to Internship Participation

Seaside should also work to lower barriers to participation among the groups shown to be participating at lower rates by increasing support in the search and vetting process for these students. Students face numerous barriers to participation, particularly those who identify as first generation, low-income, or part of other disadvantaged groups. In a working study on factors inhibiting college students from participating in internships, Hora et al., (2019) identified the following reasons as the most common ones that students cite for not participating in internships: need to work, heavy course load, lack of internship opportunities, insufficient pay, lack of transportation, and lack of childcare. Furthermore, the researchers found that students studying in the Arts & Humanities were more likely to cite insufficient pay and heavy course loads as reasons for not participating in internships. Actively developing ways to lower barriers to participation at Seaside, particularly with regard to these disadvantaged students, is essential.

Given that the profile of students who participate in internships at Seaside reflects the profile of students found in other studies, Seaside should develop a series of workshops to guide students through the internship research, selection, and application process. Students who are not well-connected in professional settings might find it especially challenging to find internships and have reported turning to friends, family, and former employers to find internships (M. T. Hora et al., 2019). Students in other studies have also found the vetting process to be long and disheartening and the application process to intimidating and discouraging (Hora et al., 2019). Furthermore, the results of the IMI showed students scored the lowest on the interest-enjoyment subscale, which were significantly different from their value-usefulness scores, but not from their perceived choice scores. Previous studies have shown a positive relationship between usefulness and enjoyment. Thus, by emphasizing value-usefulness of internships through these workshops, CCE staff would likely increase the interest-enjoyment in internship participation, thereby increasing participation rates.

Recommendation 4: Provide students with a meaningful rationale for why internships are useful

If students feel that they have a voice and a choice about participating in internships, they are likely to more feel autonomous in their choice to participate in internships (Niemiec & Ryan, 2009). Students who feel more autonomous are probably less likely to perceive that they are acting because of external influences and may instead act from their own volition. In this informational environment, the feedback of the value of the internship should enhance a student's perceived intrinsic motivation by removing the pressure to participate (Ryan, 1982). Furthermore, students will only engage and personally value internship experiences if they feel that they can understand and master the skills that are involved in a "work experience" (Niemiec & Ryan, 2009). Staff should also be sensitive to the different attributes and motivational profiles of the students in the College of Arts and Sciences as previous studies have shown that these individual differences can affect first-year student motivation in the classroom (D'Lima et al., 2014).

Thus, the CEE should craft messaging that highlights the benefits of internship participation in relation to specific skills and competencies that students can more fully develop from the experience. By tailoring message based on motivational profiles of students, the CEE staff may also be able to facilitate a sense of belongingness among the students. The CEE staff might normalize internship participation or engagement with the CEE among different populations of students through activities such as working with extracurricular student organizations that are on campus (e.g. affinity groups or pre-professional organizations). The CEE might participate in a panel on campus resources to connect the importance of engaging with the CEE to opportunities that might be available from the CEE. For example, the CEE may participate in a career-development workshop hosted by a group and provide information on scholarship opportunities designed to support students who might be offered unpaid internships.

Recommendation 5: Partner with Academic Advising to integrate internship experiences with students' experiences

The CEE should develop their partnership with academic advising to increase the integration of students' internship experiences with their academic experiences. Since academic advising offices frequently help students with academic choices in relation to their career goals, collaboration of the two offices would provide students with a better understanding of how an internship might fit with their chosen or choice of major (Ledwith, 2014). The CEE staff my go one step further and work with academic advising to encourage integration of internships into student's 4-year graduation plan.

Although a collaboration between these two offices may lead to many different paths of partnership, Seaside's CEE Staff should partner with their Academic Advisors to develop joint resources. The staff should develop a tool that students can use to "match major to occupation" (Ledwith, 2014). This type of activity would give students the ability to engage academic advising and CEE staff around a common

focus so that the student can easily draw connections between an internship and their intended or chosen major.

Other effective programming and activities may emerge from this type of partnership. The two offices could work to identify student readiness in the student's career decision-making process (Ledwith, 2014). Since academic advising already incorporates many aspects of student development, CEE staff should work with academic advisors to identify aspects of career-readiness models that would fit with academic advising so the two offices can develop effective interventions (Ledwith, 2014). Furthermore, in this type of partnership, academic advisors might alert CEE staff to potential internship experiences (Ledwith, 2014).

Conclusions

Data from campus-wide surveys at Seaside University suggest that students are participating in internships at relatively high rates. However, Seaside's Career and Experiential Office does not have evidence to confirm this trend, particularly in the College of Arts and Sciences. Based on the findings from the Intrinsic Motivation Inventory, the Internship Student Final Evaluation, and Seaside's aggregate NSSE Survey reports, trends in student motivation to participate and reported participation rates by students were revealed. Although students appear to understand the value and useful of an internship opportunity, especially regarding career development, students seem to find neither interest and enjoyment nor feel that they have a choice in the experience. Furthermore, analysis of multiple survey administrations of the NSSE Survey revealed the common attributes of students who participate in internships.

To address these findings, four recommendations were presented to the CEE:

Recommendation 1: Increase Capacity for Data Collection

Recommendation 2: Engage Students Sooner

Recommendation 3: Lower Barriers to Participation

Recommendation 4: Provide students with a meaningful rationale for why internships are useful

Recommendation 5: Partner with Academic Advising to integrate internship experiences with students' experiences

With these findings, the CEE could see improved rates of internship participation or reporting of internship participation form students of the College of Arts and Sciences.

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Appendices

Appendix A

Percentage of students with majors in departments and program in the College of Arts and Sciences from Internship Student Final Evaluation.

Majors	Percentage of Total
Communication Studies	46.7%
Sociology	11.1%
Journalism	8.1%
Public Relations	7.1%
Economics	6.9%
Political Science	6.9%
Film Media	4.8%
English	4.0%
Computer Science	3.1%
Modern and Classical Languages and Literatures	2.9%
History	2.3%
Writing and Rhetoric	2.0%
Gender and Women's Studies	1.4%
Art	1.1%
African American Studies	0.8%
Chemistry	0.5%
Chemistry and Forensic Chemistry	0.3%
Classical Studies	0.3%
Mathematics	0.3%
Philosophy	0.3%
Animal Science and Technology	0.2%
Anthropology	0.2%
Military Science	0.2%
Music	0.2%
Theater	0.2%

Appendix B

Results of Paired Mean Comparisons (t-tests) for items related to transferable skills from the Internship Student Final Evaluation showing aggregate responses from before and after the internship. The items for each skill in the respective charts below.

Communication Skills

Communication Skills

	Before Internship	After Internship
Asserting my own opinions	2.66	3.46
Communicating with a person in charge	2.80	3.71
Expressing ideas and concepts clearly	2.75	3.53
Listening intently	3.11	3.71
Communicating well orally	3.00	3.64
Communicating well in writing	2.97	3.59

Engagement Skills: Initiative

Engagment Skills: Initiative

	Logically approaching a problem	Requesting increased responsibility	Adhering to deadlines	Approaching a problem independently	Understanding my personal ethics	Desire to continue learning in the field
Before Internship	2.89	2.55	3.03	2.92	3.17	3.11
After Internship	3.55	3.45	3.60	3.60	3.68	3.69

■ Before Internship ■ After Internship

Engagement Skills: Teamwork

Engagement Skills: Teamwork

	Making positive use of feedback	Respecting the needs of others in my work environment	Collaborating on projects with other people	Participating in meetings and group settings	Accepting and following directions from other people	Engaging with people whose voices, experiences, and ideas are different than my own
Before Internship	2.96	3.31	2.98	2.82	3.27	3.10
After Internship	3.65	3.73	3.58	3.52	3.76	3.64

■ Before Internship ■ After Internship

Analytical Skills

Analytical Skills

Chart showing "Analytical Skills" with Before Internship and After Internship values:

- Identifying the skills and resources necessary to complete a task (e.g. research, technology, communications): Before 2.90, After 3.62
- Interpreting information: Before 2.93, After 3.57
- Summarizing what I have learned: Before 2.96, After 3.61
- Retaining new ideas: Before 3.00, After 3.63
- Identifying problems: Before 2.98, After 3.58
- Recommending solutions: Before 2.83, After 3.56

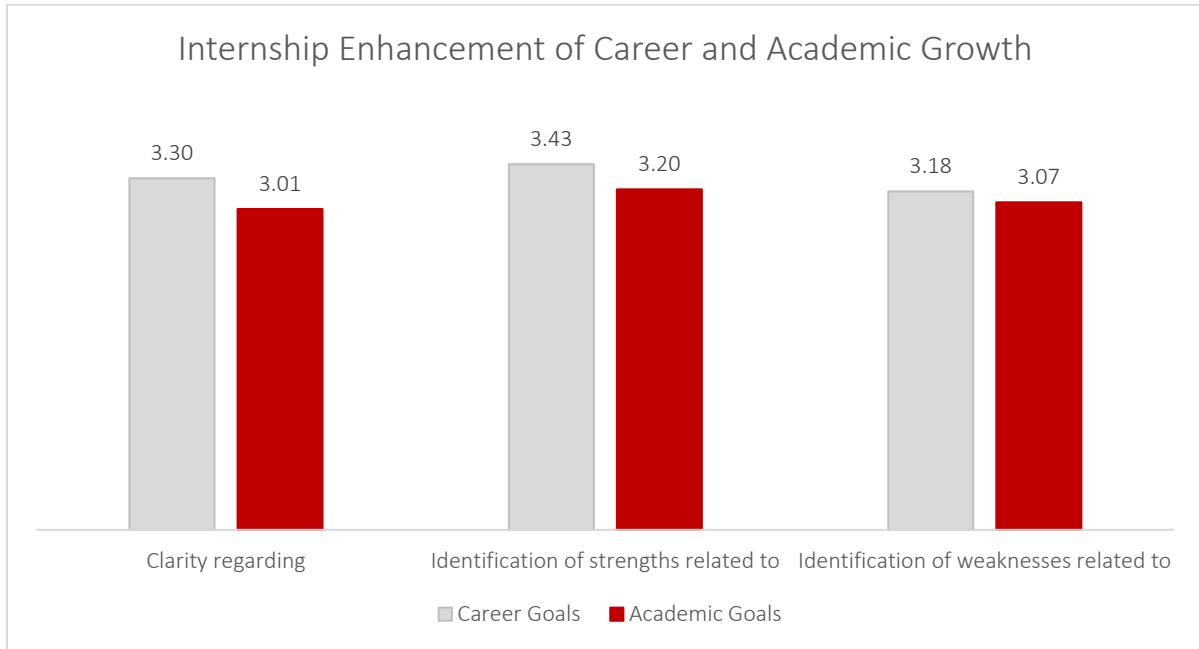Legend: Before Internship, After Internship

Appendix C

Results of Paired Mean Comparisons (t-tests) for the questions:

To what extent did your internship enhance your career growth?:

To what extent did your internship enhance your academic growth?:

Internship Enhancement of Career and Academic Growth

	Career Goals	Academic Goals
Clarity regarding	3.30	3.01
Identification of strengths related to	3.43	3.20
Identification of weaknesses related to	3.18	3.07

Appendix D

Frequencies with response items were selected for the question *Thinking about the ideas, skills, knowledge, and abilities that you learned during your academic coursework, which were you able to apply to your internship opportunity? Check all that apply.*

Idea, Skill, Knowledge, or Ability	Percentage of Total
Communicating effectively (e.g. writing, presentations to groups, interpersonal communication)	89%
Problem solving (e.g. thinking critically, designing a new product, identifying new approaches to helping a client)	85%
Using technology (e.g. technical skills, tools, instruments, computers)	82%
Honesty and ethics (e.g. preventing plagiarism, ethics in research, protecting client confidentiality)	79%
Integrating knowledge from different fields (e.g. apply knowledge to a new setting or complex problem, work effectively with a team of diverse professionals)	72%
Reading thoughtfully (e.g. analyzing information, reviewing critically)	69%
Collecting and presenting information (e.g. interpreting data, graphs, or reports	61%
Creative expression or artistic appreciation (e.g. art, design, knowledge of creative works)	60%
Information literacy (e.g. identifying available information and tools, evaluating quality of information, researching complex issues)	60%
Understanding of diversity and multiculturalism (e.g. respecting different cultural perspectives, appreciating human diversity)	55%
Contributing to society and the needs of the larger community (e.g. advocacy, leadership, political structure)	49%
Conducting research (e.g. assisting in a research project, writing a research paper	37%
Applying knowledge to local and global problems (e.g. recognizing how my major can help solve problems such as hunger, poverty, or sustainability)	31%
Mathematical, statistical, or computational methods (e.g. SPSS, Excel, sale and profit analysis)	25%
History and theories of my major (e.g. psychological theories, global history)	19%
Other	1%