

ABSTRACT OF CAPSTONE

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The Graduate School  
Morehead State University

April 1, 2022

PROMOTING IMPACTFUL INTERNSHIPS WITH COMMUNITY PARTNERS

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Abstract of Capstone

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A capstone submitted in partial fulfillment of the  
Requirements for the degree of Doctor of Education in the  
Ernst and Sara Lane Volgenau College of Education  
At Morehead State University

By

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Morehead, Kentucky

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Morehead, Kentucky

April 1, 2022

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## ABSTRACT OF CAPSTONE

## PROMOTING IMPACTFUL INTERNSHIPS WITH COMMUNITY PARTNERS

This capstone will discuss the research and development of a document intended for university stakeholders, defined as community partners. A review of academic literature has shown that experiential learning, in the form of internships, can have a positive impact on student learning and job attainment beyond graduation. The promotion of internships can also serve as a catalyst to create and support collaborative relationships between higher education and employers. In the development of this guide, the researchers have completed a qualitative survey of community partners to gather their thoughts and recommendations. A comparison study of similar institutions of higher education was also conducted to assess and identify possible “best practices” as it relates to community partners and internship promotion. This research has been used to develop a capstone project document, to support the creation and promotion of student internships at Morehead State University.

*Keywords:* higher education; experiential learning; internship; employers; community partners

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PROMOTING IMPACTFUL INTERNSHIPS WITH COMMUNITY PARTNERS

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## DEDICATION

Leeann M. Akers

I would like to dedicate this capstone to my children, Wiley and John, who have patiently watched me spend hours on the computer and witnessed the highs and lows of the journey. To my parents, Michael and Lorita, who support my ambition without question. To my brother Anthony and sister-in-law Suzie, who refuse to let me take myself too seriously. To my partner, David, who helped me take a break and supported me when I was ready to begin again. To my eternal hype woman, Shayla. To my students, who allow me to practice mentoring and hosting interns every day. To Sam, my co-author, who was paying close enough attention to see the similarities of our ideas while I was still daydreaming. To the Community Partners who want to help create better experiences. And finally, to my Nana, who was the first person who believed I would one day be a writer. None of this would be possible without all of you.

Samuel L. Stapleton

I want to begin by dedicating this to my wife, Tricia, who has been extremely patient and supportive over these past few years. This would not have been possible if you had not been willing to be both my advocate and critic. To my parents, Tim and Charlotte, who instilled a desire for learning and taught me the importance of having a strong education. To my children, Samantha, Laura, Virginia, Alexandra, Tanner, and Hayden, who encouraged me and understood why I was spending so much time working away on the computer. To Leeann, my co-author, who has worked so



diligently to ensure that we create something of value and has endured my habit of wanting to “write backward”. Lastly, I want to dedicate this to all my grandchildren. As a first-generation college graduate, I hope that all of you find some spark of inspiration in my efforts. My greatest wish is that each of you become life-long learners and pursue your college education as far as you desire. You will not regret it.

## ACKNOWLEDGEMENTS

Leeann M. Akers

I would like to thank our chair, Dr. Daryl Privott, who has been inspirational and encouraging without fail. Your enthusiasm, transparency, and kindness always challenged me to do better while reassuring me of my own abilities and belonging.

My eternal gratitude for Rebecca Wright and the folks at the Center, all of whom understand that valuable education also happens outside the classroom. Equal thanks as well to Dr. Amber Hughes, who agreed to participate in this experiment while spinning more than enough of her own plates.

I could not have completed this journey without Morehead State Public Radio, which gave me the opportunity to change my career in undergrad and currently gives me the chance to do the same for a new generation of students. The incredible team at MSPR made this all possible through their support and encouragement.

There are many who have contributed to this journey, and I am thankful to John Flavell, Toni Hobbs, Susan Thomas, Joel Pace, Melissa Davis, and Laura White Brown for their honesty and support.

I am most indebted to the program, which has taught me so much more than I could imagine at the beginning, including about myself.

Samuel L. Stapleton

I want to thank our committee, Dr. Amber Hughes, Rebecca Wright, and our chair, Dr. Daryl R. Privott, who without your guidance and support none of this

would be possible. Each of you has graciously shared your knowledge, expertise and time in shepherding us through this process. Sincerely, I think that each of you deserve the highest praise for your hard work, not just for myself and my co-author, but for your commitment to all your students.

I also want to thank the faculty of both the MSU Educational Leadership program and the Smith College of Business and Technology. These individuals have always made themselves readily available to offer professional advice, insight and support during my time in the EdD program. This has demonstrated to me the caliber of faculty that we have at Morehead State University.

Finally, I would like to acknowledge the community partners who participated in our research survey. It was encouraging to see the interest and willingness of these individuals to make time in their busy schedules to speak with us, offer their insight and recommendations. The information that our community partners provided has been critical in the development of our capstone project.

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## EXECUTIVE SUMMARY

### **What is the core of the capstone?**

Many Kentucky organizations, including those in higher education, are looking for ways to address the ongoing workforce shortage. Locally, employers which have the potential to employ hundreds of individuals are having difficulty recruiting and retaining workers. In October of 2021, Council on Postsecondary Education President Aaron Thompson, Ph.D. began to discuss the need for institutions to help address these concerns by helping students become work-ready (Thompson, 2021). While the economic health of the state is being touted as promising, change has been accelerated in higher education to meet the needs of employers (Thompson, 2022). Morehead State University has been impacted by dwindling enrollment during the pandemic, but also by the declining workforce participation rates in Kentucky (Kentucky Chamber Foundation, 2021). In his Spring convocation address, MSU President Jay Morgan, Ph.D. (personal communication, January 12, 2022) asked employees to give advance notice if they plan to retire or seek employment elsewhere in order to allow the institution ample time to find appropriate replacements. The Morehead State University Center for Career Development and Experiential Education is working to help undergraduate students develop career readiness skills, but the bridge between education and actual employment can be difficult to navigate.

The 2021 Quality Enhancement Plan (QEP) at Morehead State University, which includes the *Level-Up* program, encourages undergraduate students to engage

in high-impact learning experiences, including but not limited to internships.

According to the QEP data, only 49% of MSU students participated in internships or field experience opportunities in 2018 (Albert et al., 2021). When looking at all high-impact experiences (study abroad, service-learning, research with faculty, and internships) only 43% of the student body participated from 2013 to 2016. The MSU strategic planning group has proposed that this number should increase to 75% within five years of implementing the new QEP strategy. While much consideration has been taken to create a tentative plan to help students succeed, the University has not yet considered the need for new support tools for the promotion of internships. To be successful within each experience, the organization must first focus upon the development and promotion of community partner relationships. This could open additional opportunities for students to experience curricular internships that directly correlate to their chosen major of study.

The researchers, as members of the academic workforce, one faculty and one staff, and both coming from the corporate world, have seen students struggle to find relevant experience before they graduate. Students currently working toward degrees may pursue careers that, at this time, do not exist (Gallup and Bates, 2019). Certain fields require high-impact learning before students become professionals, such as the medical field, education, and those planning to go back into academia in some capacity. To address these pressing needs, the researchers have created *The Community Partners' Guide to Internships*, henceforth known as the *Guide*, providing guidance and inspiration, a how-to of sorts, that will facilitate educationally

valuable experiences for students. The contents of the *Guide* include information explaining how beneficial it is to host internship opportunities, and what internships should look like from both sides of the table. The researchers have collaborated with the Center for Career Development and Experiential Education in hopes that the *Guide* can be distributed by their staff.

Best-practice policies at higher educational institutions show there is interest in creating high-impact learning opportunities, like internships, but there is no consistent best practice for how that should be accomplished. Kaburise (2016) found that after completing higher education opportunities, the students in one study lacked abilities that are necessary for success in the globalized workforce. The researchers believe setting a standard level of competency within higher education as a condition for graduation will lead to increased employability for graduates. Highly competent employees could increase the reputation of all graduates, leading community partners to associate Morehead State alumni with quality education, experience, and long-term satisfaction that impacts both graduates and employers. The researchers also believe that the *Guide* will assist in building that reputation within the workforce, and employers will understand that credentials are contingent on the development of these skills.

It seems that, while all stakeholders agree that internships are valuable, very few can quantify the exact skills which are gained by participation. Students want hands-on experience in their chosen field, employers want competent graduates as employees, and higher education institutions want to develop a reputation for degrees

and credentials that lead to satisfactory employment for both. The common thread between previous studies encompasses the development, or lack thereof, of what The Quality Assurance Commons calls Essential Employability Qualities (QACommons, 2022). Effective communication, problem-solving, critical analysis, teamwork, personal effectiveness, decision-making, professional responsibility, and career management are skills that bridge classroom knowledge to career success (QACommons, 2022).

The Kentucky Council on Postsecondary Education took the idea a bit further with its Kentucky Graduate Profile (2021). In addition to the Essential Employability Qualities previously discussed, the profile includes cultural competency, adaptability, and civic engagement as the most frequently identified qualities valued by employers. The CPE believes that by integrating the development of these skills into the curriculum, higher education institutions can help students become more work ready. In the meantime, experiential learning opportunities, like internships, can help participants to develop skills outside the classroom.

In developing this capstone project, there were several systemic concerns to consider. The number of internships, both paid and unpaid, fluctuates based on the U.S. economy from year to year (Rothschild & Rothschild, 2020). The perception of how and what an internship experience should accomplish can differ amongst stakeholders, specifically employers, faculty, and students (Sauder et al., 2019). From an administrative standpoint, internships are beneficial in a multifaceted way, since



there is data that suggests that internships foster partnerships between the institution and community organizations (Lei & Yin, 2019).

Internships provide students with the opportunity to gain on-the-job learning, in a real work setting, as a part of their academic program (Noe et al., 2020). A seminal study conducted by Gault, Leach and Duey (2010) on the effect of internships on employer perceptions, found that those students who have had an internship are perceived to be better prepared and marketable to employers. This idea would appear to be confirmed by survey results collected by the Chronicle of Higher Education in 2012 on employer perceptions of higher education. The Chronicle found that many employers considered an internship to be the most important credential on a college graduate's resume, an idea reinforced by more recent research by Cheang and Yamashita in 2020. In their study of employer expectations, the authors point out that most of the graduates surveyed were unable to be employed in their chosen field, and most employers felt the graduates lacked the skills needed to be employed. The internship experience helped bridge the gap, creating higher rates of satisfaction for both employers and workers.

Collins (2020) indicates internships have measurable value, however, students with paid internships have more success in finding their first job after graduation, have more job offers, higher starting salaries, and a shorter time spent searching for a job. The research suggests that engagement with industry practitioners facilitates knowledge required for students to create sustainable careers and that mentoring programs in arguably any field provide valuable insight, which can lead to career

success (Daniel & Daniel, 2015). Furthermore, employers feel internships should be required and add value to the educational experience because it helps students become more desirable candidates for employment (Gallup and Bates, 2019).

Internship participation has also been shown to increase the level of student confidence in themselves and a belief in the marketability of their knowledge, skills, and abilities (Hashamuddin et al., 2018). Meanwhile, the practice is mutually beneficial to students and employers. Galbraith and Mondal (2020) noted a benefit not discussed in other similar studies: students who participate in internships learn to manage time between their job and other responsibilities and are much better prepared for their work-life balance after graduation.

Internships also expose and reinforce the necessary career competencies needed by students to ensure a successful transition from higher education to employability beyond graduation (Jackson, & Wilton, 2016). Survey data collected from graduates by Hashamuddin, Kamaruizam, and Noor (2018) indicated those who had an internship in college felt more prepared to enter the workforce at graduation. A Gallup-Purdue University survey of college alumni conducted in 2015 found that internships were one of three experiential learning activities that increased a graduate's belief (1.5 times) that their education was worth the cost.

Initially, the primary objective of an internship is to allow the student to gain job specific knowledge and skills, under the supervision of a real-world professional. However, researchers have discovered that an internship serves to develop a variety

of other skills and provides the student with a greater insight into their specific career field (Galbraith & Mondal, 2020; Hashamuddin, Kamaruizam, & Noor, 2018).

Jackson (2015) reported that by participating in an internship program, students were able to initiate and participate in a coaching/mentoring relationship with career professionals. This relationship allowed for increased feedback and self-reflection that further developed their ability to critical-think through problems, improved communication skills and increased their understanding of what defines professionalism in their chosen career field. Research on internship participation has shown a positive correlation with student career planning, job search confidence, and early job attainment (Miller et al., 2018). Baert et al. (2021) found that students who participated in an internship were 12.6% more likely to be invited to a job interview. Gallup and Bates (2019) also remarked that participation in internships was an indicator of higher levels of job satisfaction.

The first empirical study of internships and the career success of student participants (Gault, Redington, & Schlager, 2000) reported that graduates who had completed an internship, received job offers sooner and at a much higher starting salary (10%) than those graduates without internship experiences. According to the research data collected at the time, the earnings gap between the two graduate groups would continue to grow over time (17% percent after three years). The discrepancy in starting salaries was also identified by Stone et al. (2012) with graduates who had completed an internship receiving starting salaries at a higher pay rate than their non-internship peer group. Recent research by Margaryan et al. (2020) reported a 6%

increase in starting salaries for their survey participants who had completed an internship.

In contrast to the supporting research, which would recommend the use of internships to expand career readiness across higher education, studies have shown that some college students may still undervalue the importance of an internship on their future careers (Shih-Chia Chen, Stapleton, Ratliff & Blevins, 2017). This evaluation may be due to a lack of information, program structure, or the administration of these programs within the colleges and universities. Experiential learning opportunities are important to the educational experience, and impact both graduate and employer confidence, but ignore life impact outside the scope of the learning experience (Gillett-Swan & Grant-Smith, 2018). Mandating completion of an internship ignores the negative aspects associated with accepting an internship, which includes the temporary nature of employment, the potential lack of stimulating tasks, prolonged unstable financial situations that may lead to chronic stress, and that the participant may not be protected by labor laws (Lei & Yin, 2019). Administrators must also consider the limited availability of appropriate positions. Non-major-related internships negatively impact both starting salary and career outcomes for recent graduates; not all intern opportunities are created equal, and the wrong placement could have long-term negative implications (Zuo, Qingxiong, & Xiaoyun, 2020).

Hergert (2009) found, in a comparison of business schools, that there was no standardized or systematic structure for internships across institutions. Business schools variously required internships, made use of a structured reporting system, and

awarded academic credit for successful completion. It is apparent from the research that the value of an internship to students is dependent upon providing some form of structure, and that this is also an expectation of employers. Stakeholder perception that internship programs should have some basic framework has been reaffirmed by more recent research conducted by Johnson (2019). The *Guide* is meant to provide initial information and answer questions regarding internships at MSU, encouraging more community partners to create opportunities for students.

When looking into curricular internship implementation, administrators must consider some barriers and negative aspects of the practice. Documenting unpaid internships is difficult (Rothschild & Rothschild, 2020) and unpaid interns are more likely to begin a new job with a lower salary than both paid interns and those who do not complete internships at all (Collins, 2020). But with limited options, unpaid positions may be all that are available. Individuals who participated in unpaid internships were 11% more likely to report dissatisfaction with their first job (Crain, 2016).

Issues with disparity are present in the study of internships, and much of the literature indicates that positions are exclusionary. Collins' study is limited since racial/ethnic minorities, women, and first-generation students are all underrepresented when it comes to paid internships (Collins, 2020). Male students, as well as business and agriculture majors, are more likely to pursue paid internships while students majoring in journalism and the college of family and consumer sciences are more likely to pursue unpaid internships (Crain, 2016). One solution to the highlighted

disparities might be to continue expanding the structured integration of internship experiences into the current curriculum, which is why it is relevant to the research (Crain, 2016).

Making programs successful leads to long-term gains for students, the institutions of higher education, and the community partners that participate. This is where more guidance is needed. When asked to participate in internship programs, potential industry mentors were unresponsive (Daniel & Daniel, 2015). Once partners consent to participate, a lack of guidance can be problematic. Without quality training, mentors assigned to interns often lack the skills necessary to make an internship a quality learning experience. These assignments may lead to the loss of productivity as the employer may have to reassign a productive worker to guide and even create opportunities to occupy the intern during working hours. This can often lead to trivial work that accomplishes the opposite of its intended effect. It may discourage terrible work-related practices or ill-conceived understanding of the profession. Internships are designed to empower prospective newcomers, not drive them away (Zerzan, Hess, Schur, Phillips, & Rigotti, 2009). This is not a program that can be implemented with a manual and left alone, since high degrees of supervisor support, mentoring, and the relationship between intern facilitators and the program are significant predictors of student satisfaction and perceived value (Hora, Chen, Parrott, & Her, 2020). The creation of the *Guide* is based on the idea that collaboration between the student, university, and community partners will lead to higher levels of satisfaction for all stakeholders.

Finally, the risks to the stakeholders must also be considered. Gillett-Swan and Grant-Smith (2018), proposed a well-being model which supports all students, including those participating in work-integrated learning. There is a growing demand for internship opportunities, but protections for those who engage in opportunities are not covered by current work-related laws unless the positions are paid (Hewitt, Owens & Stewart, 2018). There is a call for reforms to work-integrated learning curriculum and legislation to protect those who participate, but currently the practice continues to put students at risk (Hewitt, Owens & Stewart, 2018). The *Guide* may not eliminate the possibility of unpaid internships, but it will offer insight into the development of paid internship opportunities.

The researchers considered what would be most beneficial to community partners when creating the *Guide*. The importance of stakeholder participation, particularly those community partners, was addressed first, followed by things that they would find beneficial as they host interns. The basic structure of planning an internship was mapped out to include defining the position, recruitment and selection, and the importance of ongoing communication with the university. The researchers suggested that the community partner determine the level of compensation, a plan for orientation, and who within that organization will be mentoring the student. The roles of both faculty mentor and student are outlined and the importance of communication between student and community partner is reiterated. Finally, the researchers outline the items community partners should determine before the first day of the experience,

including the location of the internship, the legal requirements, work schedule, workspace, and the need for mentoring.

**Who is the capstone meant to impact?**

The *Guide* has four main points of impact: community partners, students, Morehead State University, and the Commonwealth of Kentucky. Implementing this document will first and foremost help community partners to meet workforce needs and ensure that interns who become employees have the skills to be work-ready. Close-to-home opportunities could lead to more graduates staying within the region, which could balance the workforce issues related to shifting populations. The *Guide* should assist community partners in creating an educationally valuable experience for students, which will, in turn, increase the student's perception of their educational journey.

Once in use, the *Guide* will impact the students who participate in learning opportunities. With guidance in place for the community partner, the student will be able to confidently commit to the opportunity knowing the experience will be valuable to their educational and professional goals. Community members will have a way to roadmap the experience, and an understanding of what is expected by the students, and the University. Finally, the University will be impacted by the partnerships forged by the document. The community partners will be actively participating in the education of students, connecting them to the educational process, and the organization.



The 2021 Quality Enhancement Plan at Morehead State University points out that high impact learning opportunities, including internships, were facilitated by individual faculty members, which was not part of a specific institutionalized program. Student participation and learning outcomes were hard to track and “(n)o single office on campus has had the responsibility for directing, supporting, tracking, or assessing high impact activities; therefore, obtaining evidence of the outcomes that students attained through their participation has been difficult.” (Albert et al., 2021, p. 46). The QEP Implementation team has devised a plan for course selection, program awareness, student recognition and support, faculty support, assessment, and infrastructure management. The team has carefully laid out a budget of more than \$250,000 per year over the next five years to implement the plan. The Coordinator for QEP/ Internship position was created at MSU in part to help with the QEP implementation, but also to oversee the experiences and track their outcomes.

During the 2016-17 fiscal year, Morehead State’s Career Service department created an Internship Guide for Employers (MSU Career Services, n.d.). This document discusses why facilitating internships are beneficial for employers, and certain boxes that are important to the employer, without addressing what internships entail. In the spring of 2016, the President’s Leadership Academy created a white paper with recommendations for student employment on campus. Problems with the system were identified and the group recommended the process convert to a digital format. Some of the recommendations have been implemented, creating more opportunities for student employment on campus. Though recommended, additional

Career Advisors have not been hired and there has been no movement toward developing community relationships to create off-campus opportunities for student employment or encouraging entrepreneurship. The aforementioned documents and plans do not include comprehensive tools for the community partners, the very group the University hopes to enlist in meeting educational goals.

Meanwhile, at the state level, the Council on Post-secondary Education has also set priorities for students. The organization focuses on employment goals after graduation, indicating a goal of meeting current and future workforce needs through educational programs. The plan includes increasing work-based learning opportunities, such as internships. The organization intends to create comprehensive career advising for students earlier in their educational journey to assist them in making good choices in relation to their major, career goals, and personal interests. The CPE President claims the organization is the only entity that indicates an intention to expand internships, co-ops, apprenticeships, and additional work-based learning opportunities by working with community partners (Kentucky Council on Postsecondary Education, 2022)

While the focus of this project was on student connections with employers, the researchers cannot ignore the statewide conversations about workforce happening in the wake of the Covid-19 pandemic. The Kentucky Chamber Foundation published a report detailing what they call a crisis in the Commonwealth's workforce (2021). The study showed that in 2019, most of the counties in Morehead State's service region had a 51.3% or less workforce participation rate. Rowan County, home to

MSU, had between 51.3% and 56.5% in that same period. Elliott county, which is adjacent to Rowan, sat at 27.6%. The report detailed causes of workforce shortage and low employment participation, including a gap in the level of skills needed by employers and those currently possessed by workers. These missing skill sets are sometimes related to training for specific fields but often include essential employability qualities.

In addition to the issues identified with the workforce shortage crisis, Kentucky has experienced a shifting population density between the years of 2010 – 2020 (U.S. Census Bureau, 2021). According to the 2020 U.S. population census, Kentucky gained 3.8% in the overall population. However, many counties in Eastern and Western Kentucky saw population declines, including many counties that currently make up the service region for Morehead State University. The areas of the state that have seen population increases are centered in urban areas which do not necessarily reflect a positive change in rates of poverty. Rowan County, which is home to Morehead State University, has seen an increase in population, which could be attributed to economic development within the region. Increased use of technology has eliminated the need for unskilled labor, according to the report, and the group suggests that additional degrees and certifications are the answer to the need for additional employees. The researchers have discovered, however, that often employers feel that skills are still lacking in recent graduates. The implementation of the *Guide* will help promote impactful experiences. Ultimately, the *Guide* is meant to impact community partners, which will in turn enhance the educational experience for

students and assist in meeting goals set by the university, like increasing participation in internships. State education leaders will also see measurable improvement in workforce participation since internships put students into employment before graduation.

By providing guidance for community partners, the University will assist in meeting experiential learning goals while also building additional relationships with the community. Creating relationships will include the community in the process, giving the partners the opportunity to buy into the University's mission. Finally, the Kentucky Council on Postsecondary Education has identified providing internships for students as a priority and the *Guide* aligns Morehead State with those goals.

### **How was the capstone project implemented?**

The *Guide* is a recommended resource for community partners who are considering the facilitation of internships for Morehead State University Students. Its initial implementation will be utilized by the University's Internship Coordinator to provide resources to community partners. The researchers hope that it will assist in breaking down barriers which keep students from gaining hands-on experience in the field of their choice while providing educational guidance to community partners who may not have experience in educational instruction. Once submitted and approved, the researchers will provide the completed document to the Coordinator of Internships as early as Summer 2022. Once in hand, the coordinator will consult with the Center for Career Development and Experiential Education on how best to utilize the document.

**Why was this capstone and related strategies selected?**

As members of the community and academia, the researchers understand that many community partners have been hesitant to host interns. The team set out to examine the participation experience of community partners who host internships, determine why others do not, and identify the barriers for those community partners. Additionally, the researchers compiled a comparative study of best practices from regional higher education institutions. After gathering the data and collaborating with the MSU Coordinator of Internships, a support document was created to assist in the promotion of educationally valuable high-impact learning experiences for undergraduate students at Morehead State University.

The Community Partner survey was the first step in the process, which the researchers anticipated would answer the first research question:

**Q1:** What informational resources could Morehead State University provide to community partners to create and promote more educationally valuable internship experiences for students?

Two lists of survey questions were created; one that was applicable for community partners who currently (or once did) host interns, and another for those who do not host interns (see Appendix C). The questions were created through consideration of the literature, and input from the Coordinator of Internships. The researchers felt it was important to understand the barriers for community partners concerning internship facilitation, but also to evaluate the ongoing relationship between businesses and the institution. Once the survey was created, the appropriate

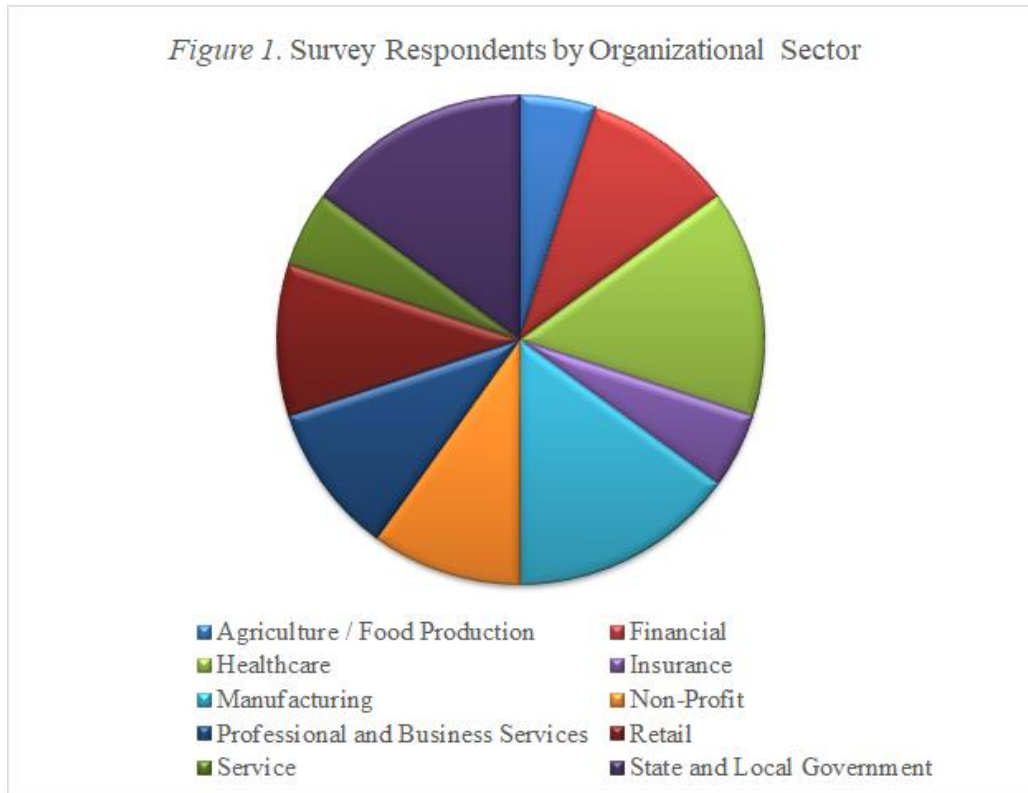
paperwork was filed with the Institutional Review Board to request that the study be exempt from Federal Regulations (see Appendix A).

The researchers collected responses from 20 community partners across a variety of business sectors. As seen in the chart below, respondents were identified as operating within the confines of manufacturing, retail, non-profits, government, service, agriculture, health care, and finance industries. Of those contacted who chose to participate, 70% of respondents said they currently do or once did host interns while 30% do not.

**Table 1**

*Survey Respondents by Organizational Sector*

Sector	# Of Respondents	Percentage of Total
Agriculture / Food Production	1	5.00%
Financial	2	10.00%
Healthcare	3	15.00%
Insurance	1	5.00%
Manufacturing	3	15.00%
Non-Profit	2	10.00%
Professional and Business Services	2	10.00%
Retail	2	10.00%
Service	1	5.00%
State and Local Government	3	15.00%
Total	20	100.00%



The respondents who reported that they do utilize interns were asked the following questions:

1. What are your organization's current options for intern recruitment?
2. In the past, have you communicated with a Morehead State University contact to locate and identify student internship candidates?
3. Once selected, what information or documentation do you provide to students before beginning an internship?
4. Does your organization have a job description, or do you provide a list of work expectations for the internship position?

5. What are some general job duties for an intern within your organization?
6. In the past, has a representative of Morehead State University worked with you or offered guidance on the work expectations for a student internship?
7. Is there anything else that you would like to share that could assist your organization in supporting and utilizing student interns within your workplace?

When looking at the data received from these community partners, six of the 20 respondents reported that they have never been contacted by Morehead State University about internships, while 8 respondents indicated they stay in contact with members of faculty within various departments to help with intern placement. Organizations such as medical facilities or education facilities already have effective programs in place to put student teachers and those in need of clinical opportunities. The study and subsequent product are not intended to address those systems which are already in place. A table with information provided by community partners can be found in Appendix F.

Six of the 20 respondents commented on career services or the *Eagle CareerNet*. While the researchers do feel the staff at the Center for Career Development and Experiential Education have spoken with many groups of community partners throughout the years, an individual approach might be more successful when it comes to recruiting businesses to host internships. The Center's staff is limited, and often individual community partners developed relationships with



faculty in corresponding departments to identify potential interns and employees.

While this is a great model for established businesses and programs, many new or small businesses are unable to determine just how to reach out. The *Guide* will assist in developing those relationships.

One of the most interesting comments from respondents stated that clerical or reception and office work are or would be duties associated with internships within their organization. The researchers feel that type of experience has very little educational value for the student. While it does create an opportunity to learn things like punctuality workplace conduct and basic entry-level skills, it does not give an experience where the student is learning skills that are directly applicable to their program of study. The point of an internship should be to learn job skills that tie into the degree and add valuable educational experiences. This opportunity should give the student some idea of what it is like to work in the profession of their choice. Conversely, five of the respondents indicated that job shadowing and mentoring were part of their current internship model.

It was surprising to find that 14 of the 20 respondents indicated they currently invite interns into their organization. The types of businesses varied, including healthcare, agriculture, government, economic development, non-profits, finance and manufacturing. Of those respondents, 10 have an onboarding process which is similar or exactly like their regular hiring process for employees. This information indicates that there is a seamless bridge between interns in employment with many organizations. As indicated in the QEP, internships can bridge gainful employment

after graduation. The research also confirms that internship participation overall does create a better opportunity for employment after graduation. By implementing *Guide*, the first step into onboarding allows post-intern employment to occur more easily and more often.

The most valuable information gleaned from the survey was a wish list from community partners for what the internship curriculum should look like. Many of the community partners indicated that, while hosting an internship, they would like to have a project or a goal to work towards. Guidance on student expectation was also included, indicating that the community partners wanted to make sure the student had a valuable experience with their organization. The community partners also indicated that they wanted the university and the students to understand the needs of the employer and be able to create a flexible experience that could be beneficial to all parties involved. The respondents indicated that more frequent and better-quality communication from the University was desirable. The consensus was that better guidance and guidelines would be valuable to the community partner to create a mutually beneficial and educationally valuable experience for the students. Finally, the community partners indicated that they desire consistency from the students. The researchers feel that an unpleasant experience with an intern may have created a hesitancy for community partners to participate. One student who failed to meet their obligation to the internship may have created a barrier for any future students who want to participate in internships with that community partner. The *Guide* ensures students understand that an internship experience is more responsibility than a class.

The Center for Career Development and Experiential Education currently provides an internship package and learning contract. The package contains 8 bullet points addressed to the employer which serves as a rudimentary outline for what is expected from an internship. The feedback received from community partners indicated that more guidance was a common desire, which can be met through consultation with the *Guide*. Respondents who reported they do not utilize interns were asked the following questions:

1. Can you share why internships have not been an employment option for your organization?
2. In the past, have you been contacted by a representative from Morehead State University about using student interns within your organization?
3. Have you ever been contacted by a Morehead State University student concerning the possibility of applying for an internship position with your organization?
4. Can you share any potential barriers that your organization has foreseen or encountered that would exclude the use of student interns?
5. Are there resources that if made available, would make it easier for your organization to include student internships?
6. If your organization would consider using student interns, what types of work can you foresee them performing?

7. Is there anything else that you would like to share that could assist your organization in considering the inclusion of student interns within your workplace?

Six of the 20 respondents who were surveyed indicated that they do not host interns. Their businesses included healthcare, service, retail, finance, and insurance. Of those respondents, 4 indicated they would be interested in doing so in the future. Three indicated the University had contacted them in some capacity about internships, and one reported that there had been no follow-up despite an indication of interest. Only one respondent indicated that a student looking for internship opportunities had made contact.

The most valuable information gleaned from these respondents concerns barriers to participation. Three respondents reported that resources would be a barrier, including the cost of additional insurance for an intern, paying the intern, and people available to work with the student. One respondent said they did not know what duties could be given to an intern and one indicated they would need approval from their corporate office. Finally, one respondent listed a barrier to the field in which they work, reporting that while students may have an interest, they have thus far been unwilling to leave the geographic area if necessary to pursue a career in the field.

The respondents did provide information about ways the university might help bridge the barriers the community partners listed. One indicated that a structured plan with set goals would be beneficial, and two indicated that some type of grant funding

may be needed to help pay the student, would make their organization more likely to host interns.

Three of the respondents indicated that if they were able to host an intern, the student would be given office or clerical work during their time at the facility. Two indicated that their duties might be driven by the student goals, and one reported that students could begin the process of professional certification within the field. Only two respondents indicated that they would be interested in speaking with someone from the University to begin hosting internships. The completed surveys can be found in Appendix D. Information which might identify the community partner has been redacted.

While the survey results were informative and supported the literature, the researchers felt additional information was needed to create the capstone product. Work-integrated learning is not a new idea, and a comparative study of internship guides provided to community partners by other institutions of higher learning within the region was conducted to answer the second research question.

**Q2:** What are the best practices utilized by other Higher Education Institutions within the region?

To answer this research question and help ensure that the capstone project would be a practical and usable document for Morehead State University, the researchers elected to conduct a qualitative comparative study of employer/internship documentation from other state and regional four-year institutions. The intent was to gain a better understanding of how these entities communicated internship

information to their external stakeholders. The researchers collected and reviewed employer guide information from 13 private/public colleges and universities, including Morehead State University (see Appendix E). Institutions were identified by their classification based on data gathered from the Carnegie Institute for Higher Education (2021) or the Kentucky Council on Postsecondary Education (2021).

The researchers specifically wanted to compare information sources from public higher education institutions that were in Kentucky or may recruit incoming students from the MSU service region and/or may collaborate with regional employers. The institutions were: Eastern Kentucky University, Kentucky State University, Morehead State University, Murray State University, Northern Kentucky University, University of Kentucky, University of Louisville and Western Kentucky University. The researchers also chose four private or out-of-state colleges, which we considered potential “competitors” to Morehead State (Berea College, University of Pikeville, Marshall University, Ohio University and Shawnee State University).

The assessment revealed that of the 13 institutions reviewed for this study, only 5 provided downloadable Microsoft Word or PDF documents for use by employers. The remaining institutions provided web-based information specifically designed for employers interested in utilizing interns in the workplace. A web-based approach was the progression for many institutions, which shifts the burden of education to community partners and limits personal interaction with university representatives.

Apart from MSU and the University of Pikeville, all other institutions selected for this study used *Handshake*, a career-services IT platform to post job opportunities and collect candidate resumes (Handshake, 2021). Since the MSU *Eagle Careernet* is an exception for many employers in the service region who may already be familiar with the Handshake system, the researchers feel it may be beneficial to discuss the use of the MSU job posting system with community partners in order to assist in their intern facilitation.

To allow a comparison of the types of content information provided to employers by each institution in this study, the researchers compiled the major content headers from each available document or web page into an Excel spreadsheet. This allowed the different content topics to be sorted and grouped to identify patterns, similarities and themes. The content topics have been ranked below based on the number of occurrences in which each appeared across the study group.

<b>Content / Topic</b>	<b>Occurrences</b>
General information on the institution	7
Information on the institutional job posting process	7
Recommendations on student recruitment and selection	7
Internship benefits available to the employer	6
Recommendations on how to design and promote an internship	5
Information about the characteristics of an internship	4
General information on institutional career services	4
General information on diversity and EEOC compliance	3
Guidelines for internship evaluation and feedback	3
General information on experiential education	3

An overview of academic majors offered	3
A definition of micro or remote internships	3
U.S Department of Labor - Internship Guidelines	3
The role of the onsite supervisor	2
Recommendations on internship orientation and training	1

In most cases the information provided was from an institutional perspective, using academic and directive language. The sections describing the internship benefits to the employer and recommendations on how to design an internship were addressed, but not in a readily accessible manner. More importantly, this specific information was only provided by less than half of the 13 institutions included in the study. As employers may have a limited understanding of experiential education or the importance of internships, this would intuitively seem to be valuable information to share with a community partner. The researchers have designed the *Guide*, which removes barriers created by jargon and lofty academic writing, with the goal of providing a document which helps internship facilitation to become more approachable to community partners.

Information on micro or virtual internships was limited to only 3 instances. As employers and educational institutions have had to adapt to remote work schedules due to Covid-19, virtual internships have increased locally, but also nationwide (Gray & NACE Center for Career Development and Talent Acquisition, 2021). This would appear to be one area that MSU can leverage in the promotion of internships for students.



On a macro-level, the various content and topics covered by the study group would appear to consist of three general areas of information (in order of content provided):

1. Information on institutional characteristics, processes, and systems.
2. Benefit, design, and management of the internship position
3. Governmental and regulatory requirements.

From the community partner's perspective and to support the decision-making process as to whether they should add or increase the number of interns in their workplace. This order may need to be reconsidered as follows:

1. Benefit, design, and management of the internship position
2. Information on institutional characteristics, processes, and systems.
3. Governmental and regulatory requirements.

With an evaluation of community partner needs and current practices from other institutions, it became clear that, while the product was needed, there was no readily available document like the *Guide* in use. Kilgo, Ezell Sheets, and Pascarella (2014) note that institutions should consider high-impact learning experiences a priority for students. Similarly, Gallup and Bates (2019) found that employers feel internships should be required and add value to the educational experience because it helps students become more desirable candidates for employment. Neither study made mention of how those opportunities could be executed. In 2018, Gavillett noted that a community partner is one of the most important parts of an internship but again

did not address the how-to portion of internship facilitation. While students and employers are eager for those experiences to take place, according to Sanahuja Vélez and Ribes Giner (2015), very little guidance is available for community partners.

Cannon and Geddes (2019) say student experience needs to be followed up with reflection and feedback for each task completed in an experience. Feedback helps reinforce the desired behavior, or successful experience, or aids in the adjustment of undesirable behavior, or unsuccessful completion of a task. The researchers list important parts of internships like having a mentor and exercises in communication, problem-solving, and repetition. They do not discuss what those experiences might look like from the hosts' point of view.

Kapoor and Gardner-McCune (2020) looked at the differences between students who chose to intern and those who do not. They found that economic barriers were the most likely to keep students from participating. The researchers noted that participation led to better success in the job market after graduation and once employment was secured. A study by Binder, Baguley, Crook and Miller (2014) concluded that students who were academically stronger were more likely to pursue internships but warned educators not to exclude all students from pursuing opportunities. Communication, problem-solving, and critical thinking are all improved through internship participation, but the experience of an internship's success increases when the community partner clearly spells out the expectations and responsibilities the intern should expect (Griffin and Coelho, 2019).

The literature supports the idea that internship participation increases the likelihood of employment (Baert, Neyt, Siedler, Tobback, & Verhaest, 2021) but support from supervisors, guidance, feedback, and mentoring were all predictors of the satisfaction interns found within experiences (Maaravi, Heller, Hochman, and Kanat-Maymon, 2020). Baird and Parayitam (2019) found that the business community is unhappy with the job higher education is doing in preparing students for the workplace, but that the competencies they seem to want from newly hired individuals can only be acquired through mutually beneficial partnerships between community partners, students, and the institutions. The literature suggests higher education institutions want to train students to be successful in their post-study employment. Meanwhile, students want to try a practical work environment that aligns with what they believe is their career interest (Garver, Goffnett, Divine, Williams, and Davis, 2018) in part because those who participate in industry-specific experiences are more likely to remain within their field of study (Denman, Robinson, and Khraishi, 2020).

Taking the data previously discussed into consideration, the *Guide* was created to support community partners and students during impactful internship experiences. The document is broken into five main sections which address the benefits of internships to the community partner, basic information for planning the internship experience, a breakdown of university and student roles during an internship, and items for the community partner to consider before the internship begins. The product explores the benefits of offering internships, tips to planning the

experience, the roles of students, the university, and community partners, and ideas to consider before the internship begins.

**When was the capstone implemented?**

Upon submission and approval of the capstone, the product will be available for use by the Center for Career Development and Experiential Education and departmental internship faculty. Although the researchers cannot know how or even if the capstone product will be used, it is the hope that it will assist in creating relationships with community partners and helping them to create satisfactory experiential learning opportunities for students. The diversity of the document was intentional, allowing for distribution by the Coordinator for Internships, the Center for experiential learning, faculty, staff, and the students themselves.

**Impact of the capstone**

The implementation of the product will assist Morehead State University in meeting goals set by the current QEP. It is important to the University to create educationally valuable opportunities for students, and while community partners have a desire to help students have those experiences, guidance, and support provided by the institution will enhance current opportunities and bridge barriers to new ones. With an internship guide in hand, the experiences will be more impactful for students. Using the *Guide* will also help the institution to address local workforce shortage issues and align with statewide initiatives for work-ready graduates.

Measuring the impact of the product will be the most difficult since the researchers cannot assume every intern experience will be successful based on the

information provided. The QEP addresses the need for members of the campus community to track experiential learning participation, but that initiative has already been launched. In creating the *Guide*, the researchers were careful not to indicate a single point of contact for internships because the institution does not yet have a program in place, and without it keeping up with the data might be challenging. ...

Measuring the impact of the *Guide* could be conducted in the coming years by tracking the distribution and feedback it requests. The researchers feel that satisfactory experiences reported by both students and community partners will indicate some measure of success. Evaluating the return on investment of the *Guide* is outside the scope of this capstone, but the researchers do feel a study might be useful in the future.

### **Limitations of the study**

The capstone, in its current state, is limited to use for community partners which will host interns affiliated with Morehead State University. The capstone was created with this use in mind, but additional work and study could be done to standardize the practice at the state and Federal levels. That work is outside the scope of this capstone project.

The researchers have worked in sectors outside academia created interest and highlighted the need for this type of product in the public and private sector. Because both are current Morehead State University employees, they have a unique understanding of the community, the interests of the University, and the need to break down barriers that exist between the classroom and the workplace. As employees,

they understand that the *Guide* could be considered a conflict of interest but hope their desire to facilitate better educational experiences for all Morehead State students will be considered when addressing the possible conflict. The researchers' collective experience outside academia has indicated that a support document for community partners is needed to standardize the student experience and deplete hesitancy from community partners.

While beneficial to students, internship participation can put students at risk for mental, financial, and physical stress. Legal and ethical issues are a common thread in the literature of mentoring and internships. Lei and Yin (2019) discuss the negative aspects of internships, including the temporary nature of employment, the lack of stimulating tasks, and prolonged unstable financial situations that could lead to chronic stress.

The research does consider the disparity of inclusion when considering internships. Much of the available data is exclusive, since racial/ethnic minorities, women, and first-generation students are underrepresented when it comes to paid internships (Collins, 2020). Work-integrated learning opportunities can have negative effects on a participant's overall wellbeing, since it often ignores life impact outside the scope of the learning experience (Gillett-Swan, & Grant-Smith, 2018). These concerns directly correlate with what the researchers consider the biggest ethical concern with this capstone: unpaid internships. Rothschild and Rothschild (2020) catalog the benefits, drawbacks, and legal issues of unpaid internships in their recent study. While the report shows statistical success of the practice for the facilitator and

no statistical difference in the long-term success of participants when compared to peers who completed paid internships, the drawbacks are of most concern to the researchers personally. The authors point out that unpaid internships exclude low-income participants, since they lack the resources to work for free. Participants in unpaid internships statistically spend more time on mundane tasks while paid counterparts can learn more career-building skills.

Hewitt, Owens, and Stewart (2018) explore the growing demand for work integrated learning but conclude that those who engage in unpaid opportunities should be protected by current work-related laws, a change that would require an act of congress to implement. It should be noted that discrimination and exploitation laws protect employees but do not extend to unpaid interns.

Working with all stakeholders to create a clear plan for intern experiences could alleviate some of the stress for both students and facilitators, but the researchers feel Morehead State should not encourage students to participate in unpaid internships. The lack of legal protection could mean the University could be held responsible if the student were to encounter harassment, discrimination, or were forced to work in unsafe conditions. The University administration talks a lot about being student-centered, emphasizing inclusion, and making sure the needs of all students are met. To align this document with those ideas, the researchers feel the university must strive to consider opportunities that are equally accessible to all students.

The focus of the capstone was intentionally chosen to be outside the University, not inside. The researchers understand the implementation of the *Guide* will only be successful if faculty, staff, and community partners can be recruited to use the guide. *The Community Partners' Guide to Internships* should not become a published piece that is shelved alongside other good intentions. It has been designed to be used and can continue to evolve as the needs of the students, University, and community partners continue to change. The intention is to release the *Guide* to the experts working in the Center for Career Development and Experiential Education at Morehead State. Once in hand, they will be able to determine if it should be made available through the University website, printed as a document for distribution for community partners, or provided by faculty advisors to students for use in procuring their own experiences.

**Delineation of work**

The *Guide* is a broad informative piece that will not meet the needs of every specific community partner but will assist them in grasping the importance of hosting interns and allow them to feel more confident in their own ability to do so. The document was four years in the making, with formal and informal feedback from many shareholders. During the Summer Seminar Class at Morehead State in 2019, the researchers discussed collaborating on their capstone due to the similarities in their research interest. While one was interested in essential employability qualities, the other focused on a need for internship expansion within the institution. With the pending release of the 2021 Quality Enhancement Plan, shared by a colleague in



2020, they discovered that MSU intended to expand internship participation, and change experiences in the classroom as well. In February 2021, the researchers decided to collaborate and focus on improving the participation of community partners.

Following some discussion, communication was shared with the Capstone Chair and the researchers began working on an annotated bibliography, selecting committee members, and creating a capstone proposal. The first draft of the proposal was submitted on March 9, 2021, and the final draft and selection of the committee members were completed a month later. Because the researchers wanted to create a usable document, they worked closely with the Instructor/ Coordinator QEP Internships and invited them to serve on the committee, to best understand the needs of the Center for Career Development and Experiential Education. They also asked an Assistant Professor from the Department of Foundational and Graduate Studies in Education to serve as the final committee member, drawing from their background in career counseling.

The qualifying exam was conducted successfully in mid-April, but the scope of the capstone proposal was too broad for the researchers to proceed at first. The qualifying exam questions led to ideas that broadened the scope of the capstone project, and the researchers had to define the goals more clearly for the capstone before proceeding. After a meeting with the Coordinator of Internships, capstone approval was granted by the chair in mid-May. The researchers focused on creating the community partners survey with input from the Coordinator of Internships and

prepared for the IRB exemption application. The questionnaire centered around the use of interns in their workplace and levels of support that organizations may have received from MSU in the past. An informed consent document was created (Appendix B), CITI training was completed by June 8, the complete IRB application was submitted June 16, and approval for exemption was received June 25.

In July 2021, the researchers began distributing the survey to community partners. In working with the Coordinator of Internships, the researchers were able to compile a listing of forty organizations to contact for interviews. To increase the validity of the questionnaire data, both for-profit and non-profit organizations such as the Rowan County Chamber of Commerce, a local bookstore, hospitals, a tattoo shop, elected officials, and a local brewery were included. Representatives from the various business sectors (financial, healthcare, retail, manufacturing, etc.). Once approved by the IRB, the questionnaire (see Appendix C) was emailed to the organizations and follow-up interviews via telephone were scheduled. The IRB request responses from at least twenty participants were desired, which was accomplished by the end of July 2021. The researchers compiled the interviewee responses into an Excel spreadsheet for analysis and review.

At the same time the researchers began collecting data from other colleges and universities on employee guides for comparison study. To gain a better understanding of how colleges and universities like MSU provide internship information to external stakeholders. The researchers selected eleven comparable institutions to research and collect employer guide information for a benchmark study. The list included the

public four-year comprehensive universities in Kentucky and four private or out-of-state colleges, which are considered “competitors” to MSU (University of Pikeville, Marshall, Ohio University and Shawnee State). Eight of the 11 institutions have publicly published employer guides related to internships. These guides vary in length from a few pages to fifteen or more. The content headers of each were compiled into an Excel spreadsheet, allowing the researchers to conduct a comparison to identify similarities and build a framework for the guide that best meets the needs of MSU.

As the first days of classes began in the Fall 2021 semester, the researchers began holding weekly meetings to discuss the expansion and augmentation of the literature review, with the goal of replacing outdated studies with more recent research. The evaluation of the completed community partner surveys began and common themes in the data were identified. By the end of August, a summary of the comparison data was complete, and the researchers mapped out the similarities and themes. It was at this time the necessity of the capstone was confirmed since none of the higher education institutions evaluated had a document for facilitating relationships between the organizations and community partners. A progress document was submitted to the Committee Chair on September 13 which led to the finalization of the research questions. The first draft of the capstone product was completed on November 15, the comparison study was completed on December 2, and the final summary was submitted on December 6, as part of the EDD 899 course.

A week before the Spring semester began, the researchers once again met with the Coordinator of Internships, sharing a draft of the product for feedback. Both the

Coordinator and Director of the MSU Center for Career Development and Experiential Education provided commentary on the draft at the beginning of February, leading to a series of changes that would more easily align the product with the needs of the university.

The following weeks included time to focus on the heart of the product, making intentional changes to the title, and creating intentional language throughout to indicate the focus of the product. The researchers feel the product will be useful to community partners, as well as students, faculty, and staff who wish to recruit more opportunities.

### **Reflections**

The capstone began as a much bigger idea that involved cultural change cooperation at the university level (from administration, faculty, and staff) and within community partner organizations. The researchers quickly realized that facilitating change at that level would be a much longer commitment, and the scope needed to be narrowed. Once the *Guide* was conceptualized, the team was able to focus more on the needs of those outside the campus. It was important to create something that would not only assist in helping community partners to understand the value of internships but also how to facilitate a valuable experience.

The survey of community partners illuminated the need for diversity in the way relationships between organizations and the University are built. While some respondents indicated they had never been contacted by MSU representative, many did have some contact with the university in an informal way. What the researchers

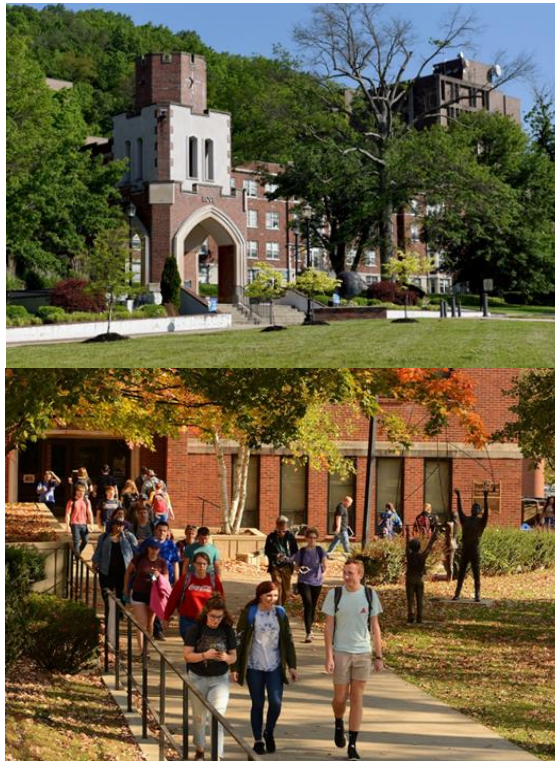
discovered was that there was no one-size-fits-all approach to relationship building. A quick chat in the organization's lobby might not be effective as a professional email for some, while the latter could be off-putting for others. The goal of the capstone product needed to be simply an introduction that allowed the recipient to understand that community partners are an important part of the educational journey, that facilitating an internship could be accomplished in every setting, but that it should not be attempted without careful consideration and planning.

The researchers felt that the university could put additional resources into their goal of expanding experiential learning opportunities. When it comes to internships, a third party outside the institution is needed, but often they have no experience in teaching or mentoring and may not understand how an intern might fit into their organization. While individual faculty with a passion for career counseling might take on the additional task of helping connect students with community partners, there is no incentive to do so. Similarly, faculty advisors to internships within departments generally do not help students find those placements. The Coordinator of Internships is just one person with additional institutional responsibilities. Whoever is in the role could use additional assistance in making contacts, recruiting community partners, and helping those organizations plan experiences that are valuable to the educational journey of students.

The researchers struggled throughout the process with the barriers to participation and the need for paid experiences. The literature reported low representation of intern participants who were people of color, women, and non-

traditional students; and that statistic was often attributed to financial hardships which prevented those students from pursuing opportunities. As members of a campus community that serves a historically poverty-stricken region, the researchers did consider that the number of internship participants at the institution might be low simply because the student could not afford to do so. How then could the university encourage students to participate in additional financial burdens? The researchers did choose to address the issue of paid vs. nonpaid opportunities, but the university does not currently have a policy that prohibits unpaid internship opportunities. The *Guide* does provide some information, however, which indicates unpaid positions might prohibit desirable candidates while also leaving the student and community partner without legal protection.

CAPSTONE PROJECT



## The Community Partners' Guide to Internships

*“Serving our Communities and Students by Supporting Impactful Internships.”*

## **The Importance of Community Partners**

As a public institution of higher learning located in the heart of the Eastern Kentucky region, Morehead State University (MSU) is dedicated to serving the various communities which make up our service region. One of the key responsibilities is a commitment to improve the quality of life within those communities.

In support of this commitment, MSU places an emphasis on establishing community partnerships, which may lead to educational and economic opportunities for our students. Since a sizable portion of our student population resides in the Eastern Kentucky region, these opportunities can then help to increase the regional standard of living. A key component for identifying these opportunities is the coordination of community partnerships and the establishment of internships.

Internships allow students to apply what they have learned in their college courses to real-world work situations. This type of experiential learning has also been shown to increase their knowledge, skills, and marketability after graduation. Ideally, the primary intent of an internship is to allow the student to gain career-specific knowledge and skills, under the guidance of real-world professionals. Community partners can provide the necessary opportunities to engage in practical learning.

To help ensure that our students can develop the necessary career skills for success in the workplace, MSU has undertaken the development of the “Level Up” program as a part of the university's Quality Enhancement Plan (QEP). The “Level Up” program promotes the inclusion of career-based skills into the classroom learning environment. Course assignments or projects are designed to promote communication, critical thinking, professionalism, and teamwork competencies.



## **The Benefits of Offering an Internship**

Whether your organization is a private or public organization, your primary goal is the continued success of your current operations. Why would your organization invest the time, resources, and effort to host an intern? Here are just a few items for consideration:

- Internships can serve as a low-cost, ongoing recruiting tool for current and future openings.
- Internships can provide additional functional support for short-term or ongoing projects.
- Internships can be used to alleviate employment spikes during increased or seasonal demand.
- Your organization can increase its intellectual capital by involving interns in brainstorming or problem-solving work assignments.
- Interns can provide the “fresh eyes” approach to examining a problem or situation.
- Internships will allow your organization to screen highly skilled, potential candidates before committing to a lengthy search.
- Utilizing internships in your organization will demonstrate a level of social responsibility to internal and external stakeholders by giving back to the community.
- Mentoring an intern can be a career developmental tool for your current employees to improve their communication, interpersonal, and leadership skills.

For additional information on internships and the benefits that they can offer your organization, we recommend reviewing the website listed below:

<https://www.internships.com/employer/resources/setup/benefits>

## **The Basics: Planning for an Internship**

### **Defining the Internship Position**

There are several criteria to be considered when determining whether an internship is the appropriate employment option for your organization. As a starting point, your organization may want to conduct a needs assessment and outline the general duties, expectations, and responsibilities of an internship prior to beginning the recruitment process.

Please remember that the internship position should be designed as an applied, practical learning experience. To assist with this determination, the MSU Coordinator of Internships can be of assistance. We would also recommend reviewing the National Association of Colleges and Employers (NACE) guidelines for internship experiences at the website provided below:

[Position Statement: U.S. Internships \(naceweb.org\)](http://naceweb.org)

### **Recruitment and Selection**

As a first step in the recruitment process, MSU recommends developing a basic position description and specification for the internship position. If your organization has a standard job description document, there is no need to deviate from your current document format.

Once the description has been defined, the recruitment contact for your organization will need to create an account with the MSU posting platform, *Eagle CareerNet*. You can access *Eagle CareerNet* by clicking on the website provided below:

[www.moreheadstate.edu/career/PostatMSU](http://www.moreheadstate.edu/career/PostatMSU)

Once your internship position has been posted and is ready to accept applicants, the MSU Career Services group will share the new listing with the student population through online, email, and mobile communication.

Please understand that students may be encouraged to forego certain types of employment as a potential internship. Positions traditionally filled with volunteer staff, part-time positions (less than 10 hours per week), clerical positions and those unrelated to their academic majors may be dismissed, as this type of employment may not meet the basic requirements for an academic credit internship. We would also recommend reviewing the informational article at the website provided below:

[7 Essential Tips For Recruiting Interns Into Your Business - Harver](#)

### Determining the Level of Compensation

MSU does not require that internship opportunities be paid. However, some individuals will be more likely to seek out, apply for, and accept positions that offer some level of compensation. As with any recruiting process, intern candidates will gravitate to those openings which meet their experiential education needs and offer an hourly wage or salary. Because the opportunity is temporary, they may face barriers to participation if there is no compensation.

For paid internship positions, it is recommended that your organization align the starting pay with your current entry-level wages for a similar full-time employee. If you have questions concerning paid versus non-paid internships, it is recommended that you discuss this with the MSU Coordinator of Internships or Center for Career Development and Experiential Education, before scheduling any type of interview.

The U.S. Department of Labor (DOL) has established a set of guidelines for determining if an internship meets the requirement of the Fair Labor Standards Act. This is especially important if your organization is considering the possibility of offering an unpaid internship. It is recommended that you review the DOL guidelines prior to making the paid or unpaid determination.

You can access the most recent update published by the Department of Labor by clicking on the website: <https://www.dol.gov/agencies/whd/fact-sheets/71-flsa-internships>

### Orientation

Orientation is an important first step to ensuring that the internship is beneficial to both your organization and the participant. Specific to your organization, a new hire orientation is recommended to provide an overview of relevant policies, procedures and workplace rules that will impact the intern during their work assignment. Based upon the size of the organization and the nature of your business, the orientation may be as simple as offering a walk-through and introduction to employees who may be working with the intern. As the employer, it is important to use this opportunity to establish the appropriate professional and work expectations for the intern. Students may also be encouraged to discuss with the employer any workplace policies that would apply to them, such as proper dress or attendance reporting.

Prior to beginning an internship with your organization, the selected intern will have met with the MSU Coordinator of Internships and/or a Faculty Mentor within their respective college. This meeting will be to ensure the intern understands the guidelines for an internship experience and what actions, or types of assignments are

required to receive academic credit. In general, interns will need to meet a minimum number of work hours to earn one college credit. The credit hour requirement will normally be between 50–60 work hours, depending upon the course of study. The internship assignment can be scheduled for an entire semester (15–16 weeks). The intern should plan to log enough work hours to meet the college credit requirement for their academic course.

### Management and Supervision

Prior to the start of an internship, the organization may want to designate a site supervisor with whom the intern will report, since working with the intern will require additional time during the workday. The site supervisor will need to be available and willing to devote the necessary time for instruction, feedback, and questions. The site supervisor should also be available to work with the MSU Coordinator of Internships or Faculty Mentor to communicate and complete any required evaluations on the work performance of the intern. High degrees of supervisor support, mentoring and the relationship between intern facilitators and the program are significant predictors of satisfaction and perceived value

### **The Role of the Intern: Expectations and Responsibilities**

As a part of the academic internship course, students are given the responsibility of identifying, applying for, and negotiating any related opportunities. This provides the intern with the practical experience necessary to engage in an active search and allows them to better prepare for professional life beyond graduation.

The intern is responsible for working with the potential employer to schedule any interviews and follow-up conversations. If an offer is extended and accepted by the student, then the expectation is to fulfill all employment requirements, including any type of background or drug screening per your organization's policies.

Once the experience officially begins, the intern should conduct themselves as any other employee of the organization. Their attitude, behavior, dress and work ethic should be in accordance with the expectations and standards of your organization.

## **The Role of the Faculty Mentor: Advisor and Support Services**

The MSU Coordinator of Internships is the primary internship liaison for the university. Each college may also have one or more Faculty Mentors that can provide information regarding specific internship opportunities. The role of the Faculty Mentor is to assist both you and the intern with any concerns or issues prior to or during the internship. The Faculty Mentor is also an informational resource that your organization can leverage to assist you in defining the scope of the internship opportunity.

The Faculty Mentor will want to ensure that the internship meets the appropriate educational criteria, as the internship may be used to award academic credit. The Faculty Mentor can work with the organizational representative or site supervisor to ensure that the internship will meet the following specifications:

- The internship will offer a learning experience to connect classroom learning to real-world applications.
- The internship provides the opportunity to gain new skills and knowledge that may be useful to a future career.
- The internship has been formally designed by the organization to be a structured work program with professional goals and/or learning objectives.
- The intern will be managed by a professional with the appropriate background and experience to provide educational feedback.
- A written or verbal methodology for periodic performance feedback has been identified which provides an open, ongoing communication channel between the site supervisor and the intern.
- The intern has been provided with the necessary equipment and resources by the organization to support their learning experience and successfully fulfill obligations.

### **Communication, Feedback and Evaluation**

An internship supports and is an extension of traditional course work by offering an experiential learning experience. As a part of this learning process, interns may be

asked to complete weekly or bi-weekly reflective assignments on their experiences, maintain a journal or submit a final summary paper for grading. This course work will be submitted to the Faculty Mentor as defined by the program requirements of the individual college. The Faculty Mentor will work with the student prior to the internship to ensure that they understand the documentation requirements.

The Faculty Mentor will also communicate with the intern and site supervisor at pre-determined intervals to assist with any concerns or questions that may arise. Regular feedback from both the internship coordinator and site supervisor will be critical to ensuring that the learning experience is successful, and the necessary requirements of their work assignment are being fulfilled. Interns will also provide the site supervisor with an internship evaluation form which should be completed near the conclusion of the internship. It is recommended that the site supervisor meet with the intern once the written evaluation is completed to conduct a formal performance review.

## **Before Day One: Ideas for Consideration**

### **Internship Options: Onsite, Virtual, Hybrid, or Micro**

In the past, the traditional internship has normally centered around a solely onsite presence, not unlike the normal full or part-time employees. However, as employers and educational institutions have had to adapt to remote work schedules due to the Covid-19 pandemic, there has been an interest in the possibility of a virtual, hybrid or micro-internship experience.

In the fully virtual experience, the intern would be working remotely and would interact with the employer by computer, virtual meeting software and telephone. This is not unlike many flexible work arrangements that have recently been implemented in response to social distancing restrictions. The hybrid internship would be a combination of both onsite and virtual work that allows all participants greater flexibility. In the last few years, the micro-internship concept has gained in popularity. This type of internship also allows interns to work remotely, but primarily on short-term projects or assignments. The time commitment can be from a few hours to an entire work week and is highly flexible in nature.

MSU has partnered with Parker Dewey, a Chicago-based firm that specializes in micro-internships beginning in May of 2020. If your organization may be interested in this type of internship, we would recommend reviewing the information provided on their website:

[www.parkerdewey.com/companies](http://www.parkerdewey.com/companies)

If you are considering either a virtual, hybrid or micro-internship opportunity, be sure to communicate with the MSU Coordinator of Internships prior to posting your position. A plan for supervisory communication, technology requirements, and work assignment deadlines should be determined in advance.

### Consider the Legal Requirements

Applicants who are selected to participate in an internship are not exempt from your organizational policies concerning background checks and drug testing. An offer of internship placement can be retracted if the applicant fails pre-hire policy requirements.

Interns are entitled to the same federal and state employment protections regarding civil rights and workplace safety. It is recommended that each organization take into consideration the types of work to be completed. If applicable, any required training should be provided to the intern, as it would be offered to employees performing the same or similar duties.

### Developing an Action Plan and Work Schedule

Our intent is to ensure that the internship experience is productive for both your organization and the intern. One recommendation would be to develop a general plan beforehand to identify the type of project(s) or work to be assigned to the incoming intern. This may be a topic of discussion during the interview process to provide the applicants with a better understanding of what is to be expected of them if they are offered an internship. Some community partners may choose to utilize interns for a specific project, an event, or the launch of new products or services.

Prior to the start of the internship, it is also recommended that a tentative schedule of work hours and assignments or project work deadlines be drafted. It is understood that this document may be tentative in nature and can be revised as needed. However, providing this information in advance will be beneficial to the intern and help to ensure that their time will be used efficiently and effectively. Students who are completing internships for credit may be required to complete a pre-determined number of work hours, which should be discussed prior to their start date. It is important to consider that, unlike traditional employees, interns may have limited availability due to other classes or responsibilities. It is important to take their current schedules into consideration when developing an action plan.

### Identifying a Workspace

The availability of a workspace, whether that be a simple desk or shared office, creates a strong, first impression with all new employees. Interns should be given some thought prior to beginning their new assignment. One recommendation would be to offer a brief tour of the office or work area during the initial orientation. This is to help ensure that the intern understands where they will be working and whom they should contact if they need any additional resources. This investment of time can prove to be beneficial in helping the intern to acclimate more quickly to their new environment, while allowing them to better focus on the work to be done.

### The Importance of Mentoring

Many students elect to pursue an internship because they are seeking a mentor in their field of study. Internships can provide this opportunity, allowing students to initiate and participate in a coaching/mentoring relationship with career professionals. Research has shown that a professional mentor relationship can be one of the most beneficial aspects of an internship experience. One of the key considerations is selecting the appropriate person to serve as the site supervisor for the intern. Mentoring relationships take time and patience. Anyone wishing to serve in this role may have a desire to teach others while being able to offer constructive feedback and guidance. Providing or being a mentor is not a requirement for offering an internship. However, the benefits that can be gained by your organization and the positive impact that you can have on interns are worthy of consideration. To assist you and your organization in this area, we have provided additional informational resources at the websites below:

<https://managementhelp.org/leadingpeople/mentoring.htm>

<https://trainingmag.com/building-successful-internship-and-mentorship-programs/>

## **What's the Next Step?**

After reviewing the information provided, we hope that you will see the benefits of offering an internship for both your organization and our students.

If you have questions or if we can provide additional resource information. Please contact the MSU Coordinator of Internship or the Center for Career Development and Experiential Education.

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We look forward to collaborating with you and your organization in the future.

Thank you!

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## Appendix A

### Institutional Review Board - Application and Approval

**Morehead State University  
Institutional Review Board (IRB) for the Protection of Human Subjects in Research  
PROTOCOL APPLICATION FOR THE USE OF HUMAN SUBJECTS IN RESEARCH  
REQUEST FOR EXEMPTION FROM FEDERAL REGULATIONS**

*In accordance with federal regulations, the IRB determines whether research protocols involving human subjects may be exempted. Even though the research may qualify as exempt from federal regulations, the committee still has a responsibility to decide whether the protocol represents ethical research.*

**NOTE:** Complete and attach appropriate CITI documentation. If your research involves special populations, **you are required to complete additional CITI modules that correspond with the populations for which you are involving.** Complete and attach informed consent/assent documentation (be explicit), questionnaires/surveys, etc. (if applicable) and any other documentation required to review your research.

Digitally sign and date your application, or print signature page and scan to PDF. **E-mail** your application, all pertinent surveys, consents, etc. and CITI documentation for all PIs, CO-PIs and Other Personnel to [jl.cline@moreheadstate.edu](mailto:jl.cline@moreheadstate.edu). Do **NOT** deliver hard copies to the Office of Research and Sponsored Programs unless absolutely necessary. If you have any questions, contact Ms. Janet Cline at 606-783-2541 or via e-mail at [jl.cline@moreheadstate.edu](mailto:jl.cline@moreheadstate.edu).

**Principal Investigator/Researcher Information:** The Principal Investigator (PI) conducts and directs the study. He/she acts as the main contact person for the IRB, and carries full responsibility for the study. The **Principal Investigator/Principal Researcher must provide documentation of completed CITI training.**

Name:	Samuel Stapleton	PI Title (Choose from list):	Student (Doctoral)
Department	School of Business Administration	Email	<a href="mailto:slstapleton@moreheadstate.edu">slstapleton@moreheadstate.edu</a>
Campus Address:	110E Bert T. Combs	Phone	783-2770

**Title of Research Project: (If internal or external funding will be requested, the title of the research project must be the same as the proposal title.)**

Title:	EdD Capstone Project: Internship Informational Guide for Community Stakeholders
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**Funding Source/Agency: (Provide name of funding source/agency and indicate if funds are internal or external. If funding will not be requested, mark N/A.)**

Name:	N/A
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Internal:		External:		N/A:	
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<b>Period of Project:</b>	<b>From:</b> June 25, 2021	<b>To:</b> April 29, 2022
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**Co-Investigators (Co-I):** Co-investigators are those other than the Principal Investigator who conduct, direct, and are responsible for the study. Please list the **name, Co-I Title and email address** of each co-investigator. **Co-Investigators must provide documentation of completed CITI training with each application.**  
**Name Co-I Title (please choose from list) E-mail Address**

Leeann Akers	Student (Doctoral)	<a href="mailto:l.akers@moreheadstate.edu">l.akers@moreheadstate.edu</a>
Daryl R. Privott	Faculty (MSU)	<a href="mailto:d.privott@moreheadstate.edu">d.privott@moreheadstate.edu</a>
	Faculty (MSU)	
	Faculty (MSU)	
	Faculty (MSU)	
	Faculty (MSU)	

**Other Personnel (OP):** Other Personnel includes all team members other than the Principal Investigator or Co-Investigator(s) who assist in the execution of the study, especially those who have subject contact. This may include students or graduate assistants. Please provide the **name, OP Title and email address** of any person who will have contact with subjects in connection with this study. **Other Personnel listed here must provide documentation of completed CITI training with each application.**  
**Name OP Title (please choose from list) E-mail Address**

	Faculty (MSU)	
	Faculty (MSU)	
	Faculty (MSU)	
	Faculty (MSU)	
	Faculty (MSU)	

**Morehead State University**  
**Institutional Review Board (IRB) for the Protection of Human Subjects in Research**  
**PROTOCOL APPLICATION FOR THE USE OF HUMAN SUBJECTS IN RESEARCH**

**Principal Investigator/Researcher:**

Please specify Citi modules completed for the primary investigator below. Unless Citi certification is complete, the application cannot be processed further. PI should attach copies of Citi certification to each application.

<b>CITI Training Modules Completed</b>	<b>Date Completed</b>
--	-----------------------



Human Research: Group 1 Social and Behavioral Research	06/08/2021

**Co-PI and Other Personnel:**

Please specify Citi modules completed for Co-PI and other personnel below. Unless Citi certification is complete, the application cannot be processed further. Copies of Citi certification should be attached each application.

Certifications for Co-PI or Other Personnel	
CITI Training Modules Completed	Date Completed
Human Research: Group 1 Social and Behavioral Research	06/04/2021

For the categories of research listed below, researchers may request that the IRB exempt their protocols from federal regulations. If you believe your research protocol may be eligible for consideration as exempt from the federal regulations, consider which of the categories from the list below applies and check all that apply.

EXEMPT CATEGORIES – 46.101(b)	
	<ol style="list-style-type: none"> <li>1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as: <ol style="list-style-type: none"> <li>1. Research on regular and special education instructional strategies, or</li> <li>2. Research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.</li> </ol> </li> </ol>
	<ol style="list-style-type: none"> <li>2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: <ol style="list-style-type: none"> <li>1. Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and</li> <li>2. Any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.</li> </ol> </li> </ol>

	<p>3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b)(2) of this section, if:</p> <ol style="list-style-type: none"> <li>1. The human subjects are elected or appointed public officials or candidates for public office; or</li> <li>2. Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.</li> </ol>
	<p>4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.</p>
✓	<p>5. Research and demonstration projects which are conducted by or subject to the approval of Department or Agency heads, and which are designed to study, evaluate, or otherwise examine:</p> <ol style="list-style-type: none"> <li>1. Public benefit or service programs,</li> <li>2. Procedures for obtaining benefits or services under those programs;</li> <li>3. Possible changes in or alternatives to those programs or procedures; or</li> <li>4. Possible changes in methods or levels of payment for benefits or services under those programs.</li> </ol>
	<p>6. Taste and food quality evaluation and consumer acceptance studies:</p> <ol style="list-style-type: none"> <li>1. If wholesome foods without additives are consumed; or</li> <li>2. If a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food</li> </ol> <p>Safety and Inspection Service of the U.S. Department of Agriculture.</p>
<p>The exemptions at 45 CFR 46.101 (b) do not apply to research involving prisoners, Subpart C. The exemption at 45 CFR 46.101 (b)(2), for research involving survey or interview procedures or observation of public behavior, does not apply to research with children, Subpart D, except for research involving observations of public behavior when the investigator(s) do not participate in the activities being observed.</p>	

### PROJECT DESCRIPTION

**Abstract:** Provide an abstract of the proposed research **in language that can be understood by a non-scientist**. The abstract should summarize the objectives of this project and the procedures to be used, with an emphasis on what will happen to the subjects. Feel free to use as much space as needed to provide a thorough abstract. Attach additional pages if necessary.

This EdD capstone project will facilitate the creation of an internship facilitator guide / packet to recruit community partners. The contents of the packet will include information explaining how beneficial it is to host internship opportunities, and what internships should look like from both sides of the table. We feel this could be integrated into the current intern program structure. We plan to conduct community stakeholder interviews and institutional comparisons to identify best practices. We will then be able to evaluate the types and levels of community and business partnership agreements in order to create a final recommendation and proposal for change.

Through the use of personal interviews, we intend to conduct a needs assessment interview with external organizational representatives (EOR). For the EOR's, we would need to gather information from both the public and private sectors. This information can then be used to gauge interest in hosting interns and determine what resources would make the practice more attractive for community partners.

<b>Subjects (Number of subjects to be enrolled in the study)</b>	
<b>Males:   Females:   Total:</b>	
<b>Check all that apply:</b>	
<input checked="" type="checkbox"/> Adults, non-students	Minors non-MSU students (Under 18) <b>Age Range of Minors:</b>
MSU students <b>18 and older</b> <b>Under 18</b>	Other (explain)

**Describe** how the subjects will be recruited for participation. Attach additional pages if necessary

Contact organizations have been selected based on the following:

1. Location within the MSU service region
2. Industry-type
3. Listed as a current or previous employer of MSU student interns
4. Recommendation from MSU Career Services
5. All of the above.

Twenty organizations will be randomly selected and contacted by the researchers to request an interview. An aggregate listing of potential contact organizations will be provided as a part of this application.

**Consent:** Describe the process by which consent will be obtained and documented from subjects. If documentation of consent is not being obtained, you must formally request a waiver from the IRB and fully justify why the informed consent and/or signed informed consent requirement(s) should be waived. Attach additional pages if necessary.

✓ **Waiver of Signed Consent Form Requested**

To request a waiver of a SIGNED CONSENT FORM, the research must meet one of the following criteria and researcher(s) must provide a written justification. Attach additional pages if necessary.

The only record linking the subject and the research would be the consent document and the principal risk would be potential harm resulting from a breach of confidentiality. [In this case, each subject will be asked whether he or she wants documentation linking the subject with the research, and the subject's wishes will govern.]

Justification:

☒ The research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context.

Justification:

We would like to formally request a waiver of informed consent. As a part to the interview process, the researchers will not be collecting any type of personal or biological data from the interviewee / participants. All information gathered will be generalized to a specific agency, business or institution. However, to encourage participation and to minimize any risks to the organizational stakeholders. All interview responses will be held in strict confidence and only made available to the researchers for review and evaluation purposes.

**Are MSU student subjects being recruited? YES ☒ NO**

**If you answered yes, clearly address all items in the "MSU STUDENTS AS SUBJECTS" Form below before submitting your protocol application. If you answered no, simply indicate that the items are not applicable to your research.**

#### MSU STUDENTS AS SUBJECTS

**The following sections must be completed if applicable to your research. (Note: The information also must be included in the informed consent documents as required by federal and IRB regulations.)**

**Clearly address all items below before proceeding to the next question or if you answered no, simply indicate that the items are not applicable to your research.**

**Instructor (not subject) Safeguards:**

Describe how permission to use subjects will be obtained. Attach additional pages if necessary.

If MSU students are recruited as subjects in an instructor's class, explain how you will inform instructors that they can refuse to allow the research to be conducted in their class. Attach additional pages if necessary.

**Additional Information:**

Clearly indicate whether participation as a research subject in this study fulfills a course requirement (i.e., all students are expected to participate in exchange for course credit) or will be conducted without fulfilling a course requirement (i.e., students may choose whether or not to participate without considering course requirements). If participation will fulfill a course requirement, clearly indicate that the instructors for the courses involved will establish appropriate alternative assignments that students may complete if they choose not to be a subject in this research. Attach additional pages if necessary.

Clearly indicate how the students will be informed that no penalty will be incurred for non-participation in the research. Attach additional pages if necessary.

**Are any of the MSU student subjects in the researcher's class or under his/her direct supervision?**

**YES✓ NO**

**NOTE:** Researcher must use a third party to solicit participation, administer the study, and collect data from subjects when they are students in the researcher's class or when they are employees or supervisees of the researcher.

**If you answered yes, clearly address all items in the "SUBJECT SAFEGUARDS" section below before proceeding. If you answered no, simply indicate that the items are not applicable to your research.**

**Subject Safeguards:**

Identify a third party who will solicit subjects, administer and collect informed consent and all instruments, and retain documents until final grades are submitted.

Identify a third party as a contact for subjects to notify if they wish to withdraw from the research project.

**After you have completed all other parts of your protocol application, read the information below and sign if you agree with the researcher assurances and responsibilities.**

**Researcher Assurances and Responsibilities:**



As principal investigator(s)/researcher(s), I hereby assure that I will follow procedures to safeguard and protect the rights and welfare of the subjects of my research. I will not begin data collection until I receive a written approval from the IRB.

If data are to be collected from college students and/or other MSU employees, I will use a third party to solicit participation, administer the study, or collect data when subjects are either students in a course for which I am the instructor or under my direct supervision.

As principal investigator(s)/researcher(s), I acknowledge responsibility for protecting the rights and welfare of human subjects; complying with all applicable federal and IRB regulations; conducting the research according to the IRB *exempt* protocol; reporting any changes in previously approved protocols to the IRB prior to implementation; reporting unanticipated injuries or problems involving risks to human subjects to the IRB; maintaining all approved protocol documents and notifications for three years after completion of the protocol; and supervising research conducted by students.

**If your study is determined to be exempt by the IRB committee, you are not required to complete continuation or final review reports. However, if any revisions are made to a project or if any unexpected risks arise during an investigation, it is your responsibility to notify the IRB by submitting a Part H (Change of Status) form fully explaining all changes or unexpected risks, prior to making any changes to the study. Please note that changes made to an exempt protocol may disqualify it from exempt status and may require an expedited or convened review.**

**Your exempt protocol is approved for six years. At the end of the six years the protocol will close and interaction with human subjects must cease. If you would like to continue your project, you must submit a new exemption application and have it approved before the project can continue.**

**It should be noted that research involving children may not qualify for exemption.**

**✓ BY CHECKING THIS BOX AND TYPING MY NAME BELOW, I AM ELECTRONICALLY SIGNING THIS APPLICATION.**

<p><b>Sam Stapleton</b></p> <p>Signature of Principal Investigator(s)/Researcher(s)</p>	<p>06/13/2021</p> <p>Date</p>
<p><b>As faculty advisor, I hereby accept responsibility for the conduct of this project.</b></p>	

**Daryl R. Privott**

Signature of Faculty Advisor

**6/14/2021**

Date

MSU Institutional Review Board for the Protection of Human Subjects in Research NOTIFICATION OF EXEMPT PROTOCOL REVIEW			
<b>Principal Investigator/Research</b>			
First Name	<input type="text" value="Samuel"/>	Last Name	<input type="text" value="Stapleton"/>
		Title:	<input type="text" value="Student-Doctoral"/>
Campus Address	<input type="text" value="110E Combs"/>		Campus Phone: <input type="text" value="(606) 783-2770"/>
E-Mail:	<input type="text" value="slstapleton@moreheadstate.edu"/>		
Department:	<input type="text" value="School of Business Administration"/>		
CITI Trainin	<input type="text" value="Yes"/>	Date Completed	<input type="text" value="06/08/2021"/>
Other Personnel		Other Personn	
Leeann Akers			
<b>Purpose:</b>			
Title of Project/Course: <input type="text" value="EdD Capstone Project: Internship Informational Guide for Community Stakeholders"/>			
Funding Source/Agenc <input type="text" value="NA"/> <input type="text" value="N/A"/>			
<b>Protocol Review Num</b> <input type="text" value="21-06-31"/>			
The human subject use protocol described above has been reviewed by the MSU Institutional Review Board for the Protection of Human Subjects in Research with the following results:			
The IRB determined the project, as stated, is exempt based on federal regula46.101 (5) <input type="text" value=""/>			
Federal regulations require that the IRB be notified if anything in the research changes, as additional review may be necessary.			
<input type="text" value="Yes"/> Approved, may proceed as write			
Begin Dat <input type="text" value="6 /25/2021"/> End Dat <input type="text" value="6 /24/2027"/>			
In accordance with new procedures instituted by the IRB, and because your study is exempt, you are not required to complete continuation or final review reports. However, it is your responsibility to notify the IRB prior to making any changes to the study. Please note that changes made to an exempt protocol may disqualify it from exempt status and may require an expedited or convened review. Your exempt protocol is approved for six years. At the end of six years the protocol will close and interaction with human subjects must cease. If you would like to continue your project, you must submit a new exemption application and have it approved before the project can continue.			
N/A Regulatory requirements have been met for the waiver of documentation of cons			
N/A Regulatory requirements have been met for the waiver of informed consent			
N/A Criteria for use of children has been met			

Signed: Elizabeth B. Perkins Date: 06/25/2021

Chair, Institutional Review Board for the Protection of Human Subjects in Research

**Please refer to the protocol review number in any future references to this protocol. If any revisions are made to a project or if any unforeseen risks arise during an investigation, the principal investigator must submit Form H to the IRB, fully explaining all changes or unexpected risks.**

pc: Protocol Fi

## **Appendix B**

### **Informed Content Form**

Dear Community or Business Representative:

We are collaborating Doctoral students in the Educational Leadership program at Morehead State University. We are requesting your assistance with a research project concerning Internship programs at MSU. Your role in this project would involve answering a small number of questions via interview (phone or in-person) concerning your organization's policies and procedures related to student internships.

**Purpose of Interview:** The intent of the interview will be to gather information from community stakeholders concerning the use of internships within their organizations. Interviewee responses and recommendations will then be used in the development of an internship facilitator packet to recruit new community partners in support of the MSU internship program.

**Confidentiality Statement:** The identity and responses of all organizational representatives will remain confidential. Only the researchers involved with this EdD research project will have access to the completed questionnaires. Interview participation by the organizational representatives is strictly on a voluntary basis.

Let me emphasize that you do not have to participate. If you do not wish to take part in this interview, you do not have to answer any of the questions. Participating in the interview is strictly voluntary and you may withdraw from the interview at any time. You may also choose to skip any questions that you do not wish to answer. You must be 18 years of age or older to participate. This research project has been reviewed to determine that participants' rights are safeguarded and there appears to be minimal risk to the interviewee and their organization. The answers you provide will be kept strictly confidential and all interview responses (completed questionnaires) will be stored in a locked campus office (Combs 110E), accessible only to the researcher. Please feel free to ask for help if something does not make sense to you or if you have any questions.

If you decide to volunteer, please be sure to **PRINT YOUR NAME** on the form and **SIGN** it to indicate your willingness to participate. That will be our indication that you understand the purpose of the interview and that you are willing to help.

**Name (please print):** \_\_\_\_\_

**Signature:** \_\_\_\_\_

If you have any questions or concerns, you may contact the researchers:

**Sam Stapleton**

College of Business and Technology  
Morehead State University  
110E Bert T. Combs Building  
Email: [slstapleton@moreheadstate.edu](mailto:slstapleton@moreheadstate.edu)  
Phone: 606-783-2770

**Leeann Akers**

Morehead State Public Radio  
Morehead State University  
132 Breckinridge Hall  
Email: [l.akers@moreheadstate.edu](mailto:l.akers@moreheadstate.edu)  
Phone: (606)783-2257

## Appendix C

### Interview Questionnaire – Community Stakeholders

**Purpose of Interview:** The intent of this interview is to gather information from community stakeholders concerning the use of internships within their organizations. Interviewee responses and recommendations will then be used in the development of an internship facilitator packet to recruit new community partners in support of the MSU internship program.

**Confidentiality Statement:** The identity and responses of all organizational representatives will remain confidential. Only the researchers involved with this EdD capstone project will have access to the completed questionnaires. Interview participation by the organizational representatives is strictly on a voluntary basis.

Date:	
Time of Interview:	
Name of Organization:	
Name of Representative:	
Contact Email:	
Phone # / Ext.:	

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? *Yes or No*

*(If the answer is “Yes” – then asked questions 1 – 7)*

1. What are your organization’s current options for intern recruitment?
2. In the past, have you communicated with a Morehead State University contact to locate and identify student internship candidates?
3. Once selected, what information or documentation do you provide to students before beginning an internship?
4. Does your organization have a job description, or do you provide a list of work expectations for the internship position?
5. What are some general job duties for an intern within your organization?

6. In the past, has a representative of Morehead State University worked with you or offered guidance on the work expectations for a student internship?

7. Is there anything else that you would like to share that could assist your organization in supporting and utilizing student interns within your workplace?

*(If the answer is “No” – then asked questions 8 – 14)*

8. Can you share why internships have not been an employment option for your organization?

9. In the past, have you been contacted by a representative from Morehead State University about using student interns within your organization?

10. Have you ever been contacted by a Morehead State University student concerning the possibility of applying for an internship position with your organization?

11. Can you share any potential barriers that your organization has foreseen or encountered that would exclude the use of student interns?

12. Are there resources that if made available, would make it easier for your organization to include student internships?

13. If your organization would consider using student interns, what types of work can you foresee them performing?

14. Is there anything else that you would like to share that could assist your organization in considering the inclusion of student interns within your workplace?

## Appendix D

### Interview Questionnaire – Community Stakeholder Responses

Community Partner #1

Sector: Manufacturing

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? *No*

1. What are your organization's current options for intern recruitment?

*We have worked with a professor at MSU in the past to locate some technical students*

2. In the past, have you communicated with a Morehead State University contact to locate and identify student internship candidates?

*The professor has been our primary contact and he has sent us some very good students.*

3. Once selected, what information or documentation do you provide to students before beginning an internship?



*We actually hire them on a part-time basic as an employee, so they will go through our regular orientation.*

4. Does your organization have a job description, or do you provide a list of work expectations for the internship position?

*Right now, I do not have anything, but I am working on something that we can use for a job description.*

5. What are some general job duties for an intern within your organization?

*Lots of project related stuff, plus we are wanting to bring in some interns to work on production scheduling. We will be doing our first physical inventory in a while, so we would like to have someone for that and there is always the HR data entry stuff.*

6. In the past, has a representative of Morehead State University worked with you or offered guidance on the work expectations for a student internship?

*The professor has been our main contact, plus we have worked with career services on attending their job fairs.*

7. Is there anything else that you would like to share that could assist your organization in supporting and utilizing student interns within your workplace?

*We would really like to set up a program as a type of “revolving door” for students to work at our facility. Lots of people want to stay in the area and this would be one way that they could do this after finishing school.*

Community Partner #2

Sector: Manufacturing

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? YES

1. What are your organization’s current options for intern recruitment?

*We have worked with Mayville Community and Technical College in the past to bring in maintenance and technical interns and co-op students. We also have recruited students from MSU for office, IT and HR positions.*

2. In the past, have you communicated with a Morehead State University contact to locate and identify student internship candidates?

*Yes, we have spoken to faculty and they have helped us find students to fill open and temporary positions.*

3. Once selected, what information or documentation do you provide to students before beginning an internship?

*Depending upon the job and time that they will be with us. We sometimes have them sit through the new hire orientation with our full-time employees.*

4. Does your organization have a job description, or do you provide a list of work expectations for the internship position? *No*

5. What are some general job duties for an intern within your organization?

*We have had them work with technical, IT and HR personnel on any number of job tasks and projects.*

6. In the past, has a representative of Morehead State University worked with you or offered guidance on the work expectations for a student internship?

*Yes, the teachers that we have spoken to have helped with lining up the student and help with any questions.*

7. Is there anything else that you would like to share that could assist your organization in supporting and utilizing student interns within your workplace?

*Just more information on the types of students available and what kinds of work that they may be looking for with their internships.*

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? *No*

1. Can you share why internships have not been an employment option for your organization? *This is viewed as a retail job. One that doesn't require any special skills.*
2. In the past, have you been contacted by a representative from Morehead State University about using student interns within your organization? *Yes, but not in an official capacity--only to assess our interest.*
3. Have you ever been contacted by a Morehead State University student concerning the possibility of applying for an internship position with your organization? *No*
4. Can you share any potential barriers that your organization has foreseen or encountered that would exclude the use of student interns? *Students may be interested in [this business], but aren't willing to leave the area to find work.*
5. Are there resources that if made available, would make it easier for your organization to include student internships?
6. If your organization would consider using student interns, what types of work can you foresee them performing? *I'm willing to teach anybody whatever part of this*

*business they want to learn and to give them hands-on, supervised experience, but it has to be directed through their interest and their willingness to do the work.*

7. Is there anything else that you would like to share that could assist your organization in considering the inclusion of student interns within your workplace?

*We would be happy to have interns who were interested in working in [this business] or are interested in running their own restaurant.*

Community Partner #4

Sector: Non-Profit

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? *Yes*

1. What are your organization's current options for intern recruitment?

*Unsure of how to answer this. We are rarely approached by students wishing to complete Practicum hours. We mostly recently had a student completing her practicum hours at [our organization.] We only have two Directors with the credentials to meet the requirements for this degree. This student is attending the University of Ky.*

2. In the past, have you communicated with a Morehead State University contact to locate and identify student internship candidates? *I have never had communication with Morehead on intern candidates.*

3. Once selected, what information or documentation do you provide to students before beginning an internship? *We provide our basic information for students – Personnel Policy book (with signed acknowledgement), confidentiality agreement (signed) and Drug and Alcohol Policy (with signed acknowledgement). We are working on a Policy book that is more specific to volunteers, interns, etc.*

4. Does your organization have a job description, or do you provide a list of work expectations for the internship position? *We do not provide a job description. We let the assigned Director work with the student individually.*

5. What are some general job duties for an intern within your organization? *With the Practicum student – they would typically work directly with the Program Director and shadow the director in the day-to-day operations.*

6. In the past, has a representative of Morehead State University worked with you or offered guidance on the work expectations for a student internship? *The students may provide the Director with expectations from the education facility but it is not provided to me.*

7. Is there anything else that you would like to share that could assist your organization in supporting and utilizing student interns within your workplace? *Our organization would be willing to work with interns if there was interest. It has been more difficult with COVID and many staff working from home but we would possibly be able to place students in various departments – Bookkeeping, IT, Human Services, General Clerical, Nursing Students*

Community Partner #5

Sector: State and Local Government

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? *Yes*

1. What are your organization's current options for intern recruitment? *We recruit through the [Federal Program] and we usually advertise opportunities for Interns.*
2. In the past, have you communicated with a Morehead State University contact to locate and identify student internship candidates? *Yes – we have several graduates from Morehead who have contacts on campus that they share opportunities with and we often attend career fairs at MSU to let students know about opportunities for internships.*
3. Once selected, what information or documentation do you provide to students before beginning an internship? *The only documentation I'm aware of that is*

*provided BEFORE they start with the agency is related to their background investigation and any HR paperwork requirements.*

4. Does your organization have a job description, or do you provide a list of work expectations for the internship position? *Each intern has a participant agreement that is completed annually with their supervisor. This agreement contains expectations but we also have an intern position description.*

5. What are some general job duties for an intern within your organization? *Our interns are “trainee” positions so they are asked to do a variety of tasks that would include field work as well as office work with tools, contract assimilation, plan development, etc. They also must complete an extensive online training program/curriculum in [a federally provided program].*

6. In the past, has a representative of Morehead State University worked with you or offered guidance on the work expectations for a student internship? *Not that I am aware of.*

7. Is there anything else that you would like to share that could assist your organization in supporting and utilizing student interns within your workplace? *We assign a mentor to each intern as well with the hope that the mentor is helping answer any questions the intern has about career opportunities or if they want job shadowing opportunities, etc.*



Community Partner #6

Sector: Healthcare

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? *Yes*

1. What are your organization's current options for intern recruitment?

*For the last few years, we have been running a summer healthcare internship program. Plus, we work with the allied health systems department at MSU to identify student for internships. We have been placing about 8 – 10 students a year.*

2. In the past, have you communicated with a Morehead State University contact to locate and identify student internship candidates? *Yes, we have worked mostly with [a professor]. Plus, we have been working with them to promote the undergraduate programs.*

3. Once selected, what information or documentation do you provide to students before beginning an internship?

*We do interviews and vet the students before sending them out a [] facility. There is an online application, which we get about 40 per year. We then reduce this down to 20 and then pick the top ten. The internships run six weeks in length and are full time,*

*forty hours per week. These positions are paid (\$10 per hour) and are not for class credit, but provide the student with actual experience in the faculty.*

4. Does your organization have a job description, or do you provide a list of work expectations for the internship position?

*It depends upon the work or project. Participating facilities have to also apply with an explanation of what the intern would be doing. We do an orientation with the students before we send them out, then there may be another orientation at the facility to explain the work policies.*

5. What are some general job duties for an intern within your organization?

*Research or community type work in healthcare. One example of a project, was a walk ability study for Mount Sterling by a student who was working with the county health department for example. We actually have them doing very little shadowing. This type of experience we would set up for free, in a non-internship role. Another type of work that we have had students work on was quality improvement within a facility.*

6. In the past, has a representative of Morehead State University worked with you or offered guidance on the work expectations for a student internship?

*We have very little interaction with career services. We did attend some type of job fair that they scheduled some time back. Primarily working through [] department.*

7. Is there anything else that you would like to share that could assist your organization in supporting and utilizing student interns within your workplace?

*It has been my experience that I've gained a stronger appreciation for trying to place and host a student in an internship position. Project work seems to work very well.*

*We need to identify job duties and project work ahead of time.*

Community Partner #7

Sector: Retail

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? No

1. Can you share why internships have not been an employment option for your organization? *We're a new business, and dealing with [product] in the front of house and dangerous equipment in the back of house, we're still working on protocols and SOP's to ensure a safe work environment. Insurance seems like it would be tricky and or expensive.*

2. In the past, have you been contacted by a representative from Morehead State University about using student interns within your organization? *We have not. We've had students take over our social media for a semester for class projects.*

3. Can you share any potential barriers that your organization has foreseen or encountered that would exclude the use of student interns?

*Expensive insurance related to alcohol and manufacturing equipment.*

4. Are there resources that if made available, would make it easier for your organization to include student internships? *Structured assignments with a goal in mind.*

5. If your organization would consider using student interns, what types of work can you foresee them performing? *Definitely office work or tasks not dealing with alcohol or manufacturing processes.*

6. Is there anything else that you would like to share that could assist your organization in considering the inclusion of student interns within your workplace?

Community Partner #8

Sector: Agriculture

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? Yes

1. What are your organization's current options for intern recruitment?

*We have a 12-week Summer Program that is currently off the ground and running with an amazing cohort of interns in several departments. We're also exploring a co-op program for international students that would start in the Spring.*

2. In the past, have you communicated with a Morehead State University contact to locate and identify student internship candidates?

*Yes! We have worked with several folks in the Career Center, []*

3. Once selected, what information or documentation do you provide to students before beginning an internship? *We provide all necessary info for onboarding as well as a schedule of events for all 12 weeks. The schedule details evaluation touchpoints, social events and team-building opportunities.*

4. Does your organization have a job description, or do you provide a list of work expectations for the internship position? *Yes, to both. Job descriptions are specific to the department in question.*

5. What are some general job duties for an intern within your organization?

*This varies by department. Each internship has a specific project scope they'll work on for the entire 12-week program. At the end of that period, interns present results and findings to their supervisor.*

6. In the past, has a representative of Morehead State University worked with you or offered guidance on the work expectations for a student internship? *Not particularly.*

7. Is there anything else that you would like to share that could assist your organization in supporting and utilizing student interns within your workplace?

*We'd love more visibility into prospective interns to understand what students are looking for or hoping for out of their internship.*

Community Partner #9

Sector: Health

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? No

1. Can you share why internships have not been an employment option for your organization? *Our efforts have generally been focused on student nurse externships and shadowing opportunities which are typically limited.*

2. In the past, have you been contacted by a representative from Morehead State University about using student interns within your organization? *Not to my knowledge*

3. Have you ever been contacted by a Morehead State University student concerning the possibility of applying for an internship position with your organization?

*Not to my knowledge*

4. Can you share any potential barriers that your organization has foreseen or encountered that would exclude the use of student interns? *Limited availability of people resources*

5. Are there resources that if made available, would make it easier for your organization to include student internships? *None known at this time*

6. If your organization would consider using student interns, what types of work can you foresee them performing? *Process optimization, workforce planning, employee satisfaction*

7. Is there anything else that you would like to share that could assist your organization in considering the inclusion of student interns within your workplace?

*None*

Community Partner #10

Sector: Retail

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? NO

1. Can you share why internships have not been an employment option for your organization? *Being such a small business, we haven't felt the need for one.*

2. In the past, have you been contacted by a representative from Morehead State University about using student interns within your organization? *No*
3. Have you ever been contacted by a Morehead State University student concerning the possibility of applying for an internship position with your organization? *Once or twice over the past 11 years*
4. Can you share any potential barriers that your organization has foreseen or encountered that would exclude the use of student interns? *paying an intern would be difficult and I'm not sure what they could do while there*
5. Are there resources that if made available, would make it easier for your organization to include student internships? *some sort of grant funding to pay one*
6. If your organization would consider using student interns, what types of work can you foresee them performing? *I'm not sure. Maybe answering phones and cleaning*
7. Is there anything else that you would like to share that could assist your organization in considering the inclusion of student interns within your workplace? *Not really*



**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? Yes

1. What are your organization's current options for intern recruitment?

*MSU is the only place that we have worked with in the past that I am aware of.*

2. In the past, have you communicated with a Morehead State University contact to locate and identify student internship candidates?

*Yes, many. []*

3. Once selected, what information or documentation do you provide to students before beginning an internship?

*Just have them shadow another employee or place them on a project.*

4. Does your organization have a job description, or do you provide a list of work expectations for the internship position?

*Not really, just showing them specifically what they need to be doing.*

5. What are some general job duties for an intern within your organization?

*General clerical and project work, depending what is needed.*

6. In the past, has a representative of Morehead State University worked with you or offered guidance on the work expectations for a student internship? *Yes* ☐

7. Is there anything else that you would like to share that could assist your organization in supporting and utilizing student interns within your workplace?

*Having someone who can sit down with us and better understand our business. Learn what our needs are when it comes to internships.*

Community Partner #12

Sector: Professional and Business Services

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? *Yes*

1. What are your organization's current options for intern recruitment?

*[Our organization] participates in career fair opportunities, posts openings on MSU's Career Net, Indeed, and the organization's website, and sends professors emails stating that intern opportunities are available for students.*

2. In the past, have you communicated with a Morehead State University contact to locate and identify student internship candidates? *Yes. We have communicated with*

*multiple MSU faculty/staff. In addition to professors, [We] communicate regularly with Ms. Megan Boone, Director, Office of Career Services.*

3. Once selected, what information or documentation do you provide to students before beginning an internship? *Interns complete an onboarding process with our organization's Human Resource representative. Interns are provided with the same orientation material as employees.*

4. Does your organization have a job description, or do you provide a list of work expectations for the internship position? *Yes.*

5. What are some general job duties for an intern within your organization? *[We have] job descriptions [for] unpaid internships, and job descriptions [for] paid internships. Our funding dictates if the internship can be paid/unpaid.*

6. In the past, has a representative of Morehead State University worked with you or offered guidance on the work expectations for a student internship? *No. We have worked with the students that have interned.*

7. Is there anything else that you would like to share that could assist your organization in supporting and utilizing student interns within your workplace? *No.*

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? *Yes*

1. What are your organization's current options for intern recruitment?

*We have an intern [currently]. We posted it on MSU's career services page with the help of that department. We also listed it on the Chamber of Commerce website. It has worked out very well.*

2. In the past, have you communicated with a Morehead State University contact to locate and identify student internship candidates?

*Yes.*

3. Once selected, what information or documentation do you provide to students before beginning an internship?

*None, we have an interview process where we verbally go over the job description and duties.*

4. Does your organization have a job description, or do you provide a list of work expectations for the internship position? *Yes*

5. What are some general job duties for an intern within your organization?

*Administrative duties, PR, Graphic Design. General office tasks, light topical research.*

6. In the past, has a representative of Morehead State University worked with you or offered guidance on the work expectations for a student internship? *Yes*

7. Is there anything else that you would like to share that could assist your organization in supporting and utilizing student interns within your workplace?

*No*

Community Partner #14

Sector: Financial

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? *No*

1. Can you share why internships have not been an employment option for your organization? *I honestly do not know why, that would be a good question for our HR department.*

2. In the past, have you been contacted by a representative from Morehead State University about using student interns within your organization? *Yes.*

3. Have you ever been contacted by a Morehead State University student concerning the possibility of applying for an internship position with your organization? *Yes.*

4. Can you share any potential barriers that your organization has foreseen or encountered that would exclude the use of student interns? *I do not know the answer to that question.*

5. Are there resources that if made available, would make it easier for your organization to include student internships? *I'm not sure how to answer that question.*

6. If your organization would consider using student interns, what types of work can you foresee them performing? *I would imagine they would have to go through the same training as our bankers.*

7. Is there anything else that you would like to share that could assist your organization in considering the inclusion of student interns within your workplace?

*That would be a discussion with HR.*

Community Partner #15

Sector: State and Local Government

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? Yes

1. What are your organization's current options for intern recruitment? *I am fully staffed at this point.*
2. In the past, have you communicated with a Morehead State University contact to locate and identify student internship candidates? *I have worked with Morehead State Today's Youth.*
3. Once selected, what information or documentation do you provide to students before beginning an internship? *We go through an interview and discuss the dress code and policies of the office.*
4. Does your organization have a job description, or do you provide a list of work expectations for the internship position? *A list of work expectations.*
5. What are some general job duties for an intern within your organization? *Answering the phones, filing paperwork & other duties.*
6. In the past, has a representative of Morehead State University worked with you or offered guidance on the work expectations for a student internship? *Yes*
7. Is there anything else that you would like to share that could assist your organization in supporting and utilizing student interns within your workplace?  
  
*I think they are great to work with. In busy times of the year, they are a huge help in my office.*

Community Partner #16

Sector: Non-Profit

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? Yes

1. What are your organization's current options for intern recruitment? *Currently [we] is actively seeking a Communications and Marketing Intern. [The organization] always has opportunities for intern positions in the areas of: Business/Finance, Business/Administration, Construction Management, and Communications & Marketing.*

2. In the past, have you communicated with a Morehead State University contact to locate and identify student internship candidates? *I personally have not. I am not sure who I would contact. We do post opportunities on Eagle Careernet*

3. Once selected, what information or documentation do you provide to students before beginning an internship? *\* Clear description of the work \*  
Introduction to staff*

*\* Explanation of our mission, overview of our work, history of our company*

*\* Our policies and procedures, including privacy policy*



4. Does your organization have a job description, or do you provide a list of work expectations for the internship position?

*We provide a job description which includes expectations for the position*

5. What are some general job duties for an intern within your organization?

*This of course depends on the position. Finance Department-learn accounting software, assist with invoice processing including coding, data entry, creating checks for payment, creating and maintaining vendor files, create job costs, reporting*

*Construction Management-Assist with: construction site visits, predevelopment work, purchase sales agreements of property, final new home walk-thru with customers, home rehabilitation work/plans, communicate with general contractors through the construction; update customers throughout the design and construction process*

*Communications & Marketing-marketing, brand management, public relations, communications, strategic planning, partnership building, digital marketing, graphic design, community outreach, project management*

6. In the past, has a representative of Morehead State University worked with you or offered guidance on the work expectations for a student internship?

*No to my knowledge*

7. Is there anything else that you would like to share that could assist your organization in supporting and utilizing student interns within your workplace?

*I feel that we have wonderful intern opportunities at [the organization]. Often these opportunities could lead to full time and permanent work [here]. I wish that the lines of communication between [the organization] and MSU were more open. These are wonderful opportunities for all parties.*

Community Partner #17      Sector: Professional and business services

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? Yes

1. What are your organization's current options for intern recruitment? *The [organization] currently does not have this service in place. However, as part of leadership and talent development, we are currently planning to make this part of our service delivery to the community.*

2. In the past, have you communicated with a Morehead State University contact to locate and identify student internship candidates? *We have not spoken directly with Morehead State University about this opportunity we are looking to develop. Our goal is to reach this beyond just the chamber itself and help recruit opportunity into the business community through students at both Morehead State University and Maysville Community and Technical College.*

3. Once selected, what information or documentation do you provide to students before beginning an internship? *All of this is still being developed at this time but would include a description of the work opportunity via the business host and what the student would be doing and skills obtained. The [organization] would be a host, but also a connector of opportunity between post-secondary and the business community.*

4. Does your organization have a job description, or do you provide a list of work expectations for the internship position? *No. Each opportunity would be unique to the opportunity and would be developed in accordance with the description of duties to be performed at each business location.*

5. What are some general job duties for an intern within your organization? *General duties for an intern around the [organization] would target marketing and communication.*

6. In the past, has a representative of Morehead State University worked with you or offered guidance on the work expectations for a student internship? *In years past it has been hit and miss and very inconsistent. A framework for continued partnership opportunities have never been put in place. What we are seeking to do is build that framework and grow this into the community.*

7. Is there anything else that you would like to share that could assist your organization in supporting and utilizing student interns within your workplace? *Everything is very much still in development. We wanted to begin building this out in 2020, but due to COVID-19, many opportunities could not be established, and members were not as engaged due to restrictions.*

Community Partner #18

Sector: Insurance

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? *No*

1. Can you share why internships have not been an employment option for your organization? *Company as a whole has not utilized interns from Morehead in the past, but we would be open to using them.*

2. In the past, have you been contacted by a representative from Morehead State University about using student interns within your organization? *No*

3. Have you ever been contacted by a Morehead State University student concerning the possibility of applying for an internship position with your organization? *No*

4. Can you share any potential barriers that your organization has foreseen or encountered that would exclude the use of student interns? *The one barrier may be home office approval. That would be the only thing.*

5. Are there resources that if made available, would make it easier for your organization to include student internships? *Not right now, but it would be useful to sit down and speak with someone and explain what we do.*

6. If your organization would consider using student interns, what types of work can you foresee them performing? *We have an independent contract, so if they wanted to pursue the proper exams, they could sell [the product]. But just starting out, probably office work mostly.*

7. Is there anything else that you would like to share that could assist your organization in considering the inclusion of student interns within your workplace? *I think that it would be important for students to be able to visit and ask questions around financial services. Our company does work with ECU risk prevention and have had students in to work in that area.*

Community Partner #19

Sector: Financial

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? Yes

1. What are your organization's current options for intern recruitment? *We have used students from the local high school and college students in the past from Kentucky Christian University.*
2. In the past, have you communicated with a Morehead State University contact to locate and identify student internship candidates? *Not that I am aware of, but I will verify and if someone from MSU has contacted us, I will let you know.*
3. Once selected, what information or documentation do you provide to students before beginning an internship? *We let them work with one of the other people in the office.*
4. Does your organization have a job description, or do you provide a list of work expectations for the internship position? *No*
5. What are some general job duties for an intern within your organization? *Just general paperwork and filing.*

6. In the past, has a representative of Morehead State University worked with you or offered guidance on the work expectations for a student internship? *Not that I am aware of.*

7. Is there anything else that you would like to share that could assist your organization in supporting and utilizing student interns within your workplace? *Not really, but having a student come in help out is something that we should discuss again.*

Community Partner #20

Sector: Manufacturing

**Key Question:** Does your agency, business or institution currently utilize interns within the workplace? Yes

1. What are your organization's current options for intern recruitment? *Due to sales volumes, we are not currently using interns but have in the past. Once sales return then we may be interested in having an intern in accounting.*

2. In the past, have you communicated with a Morehead State University contact to locate and identify student internship candidates? *We have called Morehead, but I do not remember who we spoke too. No one has contacted us directly in the past. I am on an email distribution from Career Services requesting that we send in any job or intern openings.*

3. Once selected, what information or documentation do you provide to students before beginning an internship? *Just a general orientation.*
4. Does your organization have a job description, or do you provide a list of work expectations for the internship position? *As a part of the interview process, we discuss with the persons interviewing what the job expectations would be.*
5. What are some general job duties for an intern within your organization? *General clerical and data entry.*
6. In the past, has a representative of Morehead State University worked with you or offered guidance on the work expectations for a student internship? *No*
7. Is there anything else that you would like to share that could assist your organization in supporting and utilizing student interns within your workplace? *As the economy rebounds, we should probably consider adding a non-paid intern first and then back to the paid position. It would be helpful to have a contact to speak with when this time come.*



### Appendix E

#### Comparative Study of Internship Information Provided to Community Partners Listing of Colleges and Universities Surveyed

Name	Control	Classification	Location
Berea College	Private Non-Profit	Baccalaureate	Kentucky
Eastern Kentucky University	Public	Comprehensive	Kentucky
Kentucky State University	Public	Comprehensive	Kentucky
Marshall University	Public	Research	West Virginia
Morehead State University	Public	Comprehensive	Kentucky
Murray State University	Public	Comprehensive	Kentucky
Northern Kentucky University	Public	Comprehensive	Kentucky
Ohio University	Public	Research	Ohio
Shawnee State University	Public	Comprehensive	Ohio
University of Louisville	Public	Research	Kentucky
University of Pikeville	Private Non-Profit	Baccalaureate	Kentucky
University of Kentucky	Public	Research	Kentucky
Western Kentucky University	Public	Comprehensive	Kentucky

### Appendix F

#### Comparative Study of Internship Information Provided to Community Partners Content - Ranked by Occurrence

Subject / Topic	Occurrence
General information on the institution	7
Information on the institutional job posting process	7
Recommendations on student recruitment and selection	7
Internship benefits available to the employer	6
Recommendations on how to design and promote an internship	5
Information about the characteristics of an internship	4
General information on institutional career services	4
General information on diversity and equal employment compliance	3
Guidelines for internship evaluation and feedback	3
General information on experiential education	3
An overview of academic majors offered	3
A definition of micro or remote internships	3
U.S Department of Labor - Internship Guidelines	3
The role of the onsite supervisor	2
Recommendations on internship orientation and training	1

## VITA

LEEANN M. AKERS

EDUCATION

May 2006	Bachelor of Arts Morehead State University Morehead, Kentucky
August 2007	Master of Arts Morehead State University Morehead, Kentucky
Pending	Doctor of Education Morehead State University Morehead, Kentucky

PROFESSIONAL EXPERIENCES

2018 – Present	News Director Morehead State Public Radio Morehead, Kentucky
July 2017 – June 2018	Assistant News Director Morehead State Public Radio Morehead, Kentucky
June 2015 – July 2017	Administrative Assistant Harold White Lumber Morehead, Kentucky
November 2010 – June 2015	Editor The Grayson Journal Enquirer / Olive Hill Times Grayson, Kentucky
July 2008 – November 2010	Sports Editor The Morehead News Group Morehead, Kentucky
April 2008 – July 2008	Reporter The Morehead News Group Morehead, Kentucky

## VITA

SAMUEL L. STAPLETON

EDUCATION

May 1992	Bachelor of Science Morehead State University Morehead, Kentucky
August 2001	Master of Business Administration Morehead State University Morehead, Kentucky
December 2011	Master of Science Morehead State University Morehead, Kentucky
Pending	Doctor of Education Morehead State University Morehead, Kentucky

PROFESSIONAL EXPERIENCES

January 2019 – Present	MBA Program Director Morehead State University Morehead, Kentucky
August 2013 – Present	Instructor of Management Morehead State University Morehead, Kentucky
June 2012 – August 2013	Human Resource Business Partner Masco Cabinetry LLC. Mount Sterling, Kentucky
August 2003 – May 2013	Adjunct Faculty – College of Business Morehead State University Morehead, Kentucky

HONORS

- September 2019      Student Government Association - Apple Award for  
Teaching Excellency  
Morehead State University  
Morehead, Kentucky
- October 2018        Dean's Citation for Excellence in Teaching  
Morehead State University  
Morehead, Kentucky

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- Shih-Chia Chen, S., Stapleton, S., Ratliff, J., & Blevins, A. (2017). Business students' perceptions of expected skills and traits for their professional success. *Review of Contemporary Business Research*, 6(2), 1-9.

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