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# Moving Toward an Experiential College Work Study Program

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Prepared for the Indiana  
Commission for Higher Education

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September 2012*

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## **INTRODUCTION**

As of July 1, 2012, the State Student Assistance Commission of Indiana (SSACI) merged with the State to become part of the Commission for Higher Education (CHE). This merger provides an excellent opportunity to evaluate Indiana's current College Work Study program and to develop innovative strategies to improve opportunities for students, engage employers, and strengthen the Indiana economy.

***Transforming Higher Education through Experiential Learning***

**At present there are major transformational changes occurring within education in the United States. In the higher education realm, there is a rapidly emerging recognition that experienced-based learning outside the traditional classroom offers a depth of knowledge and values that cannot otherwise be replicated or replaced. The need for experiential education is constantly growing and will continue to increase into the future.**

**Now is the time for Indiana to lead this change into experience based learning, while driving linkages from these learning experiences into career opportunities within Indiana's economy. The Commission for Higher Education is uniquely poised to be a catalyst for defining and identifying experiential opportunities and the proper approach to recognize and incentivize them.**

**Through re-engineering Indiana's experiential learning system, Indiana can become one of the best states at work-based learning or applied learning models and set new standards in these areas for the rest of the United States to follow. Indiana can become the gold standard, serving as an invaluable tool in the IEDC tool kit as well as all regional economic development efforts in the state.**

This evaluation document on the College Work Study Program in Indiana is the first step in the direction of transforming experiential learning. What follows is the current Indiana program as it is offered to student and employers today, analyzed in light of other work study programs offered throughout the United States. This evaluation has led TPMA to offer 12 key program recommendations in addition to possible future steps that can be taken by the Commission for Higher Education.



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## **SUMMARY OF RECOMMENDATIONS**

Based on information gathered and presented here, TPMA provides the following twelve recommendations to strengthen and expand the quality of opportunities through Indiana's College Work Study program:

### **Program Structure Changes**

- 1. Refocus Work Study to Incorporate Experiential Learning (Internships, Fellowships, Co-Ops), Related to Student's Program of Study**
- 2. Make Work Study Students Available to Private Sector Employers**
- 3. Keep it Simple**
- 4. Consider Funding Priorities**
- 5. Coordinate and Leverage Federal Financial Resources**
- 6. Student Eligibility Requirements are a Key Driver to Program Success**

### **Marketing**

- 7. Communicate More Proactively to Students to Increase Awareness**
- 8. Increase Recruitment Assistance (More Intense Engagement of Employers Through Career Fairs and On-Campus Recruiting Activities)**
- 9. Rebrand Program as Programmatic Shifts are Underway**

### **Program Improvements**

- 10. Gather End-of-Program Feedback for Program Evaluation**
- 11. Provide More Support and Technical Assistance to Employers**
- 12. Establish Guidelines for Employer Participation to Ensure Effective Employer Participation**



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## **PROGRAM BACKGROUND**

The merger of the State Student Assistance Commission of Indiana (SSACI) with the Commission for Higher Education (CHE) has initiated the need to reexamine the current Indiana College Work Study program. This evaluation desires to explore short- and long-term strategies to transform the program into one that provides valuable experiential learning opportunities for Indiana's students and a more qualified workforce for Indiana's employers. The program, however, is currently underutilized; since the 2005-2006 school year, the number of participating students has dropped steadily. At the same time, appropriations for this program have gradually increased, resulting in a funding surplus for the current College Work Study program.

In addition to participation challenges and funding opportunities, the current distribution structure is also in need of examination. At present, the statute does not allow for the direct engagement of private sector employers. The Program instead gives about 60% of its funding to government entities, 33% to nonprofits, and 6% to private colleges and universities. Significant potential exists to expand the experiential quality and utilization of the College Work Study program through expanding the program's reach and eligible recipients.

*Shift to Direct  
Engagement of  
Private Sector  
Employers*

### **The Experiential Learning Atmosphere in Indiana**

At present, there are several other programs of similar structure within Indiana: the Federal Work Study Program, Indiana INTERNnet, AmeriCorps, and individualized programs offered by colleges and universities.

The Federal Work Study Program focuses on students who require financial assistance while attending a postsecondary institution. Students must apply for funding by filing a Free Application for Federal Student Aid (FAFSA) and may be employed by their higher education institution, a federal, state, or local public agency, a private nonprofit organization, or a private for-profit organization. Postsecondary education institutions can apply directly for funding each year by submitting a Fiscal Operations Report and Application to Participate (FISAP) and must use at least 7 percent of their allocated funding to support students working in community service jobs.<sup>i</sup>

Indiana INTERNnet is an online internship-matching program that links employers, students, high schools, colleges, and universities. The program offers a searchable database and personal support assistance to students, employers, and schools with the ultimate goal of creating or expanding the high-quality experiential opportunities within Indiana. The program is currently run out of the Indiana Chamber of Commerce and is open to all organizations that post high-quality internship opportunities as well as all students independent of financial need or area of study.<sup>ii</sup>



AmeriCorps is a national program operated through the Corporation for National and Community Service that provides individuals of all ages, backgrounds, and education levels the opportunity to serve communities within the United States. The AmeriCorps program partners with local and national nonprofit groups to place participants in a full-time or part-time position for at least 10 months. The program offers participants training before placement in their host sites and offers an AmeriCorps coordinator to assist participants throughout the experiential learning process.<sup>iii</sup>

In addition to these national and Indiana-focused opportunities, many colleges and universities offer some form of internship program or internship assistance. This may come in the form of requiring internship before students' graduate, as is common for students studying education/teaching, health sciences, and business. Many schools have career offices to provide students with professional assistance. Some institutions, including the School of Public and Environmental Affairs (SPEA), offer students the opportunity to work while in school through fellowships, internship placements, research assistantships, and teaching assistantships. Also, many higher education institutions engage in career fairs, where perspective employers are brought onto campus to facilitate employer-student connections that may lead to internships or future job opportunities.

As each of these programs offers unique opportunities for participants, the Indiana College Work Study program can choose to join in the effort and partner with some of the programs, while also filling gaps that have yet to be addressed by these experiential learning platforms.

### **Indiana's College Work Study Program**

Currently, College Work Study Program provides the opportunity for students and nonprofit or government employers to connect for both Summer Work Study (SWS) as well as Work Study during the school year. Statutorily, any student who receives a financial aid award from the Commission for the immediately preceding academic year (summer program) or current academic year (school year program) could be eligible. Most of these awards are need-based, but there are minority nursing awards and veterans awards that are not need-based. Students who did not receive a state financial aid award are not eligible, based on current Indiana law.

The Summer Work Study program is available to both employers and students via an online portal [sample employer and student profiles available in *Appendix B*]. Each student and employer must register through the website as a first step in the College Work Study Program. Registration processes for employers and students are as follows:



**REGISTRATION PROCESS: EMPLOYERS**

- 1. Log-In to Online System through [www.sws.in.gov](http://www.sws.in.gov) website**
- 2. Click On *New Employer***
- 3. Accept Terms And Conditions**
- 4. Fill in Organizational Profile Page with Organization Information and Tax ID Number (EIN)**
- 5. Fill in Organizational Contact Person and Work-Study Specific Contact Person**
- 6. Indicate Type of Employer**
  - a. Here, if employers choose for-profit or anything other than the eligible categories, employer will receive notification that their registration cannot be processed
- 7. Enter Number of Students**
  - a. Can be all full-time or combination of full- and part-time
  - b. In the past, employers were granted up to 3 students
- 8. Enter Pay Rate**
  - a. Average has been roughly \$8 per hour in the past, but there is no statutory or programmatic maximum specified. The highest pay rate for the 2009-2012 Summer Programs was \$15.30 per hour and the lowest was \$6.55 per hour
  - b. Employers must pay at least the federal minimum wage
  - c. The state will pay 50% of the stated rate. If an employer chooses to give a raise at some point in the future, the employer will be responsible for any amount above the established allocation
- 9. Enter Number of Hours**
  - a. Maximum is 40 hours per week in the summer, May 1 through Sept 15, and 19 hours per week during the school year
- 10. SSACI (Now CHE) Puts in all Allocations and the System Processes the Total Allotment for Each Employer, as Long as the Total Requests Do Not Exceed the Total Funding Available**
- 11. Employer Either Accepts or Declines the Allotment**
- 12. If Employer Accepts, Employer is Ready to Start Contacting Students, Who are Stored in a Database**
- 13. Employer Recruits, Interviews, Hires, and Pays a Student as They Would any Regular Employee**
- 14. Employer Fills Out and Submits Online Reimbursement Form**
- 15. The Funds are Wired From SSACI/CHE to the Employer's Bank Account**





**REGISTRATION PROCESS: STUDENTS**

- 1. Eligible Students are Notified in Their State Student Financial Aid Award Letter that They May Participate in the State Work Study Program**
  - a. But the information is buried. SSACI/CHE advertises eligible student information on their website, and university partners often advertise, but no other marketing efforts are conducted.
- 2. Go Online to [www.IN.gov](http://www.IN.gov)**
- 3. Fill Out Student Application**
- 4. Application is Approved or Denied Based on Eligibility**
- 5. Wait for Employer to Contact, or Contact Employers Directly**
- 6. Once Hired, Fills Out Tax and ID Paperwork Like a Regular Employee**
- 7. Sign the Student Certification Form**

Registration for the school year program is organized differently, as the online portal is not yet available. Instead, all paperwork from students and employers is processed manually by CHE personnel, but will eventually transition into the online system. The College Work Study school year program began this past school year and is only available to four-year higher education institutions.

***Enhance  
Employer-Student  
Matching &  
Recruiting  
Techniques***

Additional program details to consider include employer-student matching and recruiting techniques. After applying online or via hard copy, employers and students are both given access to lists of participants (students can see employers; employers can see students). However, no additional matching assistance occurs. Employers are responsible for recruiting and interviewing eligible candidates on their own, and students are responsible for finding a placement with eligible employers.

In terms of employer-student recruiting, few marketing efforts currently take place. SSACI/CHE advertises the summer work study program on its website, and university partners advertise the program in their own ways, but no concerted marketing effort has taken place to grow participation. Program administrators recruited employers in the past, but recruitment stopped when it seemed it was not necessary in order to utilize funding. Many of the current employers are long-time participants who renew each year. Out of the 155 employers currently listed as participating in the Summer Work Study program during the four years from 2009 to 2012, only 6 organizations were new or only participated in 2012, and 104 organizations had participated for at least three years.<sup>iv</sup>

In addition, students are not actively recruited, beyond the state's website. As noted above, students are notified of their eligibility in their financial aid award letter, but the notice is buried far down in the letter with quite a lot of other information.



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## RECOMMENDATIONS

### Program Structure Changes

#### 1. Refocus Work Study to Incorporate Experiential Learning (Internships, Fellowships, Co-Ops), Related to Student's Program of Study

- Research has indicated that students who work between 10 and 19 hours per week tend to persist in their degree programs at higher rates than other financially needy students.<sup>v</sup>
- Students who had internships or work experiences related to their studies while in college also benefited, earning roughly 20 percent more than those who did not<sup>vi</sup>.
- In another study, 83 percent of employers said a supervised or evaluated internship or community-based project *where students apply college learning in real-world setting* is an effective way to ensure college graduates have the skills/knowledge necessary to succeed in entry-level positions<sup>vii</sup>.
- 81 percent of employers expect students to complete an internship or community-based field project to connect classroom learning with real-world experiences<sup>viii</sup>.
- 79 percent of employers want to see knowledge gained in college applied to real-world setting<sup>ix</sup>.

#### 2. Offer Work Study Students the Option of Placement with Private Employers

- One study finds that employers will draw approximately 40 percent of their new college hires for 2011 from their internship and co-op programs<sup>x</sup>.
- 67 percent of surveyed employers offered their intern(s) a full-time job in 2011<sup>xi</sup>.
- After one year on the job, hires drawn from an employer's own internship or coop program were retained at a rate of 75.8 percent. By contrast, 60.7 percent of hires who came on board without any internship/co-op experience were still with the company after one year. At the five-year mark, 55.1 percent of hires coming from an employer's program were still at the firm while only 44 percent of hires without an internship/co-op experience remained<sup>xii</sup>.
- Assuming an eight-hour work day, employing just one intern for one semester can increase an organization's productivity by 7.5 work days<sup>xiii</sup>.
- A survey of Fortune 500 companies reveals that hiring an interim co-op to a full-time position saves the company more than \$6,000 in cost per hire<sup>xiv</sup>.
- At least five states allow private sector employers to participate in the work study programs. States include: Pennsylvania, Minnesota, Washington, Colorado, and Idaho.

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*Note: Unless otherwise noted, statistics cited in this section are not specific to Indiana.*



### **3. Keep it Simple**

- TPMA finds the current employer/student registration process to be fairly clear and straightforward. If employer expansion is accomplished, through increasing eligibility to for-profit employers and/or increasing marketing efforts, the program must continue this simplicity and ease so as not to discourage employers with administrative burdens.
- Program simplicity can also extend to credit v. non-credit internship discussion. It is recommended that CHE focuses on approving quality internships for students from employers. All other discussions about counting the internship for credit or for a graduation requirement should take place between the student and the postsecondary institution.

### **4. Consider Priorities**

- If employer eligibility is expanded to private sector employers, more students become aware of their eligibility, and the experiences become more valuable, CHE is likely to see an increased demand for funding. In that instance, how should employers be prioritized?
  - *Should a funding allocation minimum OR a maximum be set for private sector participation?*  
Setting limits or minimum allocations would restrict private employer access to Work Study funding, which could allow fewer private sector employers to participate or limit the amount of funding available to each employer.
  - *Should it be first-come, first-served?*  
The first employers could be the most interested and/or they could be the most connected (and thus know about the change in funding structure). Providing funding on a first-come, first serve basis could lead to unequal treatment among employers if the latter is true, but it could also serve to increase available funding by decreasing administrative costs with this relatively straightforward approach.
  - *Should previous use/history be taken into account?*  
Examining an employer's previous use of the program could help ensure that students are receiving quality internships, especially if evaluation procedures are put in place to review and evaluate Work Study placements after their completion.

### **5. Coordinate and Leverage Federal Financial Resources**

- Career and financial centers at postsecondary institutions tend to have one or two staff members devoted to federal financial aid administration. Since these individuals have a focus on the Federal Work Study program, it might be possible to partner with the federal administrators to have them also administer state work study funds.

### **6. Reexamine Student Eligibility Requirements**

- The program could be expanded to include students who do not require financial aid.
  - Montana and Colorado set aside 70% of state work study funding as need-based awards, but the other 30% can go to students regardless of financial need



- Idaho's program is only partially based on financial need
- The program could be narrowed to only include juniors and seniors who receive state financial aid
  - *Pros*

Limiting the educational attainment level of students who can participate to juniors and seniors (of four year institutions) and second years (for two year institutions) might increase the economic development value and overall quality of internships offered. If employers are only limited to placing upper class students into their organizations, this may assist in pushing them to offer quality internship opportunities. In addition, upper class students are closer to graduation and thus it is more likely for an internship opportunity to transfer into a permanent job following degree completion.
  - *Cons*

Some younger students may indeed find quality internship programs, and limiting freshman and sophomore students' access could prevent them from taking advantage of a potentially valuable opportunity. Additionally, even without regulation, employers themselves may not wish to hire less advanced students. This would be the employer's prerogative, and so regulation may be unnecessary.

## Marketing

### 7. Communicate More Proactively to Students to Increase Awareness

- Students are notified of work study eligibility only once, as part of their award notice prior to the beginning of the school year, and that notification is “buried” in a long letter. Because they are not eligible until the following summer, students may forget or remain unaware of work study opportunities. CHE should consider an email blast or some other small awareness campaign to remind students of the Work Study opportunity and point them to the website to register.

### 8. Increase Recruitment Assistance (More Intense Engagement of Employers Through Career Fairs and On-Campus Recruiting Activities)

- Three recruiting activities dominate private company budget allocations for both internship and co-op recruiting—career fairs, on-campus recruiting, and on-campus information sessions. On-campus recruiting and career fairs were the highest-rated activities in terms of effectiveness for both internships and co-ops, followed by referrals from current or former interns. Very little budget (1.8 percent) was allocated to online networking for recruiting both interns and co-ops, and it was listed at the bottom in terms of effectiveness as a recruiting activity<sup>xv</sup> As such, CHE should utilize career fairs and on-campus recruiting techniques for connecting students to employers.



- Currently students may see a list of eligible employers, and employers may see a list of eligible students, but no active recruitment/placement system exists. CHE/SSACI should consider an online work study search portal to aid in placement. This may include utilizing Indiana INTERNnet by including a College Work Study criteria into the search parameters

#### **9. Rebrand Program as Programmatic Shifts are Underway**

- Rebranding sets the program apart as a unique opportunity and can be “advertised” to employers. Many employers are already familiar with terms such as internships and fellowships as a concept and associate them with program-related work (versus work study).
- However, the terms *internship*, *co-op*, and *fellowship* all have specific meanings, so CHE may want to facilitate focus groups or conduct other market-driven studies to determine the best re-branding option.

### **Program Improvements**

#### **10. Gather End-of-Program Feedback for Program Evaluation**

- Program evaluation will accomplish several objectives:
  - Find out which elements of state program administration are working best, and those that could be improved.
  - Compare the experiences of intern students versus traditional work study students in this program specifically (could help make the case for a difference in the value of the experiences).
  - Better understand the value of interns to employers.
  - Understand the job-offer conversion rates and acceptance rates, and whether an internship helps keep students in-state (reduce brain drain).
  - If student contact information is gathered, additional follow-up could be conducted to determine retention, earnings, and other measures which would help further make the Indiana case for program expansion.

#### **11. Provide More Support and Technical Assistance to Employers**

- Several internship “toolkits” exist to help employers establish successful and beneficial internship programs (e.g., Akron Chamber of Commerce’s *NextGenIntern*; Indiana INTERNnet—see “Suggested Resources” in Appendix A). Employers should be given a toolkit to assist them in hosting Work Study students. These toolkits can include:
  - Tips for successfully budgeting for an internship program
  - Methods for how to structure internship programs
  - Legal questions and answers about internships
  - Employer testimonials
  - Examples of job descriptions
  - Frequently asked questions



- Tips for hosting international students

**12. Establish Guidelines for Employer Participation to Ensure Effective Employer Participation**

- Examples could include
  - Anti-nepotism
  - Reasonable pay (should there be a limit?)
  - Setting learning objectives
  - Number of students
  - Non-displacement requirement
  - Political Activity Prohibition



## **CONCLUSIONS AND NEXT STEPS**

Indiana's College Work Study Program has great promise for enhancing the quality of experiential learning opportunities within the State, providing a valuable learning experience for students and increasingly qualified job candidates for employers. In addition to the recommendations to improve the program structure, marketing, and evaluation and support, there are several future steps that could be taken by the Commission for Higher Education to improve the program:

### **One Clear and Unified Effort to Change Legislation**

- When making legislative changes, the Commission for Higher Education must consider both the current and future needs of the College Work Study Program. For example, while leaving the program open to sophomore through senior students may be appropriate now, consider whether this is a course CHE would like to pursue three to five years in the future.

### **Internal Capacity Assessment**

- Should the Commission for Higher Education take charge of approving employers and expanding the program, the organization must ensure it has the capacity to do so. An internal capacity evaluation may include an assessment of both the quantity of individuals devoted to the College Work Study Program, as well as the expertise involved in the program's implementation and administration

### **Internal Organizational Structure Assessment**

- Given the recent addition of the College Work Study Program to CHE's charge, the agency needs to ensure there are clearly define responsibilities and roles within the program's administration.

### **Solidify Program Specifics Past and Future**

- Program details must be thought through, and a unified understanding of program functions must be identified. For example, all students who receive state financial aid qualify for the current College Work Study Program, even though it is highlighted as a need based program. Should this change? In addition, should the program be open to all students who qualify or should the student applicant pool be limited to juniors and seniors?
- With changing program structure and statute, questions regarding the program's intent, audience, and structure will arise. The Commission for Higher Education must anticipate these questions and possibly construct a *Frequently Asked Questions* document to help answer as many as possible. Example questions in the FAQ may include, but are not limited to, the following:
  - What students are eligible for Indiana's College Work Study program?
  - What are the eligibility requirements for employers?



- What work study experiences qualify as fundable by the College Work Study program? Is the state targeting certain degrees or industries?
- If an employer is laying off workers are they eligible for State Work Study funded students?
- Can students receive College Work Study funding and credit through their postsecondary institution?
- Is there a limit to the number of students a single employer can host at a time?
- Does the State supplement the same percentage of wages for for-profit employers as nonprofits and universities?
- Is there a maximum wage students can earn through the College Work Study Program?

### **Appropriateness of the Name**

- Changing legislation, program objectives, and/or program criteria may and probably should lead to an entire rebranding of the College Work Study program. Should there be a name change and if so, what should the new term be? It is recommended that an analysis of the current stigmas and connotations of revised “work study” names be evaluated before choosing an alternative program title.





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## **METHODOLOGY**

Thomas P. Miller and Associates (TPMA) conducted a five part analysis of Indiana's College Work Study Program:

### **1. Literature Review on the Value of Internships and Other Experiential Learning**

The literature review focuses on reviewing, summarizing, and analyzing experiential learning, internship, and co-operative articles. This step includes secondary analysis of reports, briefs, and journal articles surrounding the value of experiential learning arrangements to students, to employers, and to the broader state economy. Specific areas for examination include employer expectations of new hires, the impact of a quality work study program on economic development, the rate of translation between internship opportunities and job offers, and private sector recruitment strategies:

- Research found that not only do the vast majority of employers surveyed believe internships are a good indicator of career preparedness, a large majority actually expect students to have some sort of internship or other experiential learning component in college.
- One study showed that interns increase a company's productivity, and nearly 70% of students receive a job offer resulting from an internship. This conversion from intern to employee can save a company \$6,000 in hiring costs per position. Additionally, former interns start with higher wages and have lower turnover rates than non-interns.
- Another study discussed recruitment strategies, which will play into our recommendations for engaging private sector employers through university career fairs and other events.

### **2. Policy Scan**

To lay the framework for policy recommendations, up to and including statutory modifications, the project team evaluated the structure of eight other work study programs around the nation, including the states of Pennsylvania, Minnesota, Washington, Colorado, Idaho, Montana, New Mexico, and Iowa. Because employer engagement is particularly low in Indiana at present, the project team identified policies and practices to emulate and/or adapt to suite Indiana's unique needs. Highlights of the policy scan include:

- Five states allow the private sector to participate, although many of them have restrictions regarding the types of businesses allowed to participate.
- Six of the eight states give the money to universities, and universities administer the program.



- Several states allocate non-need-based funding to students and instead award based on GPA or other factors.

### **3. Process Evaluation**

In order to maximize the College Work Study's potential to Indiana's economy and its value to employers, employers must be able to "plug in" to the program with relative ease. Therefore the project team reviewed the current application and funding process, including forms, procedures, and policies required to apply for and receive work study funds. To fully comprehend the intricacy of the College Work Study Program, TPMA reviewed online resources including the registration portal and hosted a conference call with CHE employees involved in administering the Work Study program. While the entire process evaluation is noted under *Program Background*, a few takeaways include:

- Current resources and process for the summer program are generally very good. The system seems fairly clear and easy to navigate.
- Challenges exist with employer-student matching and recruiting techniques.

### **4. Recommended Strategies for Program Direction**

After gathering and analyzing finding from the first three steps, the project team compiled a list of 12 preliminary recommendations for the College Work Study Program. These recommendations were divided into three categories: program structure changes, marketing, and evaluation and support. Within each category, suggestions were further divided into *Recommendations* and *Recommendations to Consider*. This list of potential program modifications was then presented to CHE for discussion on feasibility, applicability, and overall recommendation impression. From this discussion, the revised list of recommendations, as presented in this report, was generated.

### **5. Next Steps**

Because TPMA approaches policy analysis with a bias toward action, we coupled our recommendations with practical steps for CHE's consideration. These possible future actions are discussed in the previous *Conclusions and Next Steps* section, and stem from professional consulting experience, discussions with CHE staff, and current trends within Indiana's economy and education system.



## APPENDIX A: SOURCE SUMMARY

### Literature Review on the Value of Internships and Other Experiential Learning

**Article:** **Surfacing the Top Ten Trends from the 2012 Legislative Session**  
**Organization:** *Boosting College Completion*  
**Notes:** This article recognizes current academic trends including 'Awarding Prior Learning,' which includes recognizing worth of non-credit experiences. States participating in this program include CO, FL, HI, ME, OK, OR, VA, WI. Oklahoma has authorized institutions to apply academic credit for prior learning gained through military experience. A second notable trend is the 'Program Pilots, Competitive Grants' trend. Mississippi has instituted a pilot program to allow dropouts receive a diploma while pursuing a career-ready certificate. Nebraska is also working on 'Creating Adult Career Pathways,' which provides funding to educational bridge programs designed assist adults in obtaining academic and technical skills necessary for success in postsecondary programs, workforce training, and the labor market. Nebraska is creating a 'Career Readiness Academy,' which requires a transition component, including internships, job training, and skills training.

Source: <http://www.boostingcollegecompletion.org/wp-content/uploads/2012/06/BCC-2012-Policy-Trends.pdf>

**Article:** **CEIA Website**  
**Organization:** *Cooperative Education & Internship Association*  
**Notes:** Over 80% of Fortune 500 companies employ students as interns or co ops. Studies show that interns are often as productive as regular employees and have more positive attitudes during their work period. In addition, when hiring former co ops/interns to full-time positions, businesses realize higher productivity, higher retention rates and lower recruiting costs. A survey of Fortune 500 companies reveals that hiring an interim co op to a full-time position saves the company more than \$6,000 in cost per hire.

Source: <http://www.ceiainc.org/sub.asp?PageID=26>

**Article:** **Journal of Cooperative Education and Internships**  
**Organization:** *Cooperative Education & Internship Association*  
**Notes:** When the work-integrated learning afforded students a chance to make a difference, to be part of a team, and to apply knowledge from their major, subsequent work self-efficacy was significantly enhanced. Co-op students were also found to rely less on support provided by their colleges, friends, and parents or as provided by their academic advisors. Research indicates a link between cooperative education (both separate from and including internships) and change in work self-efficacy from the second to the third year. Co-op students were also found to value the instruction of their professors less once returning to class after their first co-op experience.

Source: [http://www.ceiainc.org/assets/nysinyg/Journal/JCEIA\\_Vol45\\_Issue02.pdf](http://www.ceiainc.org/assets/nysinyg/Journal/JCEIA_Vol45_Issue02.pdf)



**Article:** Intern Today, Employee Tomorrow. The Indiana Employer's Guide to Internships

**Organization:** *IndianaIntern.net*

**Notes:** Assuming an eight-hour work day, employing just one intern for one semester can increase an organization's productivity by 7.5 work days.

*Source: <http://indianaintern.net/pdf/IIN-EmployersGuide1-11-1.pdf>*

**Article:** Work Trends - Americans' Attitudes About Work, Employees, and Government

**Organization:** *John J. Heldrich Center for Workforce Development*

**Notes:** Students who had internships or work experiences related to their studies while in college also benefited, earning roughly 20% more than those who did not. Those doing an internship (\$34,680) had a median income of \$6,680 more than those not doing one (\$28,000). 47% of students in the survey stated they wished they had done more internships or worked part-time during their college experience to become more successful.

*Source: [http://indianaintern.net/documents/research/work\\_trends\\_2011.pdf](http://indianaintern.net/documents/research/work_trends_2011.pdf)*

**Article:** Minnesota State Work Study Median Student Wages, Fiscal Year 2011

**Organization:** *Minnesota Office of Higher Education*

**Notes:** Total mean earnings for students participating in the Minnesota state work study program in 2011 was \$1,837 and mean hourly wage was \$8.00. Total number of students participating in the program was 10,673. Total state funds earned were \$13,651,036.

*Source: <http://www.obe.state.mn.us/pdf/WSMedWagesFY2011.pdf>*

**Article:** 2011 Internship & Co-op Survey

**Organization:** *National Association of Colleges & Employers*

**Notes:** Study finds that employers they will draw approximately 40 percent of their new college hires for 2011 from their internship and co-op programs. Furthermore the number of internships is expected to increase by 6.8% during 2012 and co-ops are expected to increase by 8.6%. Industries experiencing a decline in these programs include construction, government, and food & beverage manufacturing. Three recruiting activities dominate the budget allocations for both internship and co-op recruiting—career fairs, on-campus recruiting, and on-campus information sessions. On-campus recruiting and career fairs were the highest-rated activities in terms of effectiveness for both internships and co-ops, followed by referrals from current or former interns. Very little budget (1.8 percent) was allocated to online networking for recruiting both interns and co-ops, and it was listed at the bottom in terms of effectiveness as a recruiting activity. The overall conversion rate for interns increased sharply from 53.3 percent last year to 57.7 percent this year. The major reason for the increase in this year's overall conversion rate was the increased rate at which employers offered their interns full-time positions. That rate increased from 63.3 percent last year to 66.7 percent in this survey. The conversion rate for co-ops is down to 55.5 percent from the 60.4 percent figure recorded last year. The major reason for the decreased conversion rate for co-ops is the decline in the rate at which



co-ops were being offered full-time positions. After one year on the job, hires drawn from an employer's own internship or coop program were retained at a rate of 75.8 percent. By contrast, 60.7 percent of hires that came on board without any internship/co-op experience were still with the company after one year. At the five-year mark, 55.1 percent of hires coming from an employer's program were still at the firm while only 44 percent of hires without an internship/co-op experience remained.

*Source: [http://indianaintern.net/documents/research/internship\\_co\\_op\\_survey\\_research\\_brief\\_2011.pdf](http://indianaintern.net/documents/research/internship_co_op_survey_research_brief_2011.pdf)*

**Article:** **2012 Internship & Co-Op Survey**

**Organization:** *National Association of Colleges & Employers*

Employers expect to increase internship hiring by almost 9 percent and co-op hiring by about 8 percent. Of their total 2011-12 expected new college hires, more than 40 percent will come from employers' own internship and co-op programs. Top three activities that comprise employers' recruiting budgets for interns/co-ops are career fairs, on-campus recruiting, and on-campus information sessions and were also ranked highest in effectiveness for the recruiting of new intern and/or co-op hires. Just 1 percent of recruiting budgets are allocated to online networking for recruiting both interns and co-ops. In terms of effectiveness, online networking was rated one of the lowest on the scale. The three primary reasons for choosing target schools for recruiting interns and co-ops are: 1) the academic majors offered at the institution; 2) the employer's recruiting experience at the school; and 3) the perceived quality of the programs from which the recruiter will obtain new interns or co-ops. The average wage rate for interns at the bachelor's degree level is \$16.21. This represents a 2.8 percent decrease from last year's average of \$16.68. Wage rates for interns are clearly connected to the student's class year and with the academic major. Intern wage rates for bachelor's degree candidates ranged from \$13.91 for freshmen to \$17.57 for seniors. The percentage of employers offering specific benefits (such as planned social activities, paid holidays, and recognition for work service time) is slightly higher this year, with more than 80 percent of respondents reporting that they will offer some sort of benefits to their interns and co-ops. Approximately 59 percent of respondents report they will provide relocation assistance to interns (such as moving assistance or housing stipends), and just over 46 percent will provide it to their co-op hires. Overall conversion rate for turning interns into full-time hires has hit an all-time high—58.6 percent. While the rate at which employers made full-time offers to their interns dipped slightly to 61.2 percent, down from the rate reported in the 2011 survey of 66.7 percent, the high acceptance rate for these full-time positions of 86.5 percent helped to contribute to the overall increase in the conversion rate. The retention rates of full-time hires who originated from an organization's own internship/co-op program are markedly greater than the rates of hires without such experience. After one year on the job, hires who were fed from the organization's own internship/co-op program were retained at a rate of 75.7 percent. On the other hand, just 66.5 percent of hires that had no internship/co-op experience of any kind were still with the organization after one year. After five years, the difference is even more evident, as 62.4 percent of hires coming from an employer's program were still with the company, compared to just 48.1 percent of hires who came with no internship/co-op experience whatsoever.

**Notes:**

*Source: <http://www.nacweb.org/Research.aspx>*



- Article:** **Washington Higher Education Coordinating Board Work Study Program Fact Sheet**
- Organization:** *Washington Higher Education Coordinating Board*  
In 2010-11, more than \$6 million in additional student aid was generated through employer matching contributions — an approximately 43% return on investment for Washington taxpayers. Program includes 7,500 students and 2,00 employers.
- Notes:** Total student wages earned under the program during 2010-2011 was \$20 million, \$6 million of which was contributed by employers. "Research has indicated that students who work between 10 and 19 hours per week tend to persist in their degree programs at higher rates than other financially needy students."
- Source: <http://www.beceb.wa.gov/sites/default/files/SWSPProgramOverview.pdf>*



Policy Scan

<b>State:</b> <b>Administrator of Program:</b> <b>Compensation:</b> <b>Private Sector Employers:</b>	<b>Colorado</b> <i>Schools</i> Not Specified Yes 70% awarded to students based on financial need and is restricted. Money is allocated to school and schools administer the program.
<b>Notes:</b>	
<i>Source: <a href="http://higherred.colorado.gov/Publications/Policies/Current/vi-partf.pdf">http://higherred.colorado.gov/Publications/Policies/Current/vi-partf.pdf</a></i>	
<b>State:</b> <b>Administrator of Program:</b> <b>Compensation:</b> <b>Private Sector Employers:</b>	<b>Idaho</b> <i>Schools</i> Not Specified Yes Money is allocated to schools and schools administer the program. Partly awarded based on financial need. Education, and sectarian studying-students are ineligible. Areas of employment that are religion-related are prohibited from participating in the program. Max of 20 hours/week during semester.
<b>Notes:</b>	
<i>Source: <a href="http://www.boardofed.idaho.gov/scholarship/work.asp">http://www.boardofed.idaho.gov/scholarship/work.asp</a></i>	
<b>State:</b> <b>Administrator of Program:</b> <b>Compensation:</b> <b>Private Sector Employers:</b>	<b>Iowa</b> <i>Schools</i> Employers pay 40% of wages Not Specified
<b>Notes:</b>	
<i>Source: <a href="https://www.legis.iowa.gov/DOCS/ACO/LAC/LINC/Chapter.283.18.pdf">https://www.legis.iowa.gov/DOCS/ACO/LAC/LINC/Chapter.283.18.pdf</a></i>	
<b>State:</b> <b>Administrator of Program:</b> <b>Compensation:</b> <b>Private Sector Employers:</b>	<b>Minnesota</b> <i>Schools</i> Employers pay 20-35% of wages (25%) Yes Money is allocated to schools and schools administer the program. Schools may only use 30% of allocated funds toward for-profit companies. Awarded based on financial need and restricted.
<b>Notes:</b>	
<i>Source: <a href="http://www.obe.state.mn.us/mPg.cfm?pageID=347">http://www.obe.state.mn.us/mPg.cfm?pageID=347</a></i>	
<b>State:</b> <b>Administrator of Program:</b> <b>Compensation:</b> <b>Private Sector Employers:</b>	<b>Montana</b> <i>Schools</i> Employers pay 30% of wages No Money is allocated to schools and schools administer the program. Public or private non-profits only. No construction, political. or sectarian-related employers.
<b>Notes:</b>	



70% of funds dedicated for students with financial need. 20 hrs/week max during semester.

Source: <http://mus.edu/borpol/bor500/5042.htm>

**State:**  
**Administrator of Program:**  
**Compensation:**  
**Private Sector Employers:**

**New Mexico**  
*Schools*  
Employer pays 20% of wages  
Yes  
Money is allocated to schools and schools administer program.

**Notes:**

Source: <http://www.nmcpr.state.nm.us/nmac/parts/title05/05.007.0010.htm>

**State:**  
**Administrator of Program:**

**Pennsylvania**  
*CHE*  
Employers are reimbursed for 40% of wages for non-profit companies and 30% of for-profit companies. (max. \$3,600/school year)  
Yes

**Compensation:**

**Private Sector Employers:**

Employers pay 100% wages outside of approved work dates. Businesses involved in lobbying are not approved. Work may not involve construction or maintenance of any part of a building used for religious worship or sectarian instruction. In addition, the work assignment must be in the public interest, meaning no credit union, a fraternal or religious order, or a cooperative. Student cannot work on internal activities if they are not in the public interest, such as campaigning for membership.

**Notes:**

Source: <http://www.pbeaa.org/funding-opportunities/work-study-employment/index.shtml>

**State:**  
**Administrator of Program:**  
**Compensation:**  
**Private Sector Employers:**

**Washington**  
*Schools*  
Employers match a portion of state funds  
Yes  
Limit: 19hrs/week Not available for Theology students. Money is allocated to schools and schools administer the program. All work-study positions shall receive compensation equal to the entry level salary of comparable nonwork-study positions. Awarded based on financial need and restricted. Employment of a student in excess of an average of 19 hours per week will not be eligible for reimbursement from state funds

**Notes:**

Source: <http://apps.leg.wa.gov/WAC/default.aspx?cite=250-40&full=true>





## Suggested Resources

### **Akron Chamber of Commerce—NextGenIntern**

The Akron Chamber of Commerce, through its Young Professionals Network, operates the *NextGenIntern* website. The site provides resources for students, employers, and educators to maximize the internship experience and the value to all involved. *NextGenIntern* also provides an online internship matching portal, toolkit, and opportunities to provide testimonials.

<http://www.nextgenintern.com>

### **Career Development Professionals of Indiana**

Career development professionals of Indiana (CdpI) is dedicated to the advancement of the career services profession within Indiana by promoting improved communications and cooperative ventures among the member universities and colleges for the purposes of implementing professional development, employer development and public relations activities

[www.cdpi.org](http://www.cdpi.org)

### **Cooperative Education and Internship Association**

For 40 years, the Cooperative education and Internship association has provided professional services to its members in cooperative education and internship programs in colleges, universities, government and business/industry

(800) 824-0449 | [www.ceiainc.org](http://www.ceiainc.org)

### **Indiana Council for Internships and Cooperative Education**

The Indiana Council for Internships and Cooperative education is a non-profit statewide professional organization interested in promoting experiential learning opportunities by providing a forum for networking between educators and employers

[www.icice.org](http://www.icice.org)

### **Indiana Department of Education**

The department of education works to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access

(317) 232-6610 | [www.idealnet.doe.state.in.us](http://www.idealnet.doe.state.in.us)

### **Indiana Department of Labor**

Helpful information regarding labor laws

(317) 232-2655 | [www.in.gov/labor](http://www.in.gov/labor)

### **Indiana Department of Workforce Development**

Indiana department of Workforce development (IdWd) manages and implements innovative employment programs for Hoosiers and facilitates regional economic growth initiatives for Indiana

(800) 891-6499 | [www.in.gov/dwd](http://www.in.gov/dwd)

### **Indiana Economic Development Corporation**

The Indiana economic development Corporation (IedC) helps businesses grow and thrive in Indiana by overseeing Indiana's statewide business attraction and development efforts, coordinating state programs and incentives, and providing technical assistance and business expertise

(317) 232-8800 | [www.in.gov/iedc](http://www.in.gov/iedc)



**Indiana INTERNnet**

online system connecting Indiana employers with students for experiential learning opportunities with the goal of keeping students in the state post-graduation

(866) 646-3434 | [www.indianaintern.net](http://www.indianaintern.net)

**Intern Bridge**

Intern Bridge conducts the largest internship-focused research projects in the country, develops resources for employers and universities, delivers seminars, workshops and presentations, and staffs organizations with highly qualified students

(800) 531-6091 | [www.internbridge.com](http://www.internbridge.com)

**National Association of Colleges and Employers**

established in 1956, the national association of Colleges and employers (naCe) is the leading source of information on the employment of the college educated. The professional association connects more than 5,200 college career services professionals at nearly 2,000 colleges and universities nationwide, as well as more than 3,000 hr/staffing professionals focused on college relations and recruiting

(800) 544-5272 | [www.nacweb.org](http://www.nacweb.org)



## APPENDIX B: EMPLOYER & STUDENT PROFILES

### EMPLOYER PROFILE 1

Employer Profile 1 provides a visual for the online portal that employers use when filling out their business information. At the bottom of the form is where employers enter the number of positions, the wage rate, the number of weeks of work, and the number of hours per week that the student will work – these criteria are how the College Work Study Program allocates funding and available students:

**Employer Profile**

**Filter Options**

Organization: Bashor Children's Home  
 Year: 2012

[Go to billing](#)   [Edit](#)   [Save](#)   [Delete](#)

**Employer Information**

Year Joined: 2009    Active  
 Federal ID No: 35-0933056    User Agreement Received  
 Organization Name: Bashor Children's Home    Annual Report Received

Address 1: 8226 C. R. 15  
 Address 2:  
 P.O. Box: PO Box 843  
 City: Goshen   State: IN  
 Zip Code: 46527

**Allotment Status**

Accepted  
 Rejected  
 No Response

**Organization Type**

Non-Profit  
 State Government  
 City Government  
 County Government  
 Public University  
 Private University

Organization E-mail: pfisher@bashor.org  
 Phone: 5748755117   Ext: 2103  
 Vendor Id: 121090  
 Vendor Address No: 1  
 Vendor Remitt Address: 001  
 PO #: 11578570

**Contact Information**

First Name: Pam  
 Last Name: Fisher  
 E-mail: pfisher@bashor.org  
 Contact Person's phone: 5748755117   Ext: 2103  
 Title: Comptroller

**Position Information for 2012**

Year Joined: 2009  
 Full-Time Position

Number of Positions	Hourly Wage Rate(\$)	Number of Weeks	Hours Per Week
2	10.0000	15	40

**Indiana Work Study**  
*Thomas P. Miller and Associates*



**EMPLOYER PROFILE 2**

Employer Profile 2 is a sampling of the eligible employers list from the 2012 State Work-Study Program. This list shows the employers' contact information that the College Work Study Program makes available to eligible students:



**List of Eligible Employers for 2012 State Work-Study Program**

County	Employer	SSACI Contact	E-mail	Contact Phone	Ext	Address	City	State	Zip
Adams	Adams Public Library System	Ehinger Kelly A	ehinger@apls.lib.in.us	2607242605		128 S. Third Street	Decatur	IN	46733
Adams	City of Decatur Parks and Recreation	Krull Steve	skrull@co.adams.in.us	2607242520		231 East Monroe St.	Decatur	IN	46733
Adams	Purdue Coop. Ext. Svc.-Adams	Johnson Amy	amyjohnson@purdue.edu	2197245322	1231	313 W. Jefferson St. Suite 213	Decatur	IN	46733
Allen	Allen County Public Library	Henry Jean	jhenry@acpl.info	2194211271		900 Library Plaza	Fort Wayne	IN	46802
Allen	City of Fort Wayne	Parrot Kelly	kelly.parrot@ci.ft-wayne.in.us	2604272577		One E. Main Street Room 380	Fort Wayne	IN	46802
Bartholomew	Community Center of Hope, Inc.	Begin Julie	julie@communitycentrofhope.org	8125464499		543 Washington Street	Hope	IN	47246
Boone	Lebanon Public Library	Lenox Glenna	glenna@leplib.org	7654823460		104 E. Washington St.	Lebanon	IN	46052
Clinton	Frankfort Community Public Library	Sharp Carolyn	csharp@aces.net	7656548746	124	208 W. Clinton Street	Frankfort	IN	46041
Crawford	Crawford Co. Community Sch. Corp.	Grizzel Kim	kgrizzel@cccs.k12.in.us	8123652530		5805 E. Administration Rd.	Marengo	IN	47140
Daviess	City of Washington	Neukam Debbie	dncukam@washingtonin.us	8122545575		200 Harned Avenue	Washington	IN	47501
Daviess	Daviess County Highway Department	McCarty Janice	janicem@rtccom.net	8124445798		5247 E. 100 N	Montgomery	IN	47558
Daviess	Town of Plainville	Shake Angelia	townhall@rtccom.net	8126877300		P.O. Box 40, Hwy 57	Plainville	IN	47568
Dearborn	Lawrenceburg Public Library	Kleier Margaret	mkleier@lpld.lib.in.us	8125372775	32	150 Mary Street	Lawrenceburg	IN	47025
Decatur	Greensburg-Decatur Public Library	Ingmire Andrea	aingmire@greensburglibrary.org	8126632826		1110 E. Main Street	Greensburg	IN	47240
Delaware	Delaware Community School Corp.	Kemper Kim	kkemper@delcomschools.org	7652845074		7821 State Road 3N	Muncie	IN	47303
Delaware	Huffer Memorial Children's Ctr.	Bale Caroline R	cbale@huffermcc.org			2000 N. Elgin Street	Muncie	IN	47303



### ***STUDENT PROFILE 1***

Student Profile 1 includes information gathered from individual students via the online portal:

- First and Last Name
- Address, City, State, Zipcode
- Daytime Phone Number
- Email Address
- College/University
- College Major

*Note: For student confidentiality, only the categories and not actual student data have been included in this report.*

### ***STUDENT PROFILE 2***

Student Profile 2 includes student information that is provided to employers for use in contacting and interviewing potential student candidates. When presented to employers, the information below is organized by county:

- County
- First and Last Name
- Address, City, State, Zipcode
- Daytime Telephone Number
- Email Address

*Note: For student confidentiality, only the categories and not actual student data have been included in this report.*



## **APPENDIX C: IN-TEXT SOURCES**

<sup>i</sup> U.S. Department of Education. Federal Work-Study (FWS) Program.  
<http://www2.ed.gov/programs/fws/index.html>

<sup>ii</sup> Indiana INTERNnet. <http://indianaintern.net/>

<sup>iii</sup> AmeriCorps. <http://www.americorps.gov/>

<sup>iv</sup> Years of employer participation was provided by the Commission for Higher Education

<sup>v</sup> Washington Higher Education Coordinating Board Work Study

<sup>vi</sup> Work Trends – Americans’ Attitudes About Work, Employees, and Government

<sup>vii</sup> The Association of American Colleges and Universities.  
[www.aacu.org/leap/documents/2008\\_Business\\_Leader\\_Poll.pdf](http://www.aacu.org/leap/documents/2008_Business_Leader_Poll.pdf)

<sup>viii</sup> The Association of American Colleges and Universities.  
[www.aacu.org/leap/documents/2009\\_EmployerSurvey.pdf](http://www.aacu.org/leap/documents/2009_EmployerSurvey.pdf)

<sup>ix</sup> The Association of American Colleges and Universities.  
[www.aacu.org/leap/documents/2008\\_Business\\_Leader\\_Poll.pdf](http://www.aacu.org/leap/documents/2008_Business_Leader_Poll.pdf)

<sup>x</sup> 2011 Internship & Co-op Survey

<sup>xi</sup> Ibid.

<sup>xii</sup> Ibid.

<sup>xiii</sup> Intern Today, Employee Tomorrow. The Indiana Employer’s Guide to Internships

<sup>xiv</sup> Cooperative Education and Internship Association

<sup>xv</sup> 2011 Internship & Co-op Survey