

Project Name:	Internships in the Liberal Arts and Sciences
MIU Round:	Round 2
Sponsor(s):	College of Letters & Science
Coordinator(s):	Greg Downey (Journalism and Mass Communication, Faculty Director for Internships), Leslie Kohlberg (Director, L&S Career Services)
Partner(s):	L&S Career Services Center, Office of the L&S Associate Dean for Undergraduate Education
Report Date:	Year 1, July 2011; Year 2, July 2012; Year 3, June 2013

Project Specific Goal and Measures

Project Impact Measure(s)	<ul style="list-style-type: none"> • Enable more students in the College of Letters and Science to complete internships. Strive to have the demographic backgrounds of internship students reflect (at minimum) the diversity of the overall study body. • Develop and deliver a high-impact, reflective internship course. • Serve as a “best practices for internships” resource for faculty and staff. • Build relationships with employers and alumni.
Project Impact Data Source(s)	From project staff.
Baseline Measure(s)	Because the program is new there is not traditional baseline data. Participation in this first year will be use as baseline data for subsequent reports.

General MIU Goals and Measures (applicable to project)

B	Increased capacity for high-demand experiences	Employers are increasingly expecting that UW-Madison graduates will have had a credit-bearing internship experience. Students are aware of this expectation which is fueling the “demand” and expectations of the availability of internship experiences. By working on the supply side, this program is cultivating more internship sites for students. By providing the companion internship course, students are better able to integrate their internship experience into the other courses and experience at UW-Madison.
C	Increased capacity for high-impact practices	Academic field work (internships, practica, etc.) that explicitly connects in class content with outside of class work is one of a handful of practices collectively known as high impact practices.

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D	Increased student learning and teaching excellence	An evaluation of student narrative reflections on the course (as part of the course evaluation) shows that they are able to successfully connect the essential learning outcomes of a liberal education with their professional work at the internship site.
F	Decreased achievement gaps	Program staff are reaching out to minority, economically disadvantaged, and first generation students to ensure that they are aware of the increasing importance of internship experiences and are encouraged to participate.

Progress Reports

Year 1, 2010-11	<ul style="list-style-type: none">• Offered INTER-LS 260 (reflective internship course) in Fall 2010, Spring 2011, and Summer 2011 to a total of 68 students. Established baseline participation data by gender, major, and motivations for participating in the program.• Started building partnerships with academic departments in L&S, Academic Advancement Program, Center for Educational Opportunity, PEOPLE, Posse, and the Multicultural Student Center. Connected with internship program staff in other schools and colleges and with student organizations.• Started to work on cultivating more internship sites/partners and connecting to the Wisconsin Alumni Association, UW Foundation, and local business and non-profit agencies.
Year 2, 2011-12	<ul style="list-style-type: none">• Offered INTER-LS 260 in 2011-12 to 102 students. 3 faculty members served as instructors/mentors.• Continued making connections with all L&S departments, with staff serving diverse student groups (AAP, CeO, PEOPLE, Posse, MSC) to increase participation from traditionally underrepresented students.• Streamlined the student course registration/authorization process, scheduling of mid-term check-in appointments and implemented an electronic course evaluation in order to improve the student course experience.• Collaborated with the International Internships Program to ensure that students taking part in both types of internship were properly placed in courses.• Partnered with L&S Career Services Internship Scholarship program to offer potential funding to students doing unpaid internships.• Hired a 50% career services professional to manage internship applications and build long-term relationships with internship sites.

Year 3, 2012-13

- Offered INTER-LS 260 in 2012-13 to 100 students. For 90% of students, this was their first internship. 57% were in a major that offers no formal internship course. 55% were in an internship that required college credit.
 - Improved course web site information by adding examples of learning goals, guidelines for transfer of internship credit, clarification of course repeat policies.
 - Continued efforts to build relationships with internship “employers” by partnering with external groups such as the Wisconsin Alumni Association, the UW Foundation, businesses, and non-profit agencies.
 - Designed virtual course orientation and course registration processes.
 - Developed partnerships with the Departments of English (Interns in the Big Apple program) and Gender and Women’s Studies as well as the Global Health Certificate program and the UW-Madison Office of Sustainability.
 - Assessment: Used the student reflection portion of the academic component of this internship to assess the impact of the internship experience on students’ ability to critically evaluate the connections between essential learning outcomes of a liberal education and professional work. Plans are to conduct focus groups with past students.
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