

July 2024 UW Board of Trustees Meeting

Strategic Enrollment Planning

July 18, 2024

- **Where we are today**

Presenters: N. Aiken, K. Carman, P. Chitnis, N. Courtney, K. Moore, E. Seidel

- The landscape of higher education
- Overview of UW's Strategic Enrollment Planning process
- Overview of UW's current enrollments
- Academic & programmatic offerings
- Student support services

- **Where we want to go**

Presenters: S. Beaulier, K. Carman, A. Comeau, N. Courtney, K. Moore, P. Parolin, E. Seidel, S. Turpen

- The big vision
- Building an all-hands-on-deck culture
- Perspectives of Deans and staff leadership
- Enrollment targets
- Service to the state

- **Focus populations**

Presenters: K. Carman, M. Griswold, E. Seidel

- Traditional
- Special populations
- Transfer
- International
- Online
- Strategic, out-of-state markets

- **How we will get there**

Presenters: C. Baldwin, S. Beaulier, K. Carman, A. Kean, P. Parolin, S. Turpen

- Need for "shovel ready" plan
- UW organization and integration
- Budget model
- Perspectives of Deans
- Strategic Enrollment Management working group
- Recruitment & retention
- Marketing & communications

EXECUTIVE SUMMARY

INCREASING INTERNSHIP PARTICIPATION
AT THE UNIVERSITY OF WYOMING

PREPARED BY:



UNIVERSITY
OF WYOMING

Office of Industry and
Strategic Partnerships

July 14, 2024

INTRODUCTION

The application of lessons learned in the classroom to real world scenarios is an essential component of the educational experience. Internships are a critical component for many students. Data shows that internships have a significant impact on a graduate's success in the labor market after graduation.

At the University of Wyoming, there has been increasing emphasis on experiential learning opportunities like internships. Currently proposed, experiential learning will be a required component of the University Studies Program (USP) starting in Fall 2026. As we plan to create an infrastructure to help support this new requirement, it is important that we determine tracking mechanisms that track our progress.

There are multiple reasons the University of Wyoming should develop a strategy for tracking and creating goals around internship growth on campus specifically. Often the first entry point for a company working with a university is through their participation in developing a workforce pipeline. Internships are a key indicator of engagement with a company and should be tracked alongside other indicators such as giving, research collaborations, visits to campus, number of alumni and advisory board participation.

Focusing on internships and embracing the land grant mission is crucial for a university's commitment to provide practical, hands-on education and to foster community engagement. As prospective students and their families consider the University of Wyoming, experiential learning opportunities, including internships, plays a significant role in the decision-making process.

Lastly, with significant data showing a strong correlation between paid internships and a student's earning potential, there is an impactful value proposition for higher education. Through tracking this data, we can articulate value to prospective students and stakeholders in the state.

The objectives of this summary are as follows:

- Provide an overview of current tracking mechanisms of UW student participation in internships.
- Present data on UW student participation in internships as known currently.
- Present challenges and recommendations for tracking internships and increasing student participation in internships
- Present a proposal for operationalizing recommended activities

EXPERIENTIAL LEARNING

The focus for this summary is internships, however, it is important to describe experiential learning and where internships are organized within that structure.

Experiential learning is an educational approach where learners engage in activities that involve direct experience and focused reflection to increase knowledge, develop skills, and clarify values. It emphasized learning by doing, which helps learners apply theoretical concepts to practical situations and enhance their understanding through active participation.

Experiential learning can take place through both curricular and co-curricular pathways as a complement to a student's program of study. As outlined in a draft report by the Next Generation USP 2026 Experiential Learning Subcommittee, these opportunities are organized in the following ways.

- Volunteerism, service learning, leadership, public service, or other forms of community engagement at local, national, or international levels;
- Internships or entrepreneurship opportunities with non-profit organizations, businesses, corporations, government, and non-governmental organizations; participation in
- International study abroad, place-based learning, or domestic study away programs;
- Experiential research, teaching, or creative activity.

Examples of Experiential Learning:

- Internships: Hands-on experiences in a professional setting which allows students to apply classroom knowledge to real-world tasks and projects.
- Service Learning: The combination of community service with academic coursework, enabling students to work on community issues while learning about underlying principles and theories.
- Simulations and Role-Playing: An experience that replicates that of real-world scenarios, such as business negotiations or medical procedures, allowing learners to practice and develop skills in a controlled environment.
- Field Trips and Study Tours: Visiting relevant sites, historical landmarks, scientific laboratories, or cultural institutions. These experiences help students connect their studies to real-world contexts.
- Laboratory Experiments: An opportunity for students to conduct experiments in a lab setting which allows them to test hypotheses, analyze data, and understand scientific concepts through direct experimentation.
- Capstone Projects: The comprehensive projects require students to integrate and apply their learning from multiple courses to solve a real-world problem or create a substantial piece of work.
- Workshops and Practicums: These provide practical, hands-on training in a specific skill or profession, often under the guidance of experienced professionals.

INTERNSHIPS DEFINED

As the data on student participation in internships was requested from partners across campus, it was evident that adopting a shared definition of qualifications of an internship would be helpful. The term “internship” is often used interchangeably with other experiential learning opportunities. While career service teams utilize the definition provided by the National Association of Colleges and Employers (NACE), those units without career service offices are unsure what student data to provide.

NACE defines an internship as a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional workplace setting (across in-person, remote, or hybrid modalities). Internships provide students the opportunity to gain valuable applied experience, develop social capital, explore career fields, and make connections in professional fields.

NACE believes that internships should include

- A learning experience with a real-world opportunity to apply the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or replace the work that a regular employee would routinely perform.
- Learned skills and knowledge that are transferable to other employment settings.
- A defined beginning and end that is mutually agreed upon and consistent with institutional sponsor guidelines and schedules.
- A position description with clear responsibilities and required/desired qualifications.
- Clearly defined learning objectives/goals supportive of the student’s academic program goals and institutional requirements.
- Direct supervision by a professional(s) with relevant expertise and educational and/or professional experience who provides productive feedback, guidance, and the resources and equipment necessary to successfully complete the assignment.

Important to note is that there is a strong recommendation to advocate for paid internships. NACE has boldly advocated for this, showing inequity in job offers and salary when comparing students who had paid or unpaid internships.¹ It is recommended that we capture compensation details as UW develops a tracking place for internships.

¹ <https://www.naceweb.org/about-us/advocacy/position-statements/position-statement-us-internships/>

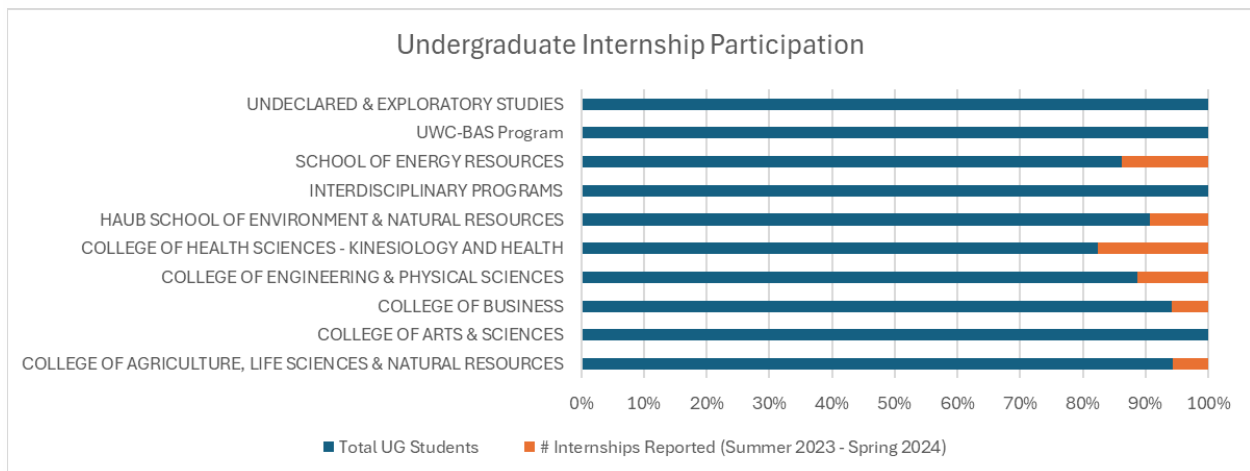
TRACKING INTERNSHIP DATA AT UW

Tracking of internship and experiential learning data at UW is inconsistent. The collection process varies greatly among colleges and there is not a central collection point for such data currently in place. Colleges with their own career service teams, such as the College of Business, the College of Engineering and Physical Sciences, the Haub School, and the College of Law collect this data independently. Methods deployed to track internship information include surveying students, incorporating questions about internship participation into student advising appointments, and asking employers to report. Colleges like the College of Health Sciences and the College of Education have required experiential learning components such as clinical rotations, practicums and student teaching (residency). As such, student participation is tracked well. Lastly, there is a tracking mechanism in place naturally for students who participated in an internship for credit opportunity.

Creating Goals for Internships

An important component of goal setting is having a baseline by which to set a goal. This report uses Fall 2023 undergraduate data to present internship participation data that we were able to collect at the time in which this report was created in July 2024.

The total undergraduate enrollment for Fall 2023 was 7,104². When accommodating colleges or programs with required experiential learning experiences, approximately 7% of UW undergraduate students engaged in an internship experience from May 2023-April 2024. As of the date this report was created, there were 450 students who participated in an internship opportunity during this time. The chart below represents internship participation in comparison to enrollment. This chart is considered incomplete, a new report will be created as all data has been collected. A future report would also include graduate internship information.



Purposefully excluded from student totals were the College of Education and all programs, except for the Division of Kinesiology and Health, whose programs require experiential learning activities as a part of their degrees, often excluding this population from engaging in a traditional internship experience. Due to the turnaround of this report, this data should be considered in draft form. To create a formal baseline, a more comprehensive capture of this data will need to be collected.

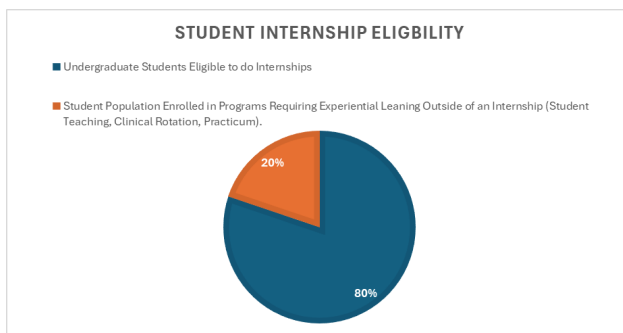
² [chrome-extension://efaidnbmninnbpcjpcgclefindmkaj/https://www.uwyo.edu/oia/_files/fall-2023-bos.pdf](https://www.uwyo.edu/oia/_files/fall-2023-bos.pdf)

An important consideration is the number of students who can integrate an internship experience into their collegiate career when creating a goal around what percentage of students UW should support in having access to an internship opportunity during their time at UW. It is reasonable to set a goal of 100% of students participating in an experiential learning opportunity throughout their career at the University of Wyoming. Existing efforts through the Next Generation USP 2026 are working diligently on this. For internships, however, our goal must be adjusted to accommodate for programs students are enrolled in. At least 20% of UW students are enrolled in programs that require unpaid, non-internship experiences as a part of their programs making the ability to participate in an internship difficult during one's time at UW.

Further discussion is needed to set a goal for the percentage of students at UW that participate in an internship during their time in college. According to results from a new study by NACE, 62% of this year's graduating seniors took part in an internship at some point in their college career—and 59% of those were paid³. Capturing data on the national scale and from peer institutions will be important in creating UW's goal for both the percentage of students who participate in an internship and the percentage of those opportunities that are paid. Using the percentage of 2024's undergraduate class that would have been able to participate in an internship in college and applying the participation percentages as provided by NACE, 625 students in 2024's graduating class should have completed an internship during their time at UW⁴. Compared to the number collected of 450 internships reported in our research,

Using our 2024's undergraduate graduating class (1301), assuming 80% (1041) of students were able to participate in an internship during their time at UW, and using the participation numbers reported by NACE, we should assume that is reasonable to have 625 students in that class who participated in an internship opportunity at some point in their college career, we have work to do. UW starts with a strong foundation.

Additional research will be conducted to determine the number of students, both undergraduate and graduate, who can participate in an internship at UW to create our baseline.



³ <https://www.nacweb.org/about-us/press/more-than-half-of-college-class-of-2023-grads-took-part-internships-the-majority-were-paid#:~:text=BETHLEHEM%2C%20PA%E2%80%94According%20to%20results,59%25%20of%20those%20were%20paid.>

⁴ UW's 2024 undergraduate graduating class was 1301. Assuming 80% of students can participate in an internship in college, 1041 students were in programs that allowed them to participate in an internship opportunity.

As we confirm our baseline and set goals for internship participation and paid internship participation, creating support mechanisms that help UW meet these goals will also need to be deployed. Activities will be determined in subsequent conversations with campus partners. There are challenges to acknowledge, presented later in this report, that will need to be reviewed and addressed to increase internship participation.

The following lists the ways we can grow internship opportunities.

1. **Continue to Strengthen Industry Partnerships:** Continue to grow the work being done through the Office of Industry and Strategic Partnerships and teams across campus to develop and grow relationships with industry to create more internship opportunities.
2. **Create a Culture of Internship Participation:** UW will be hosting its first Internship Day in September. Through events like this and growing existing efforts to celebrate internships (news articles and social media posts), UW creates an environment where students feel comfortable pursuing and participating in internship opportunities.
3. **Enhance Career Services on Campus:** Expand the resources and services offered at UW, including internship preparation and application assistance. Expansion of resources should be done thoughtfully to grow support for students enrolled in areas of study that are underserved (i.e. arts and humanities) and are strategic growth opportunities for campus such as (i.e. controlled environment agriculture)
4. **Increase Participation in Academic Credit for Internships:** Due to the structure of internships for credit, this is the easiest for the University of Wyoming to track.
5. **Alumni Engagement:** Integrate alumni into this goal. This is in line with existing efforts at the UWAA and the UW Foundation to engage our alumni in meaningful opportunities early and often. Integrating the internship conversation into existing activities is recommended.
6. **Scholarship and/or Stipend Programs:** Provide financial incentives such as scholarships or stipends to support unpaid or low-paid internship opportunities to increase access to these important experiences.
7. **Internship Preparation Programs:** For both employers in the state that need assistance creating a framework for an internship and for students to feel confident in participating in an internship program.
8. **Public-Private Partnerships:** Promote and advocate for programs that create mutual support for both employer and student to increase the number of internship opportunities. This includes formally developing frameworks that engage state agencies in this goal. The IMPACT 307 incubator, Manufacturing Works, Rockies Venture Club, and the Second Amendment Center are all entities that operate with this model.

CHALLENGES & RECCOMENDATIONS

Tracking internship data can be challenging, yet it is essential for setting goals and measuring our progress. Increasing student participation in internships also has challenges that create an opportunity for the University of Wyoming to seek ways to support the goal of increasing internship participation.

Challenges and recommendations captured while preparing this report are summarized in the list below.

1. **Defining Internship and Other Experiential Learning Opportunities:** UW lacks a shared definition across campus for experiential learning activities, including internships. It will be important as we capture our first baseline numbers, that we create a clear definition of internship for units to use. Through efforts such as the Next Generation USP 2025 Experiential Learning Subcommittee, defining experiential learning opportunities will be accomplished. It is recommended that as UW operationalizes tracking and promoting student participation in any experiential learning activity the definition is easily accessible to campus to assist in the categorization of opportunities.
2. **Data Capture:** UW is not currently capturing internship data consistently. Furthermore, the data collected and the process of collecting the data differs among the units that do collect data. These collection methods are due to preference and/or accreditation standards. Creating a standard collection tool which asks units to participate is recommended. Additionally, creating an annual internship report that can be used for both internal and external audiences at UW would help create necessity for this data to be collected. The kinds of data points to be collected centrally should be determined by career service representatives from the colleges in addition to the Advising, Career, and Exploratory Studies Center (ACES). Understanding that individual units have created capture and collection processes influenced by accreditation reporting or outcomes they are tracking, units should be encouraged to continue collecting data as they currently do. As data points for internships will also be incorporated into report the Next Generation USP 2026 Experiential Learning Subcommittee is executing, including this group will be important too to reduce redundancy for data collection on campus.

Additionally, contributors to this summary shared challenges they've observed in increasing student participation in internships. These challenges are listed below. A student survey is recommended to understand these barriers better to evaluate solutions to create equity among students to participate in internship opportunities.

1. **Unpaid Internships:** Majors such as those in the arts and humanities are great candidates for internships that are traditionally unpaid. Internships for non-profit organizations, as an example, may be unable to offer paid internships. While valuable, these experiences require a difficult decision for students who are unable to gain valuable experience applicable to their chosen field. There are some solutions to increase the number of paid internship opportunities, including private support and public private partnerships, that

could be ideal for this. Worth noting, there have been incredible examples recently that have created public private partnership through efforts such as the Wyoming Innovation Partnership (WIP) that provide a foundation for UW to grow this work.

2. Student Athletes: This population is interested in participating in internship opportunities, however, it requires accommodation to work around a nontraditional student schedule.
3. Students with Disabilities: Students who require accommodation at school will often need to have similar accommodation needs during their internship. Students need assistance to discover which companies are the best fit for a successful internship.
4. International Students: This population has a significant challenge securing internship opportunities.
5. Family Business: Students who go home to work at the family business (ranch, construction company, store) don't report these as internships. There are cases where the work they are doing would not count as an internship.
6. First Generation Students: This population of students may be unaware of the power of internships and/or may lack a network to discover such opportunities.
7. Lack of Access to Paid Internships: Some majors have lent themselves to being well positioned for internships in the non-profit and government space. These experiences, while valuable, leave students needing to choose between pursuing a summer job to cover expenses versus pursuing an internship that is relevant to their chosen area of study.
8. Limited Internship Opportunities in Wyoming: The availability of internship opportunities in Wyoming varies greatly between majors and relevant majors. Internships in areas of study such as the arts, humanities, politics and international studies are sparse. The availability of internship opportunities in Wyoming varies greatly between majors and relevant majors. Internships in areas of study such as the arts, humanities, politics and international studies are sparse. Additionally, Wyoming companies may be unable to accept interns every summer and may lack a formal internship program.

OPERATIONALIZATION & ACTION ITEMS

The timing for the University of Wyoming to be creating and tracking internship activity is opportune. With the effort outlining a new proposed Experiential Learning (EL) component for the 2026 general education USP comes a significant opportunity to create a standard mechanism to track participation in all experiential learning activities including internships. Additionally, with the formation of the new Office of Industry and Strategic Partnerships comes a growing capacity to support the University of Wyoming in its efforts to increase its mutually beneficial partnerships with industry.

Any industry engagement activity on campus requires multiple entities. The Office of Industry and Strategic Partnerships can play a facilitation role in coordinating with multiple entities across campus to engage in this work, however, units from across campus play a critical role in the collection of this data with respect to their programs. As noted in the acknowledgements of this summary, there are many entities on this campus that will come together to make this project a reality.

In addition to stakeholders across campus that will be engaged in this activity, state organizations will be involved. Organizations to include in these discussions can include the Wyoming Department of Workforce Service, the Wyoming Economic Development Association, and the Wyoming Business Alliance.

Next steps are as follows. The UW entity(ies) responsible for executing each of these will be determined on a per project basis, reviewing the expertise needed to execute.

1. Gather input on this summary, adjusting plans accordingly
2. Finalize the collection of the May 2023-April 2024 internship data
 - a. Initiate an analysis to understand the landscape of graduate internships on campus, incorporate graduate level internships into the final report.
3. Determine a goal for number of internships to achieve from May 2024-2025
4. Evaluate tools needed to accomplish tracking from a campus-level, taking inventory of tools and teams already in place on campus and noting other tools that may be needed to capture this information.
5. Initiate a survey (or another tool) to assess barriers for student internship participation.
6. Finalize the collection process of internship data including where data will be centrally housed. Communicate this process deans, career offices and other key stakeholders. This includes the definition of internships.
7. Create internship reporting to be collected annually and report(s) it will be incorporated into such as an annual Office of Industry and Strategic Partnerships report or Experiential Learning report.
8. Continue working with the Experiential Learning Subcommittee and their work to develop a centralized and accessible repository of these opportunities (including internships) for in support of the USP.

ACKNOWLEDGEMENTS

This report represents the collective input from individuals across campus who contributed to this report. Thank you to those who provided resources, insight and their expertise for this report. You played a critical role in setting the stage for UW increasing internship opportunities for students.

Office of Industry and Strategic Partnerships

- Angela Ver Ploeg, Senior Director of Corporate Engagement
- Curtis Biggs, Senior Director of Strategic Partnerships

Advising Career Exploratory Services

- Richard Miller - Director
- Chrissy Renfro - Associate Director of Career Development
- Michelle Harris - Career Services Coordinator
- Anna Keller - Career Services Specialist

College of Agriculture

- Hunter Bruce, Project Coordinator - Scholarships & Internships

College of Arts and Sciences

- Adrienne Freng – Associate Dean; Professor, Criminal Justice
- Nevin Aiken - Associate Professor, School of Politics, Public Affairs and International Studies; Special Assistant to the Provost for Experiential Education; Subcommittee Chair, Next Generation USP 2026 Experiential Learning Subcommittee

College of Business – Green Johnson Student Success Center

- Sena Krula - Outreach and Engagement Coordinator
- Baillie Miller - Career Advisor

College of Engineering and Physical Sciences – Susan McCormack Center for Student Success

- Tyler Grabner - Manager of Career Services
- Annie Cowger - Career Coach

Ellbogen Center for Teaching and Learning

- Ashli Tomisch = Assistant Director; Director of Student Success & Experiential Learning, School of Energy Resources

Haub School of Environment and Natural Resources

- Jordan Kobliska - Internship and Employment Coordinator, Wyoming Outdoor Recreation, Tourism and Hospitality (WORTH) Initiative
- Amanda “Harper” Harper – Academic and Career Advising Professional

School of Energy Resources

- Kami Danaei – Academic Director

APPENDIX

INTERNSHIPS FOR CREDIT: OFFERED AND REQUIRED

College	Major	Required	Offered
A&S	African American Studies		x
A&S	American Studies		x
A&S	Anthropology		x
A&S	Art History	x	
A&S	Communication B.A.		x
A&S	Communication B.S.		x
A&S	Criminal Justice		x
A&S	English		x
A&S	European Languages		
A&S	French		
A&S	Gender and Women's Studies		x
A&S	German		
A&S	History		x
A&S	International Studies		x
A&S	Jazz Performance		
A&S	Journalism	x	
A&S	Music Performance		
A&S	Music		
A&S	Native American and Indigenous Studies		x
A&S	Philosophy		
A&S	Political Science B.A.		x
A&S	Political Science B.S.		x
A&S	Psychology		
A&S	Religious Studies		
A&S	Sociology		x
A&S	Spanish		
A&S	Studio Art B.A.		x
A&S	Studio Art B.F.A		x
A&S	Theatre and Dance B.A.		x
A&S	Theatre and Dance B.F.A.		x

A&S	Visual Communication Design	x	
ALSNR	Agriculture Business		x
ALSNR	Ag Communications	x	
ALSNR	Animal/Vet Sciences		x
ALSNR	Biology		
ALSNR	Botany		x
ALSNR	Design, Merch & Textiles	x*	
ALSNR	Human Dev/Fam Sci	x	
ALSNR	Human Nutrition/Food		x
ALSNR	Microbiology		x
ALSNR	Molecular Biology		
ALSNR	Physiology		
ALSNR	Plant Production/Protection		x
ALSNR	Ranch Mgmt/Leadership	x	
ALSNR	Rangeland Ecology		x
ALSNR	Wildlife Mgmt	x	
ALSNR	Zoology		x
CEPS	Applied Software Dev	x	
CEPS	Architectural Eng		x
CEPS	Astronomy/Astrophysics		
CEPS	Chemical Engineering		x
CEPS	Chemistry		
CEPS	Civil Engineering		x
CEPS	Computer Science		x
CEPS	Construction Mgmt		x
CEPS	Electrical Engineering		x
CEPS	Energy Systems Engin.		x
CEPS	Env Geology/Geohydrol.		x
CEPS	Geography		x
CEPS	Geol and Earth Sci		
CEPS	Geology		
CEPS	Geospatial Info Sci		x
CEPS	Mathematics		
CEPS	Mechanical Engineering		x
CEPS	Petroleum Engineering		x

CEPS	Physics		X
CEPS	Statistics		
CHS	Dental Hygiene	X	
CHS	Kinesiology/Health	X	
CHS	Med Lab Science	X	
CHS	Nursing	X	
CHS	Phys Ed Teaching	X	
CHS	Social Work	X	
CHS	Speech Lang/Hearing		
COB	Accounting		X
COB	Business Economics		X
COB	Economics		X
COB	Entrepreneurship		X
COB	Finance		X
COB	Management		X
COB	Marketing		X
COB	Professional Sales		X
LAW	Externships		
HAUB	Env & Natural Res	X	
HAUB	Env Systems Sci	X	
HAUB	Outdoor Rec/Tourism	X	
SER	Energy Resource Mgmt/Energy Systems		X
SER	ERMD/Landman		X

*Internship or study abroad is required

Key:

- A&S: College of Arts and Sciences
- ALSNR: College of Agriculture, Life Sciences and Natural Resources
- COB: College of Business
- CHS: College of Health Sciences
- CEPS: College of Engineering and Physical Sciences
- HAUB: Haub School of Environment and Natural Resources