What? I have to work for Free to Get College Credit?

Internship Best Practices

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Building Student Internship Success

- Program structure and management
- Comparisons across PCC
- Course content
- Hourly requirements
- Liability management
- Growing partnerships with employers
Building Student Internship Success

- How internships can help in a curricular program
- Communications with employers
- Professional etiquette and professionalism
- Applying learning activities on site versus classroom instruction
- Benefits to program having employed students in current positions.
Internships – Present State

Offered at PCC across many departments:

- Business
- Hospitality
- Automotive Technology
- Administration of Justice
- Engineering
- Paralegal
- Special Education
- Speech Language
- Nursing
- Communication
- CAD Technician
- Library
- Anesthesia
- Dental Assisting
- Radiology
- TV Operations
- Radio Production
Course Requirements

Varies by department and discipline:
- Lecture, field work, homework, projects
- Class meetings vs. Checking in with advisor
- Graded vs. Pass/no pass

Varies from 27 hours – 576 hours
- 1 unit – 10 units
- Requires concurrent enrollment
- Repeatability varies
Recommendations - Title V Rules

Code 55256.5: awarding credits
- 1 semester credit = 60 hours unpaid work
- 1 semester credit = 75 hours paid work

Consolidated courses transferable across disciplines such as:
- Internship I = 60 hours, 1 credit
- Internship II = 120 hours, 2 credits
- Internship III = 180 hours, 3 credits
- Allow for repeatability
- Require concurrent enrollment in other courses to validate internship goes towards a degree requirement.
Administrative Requirements

Forms, forms, forms – make legal happy
- Liability management documents
- Internship agreements
- Student learning agreements
- Student performance agreements
- Time sheet tracking
- Employer evaluations
- Student surveys of worksite
- Course syllabus
What does the employer want?

- Sometimes, just free labor!
- Volunteerism in a non-profit sector
- Warm body to assist with simple, clerical tasks
- Innovative, creative students with new ideas
- Real workforce ready students to perform real work to test them before hiring them.
Who is the ideal employer partner?

- Have best industry practices
- Are financially successful and stable
- Follow FLSA guidelines
- Offer paid internships or a reward stipend at the end
- Are willing to do their “homework” to support student
- Will truly offer training and mentor students
- Will not see the student as just free labor
The criteria for learner/trainee are:

1. The training, even though it includes actual operations of the facilities of the employers, is similar to that which would be given in a vocational school.
2. The training is for the benefit of the student.
3. The student does not displace a regular employee, but works under the close observation of a regular employee or supervisor.
4. The employer provides the training and derives no immediate advantage from the activities of the student; and on occasion, the operations may actually be impeded by the training.
5. The student is not necessarily entitled to a job at the conclusion of the training period.
6. The employer and the student understand that the student is not entitled to wages for the time spent training.

Not all six factors have to be present in order for the individual to be considered a trainee. The experience, however, should look more like a training/learning experience than a job.
At least half of the following criteria should be met if an unpaid internship is being offered:

- The work offered is an integral part of the student's course of study with identified learning objectives.
- The student will receive credit for the work or the internship is required for graduation.
- The student must prepare a report of his/her experience and submit it to a faculty supervisor.
- There is a letter or written documentation from the school stating that the internship is approved/sponsored by the school as educationally relevant.
- The student will perform work that other employees also perform, and the student does the work for the purpose of learning.
- The student is working and providing benefit to you less than 50 percent of the time and/or the student is in a shadowing/learning mode.
- The student is able to learn a skill, process, business function, or operate equipment.
- There is educational value to the work performed, related to the courses the taken in school.
- The student receives supervision by one of your staff members.
- A job is not necessarily guaranteed upon completion of the training or completion of the person's schooling.
• Your ideal partners will also put effort in promoting internships
National Association of Colleges and Employers Survey
2013
Internships Give Job Advantages

2013 Graduate Job Offers

- Paid Internship: 63.1%
- Unpaid Internship: 37.0%
- No Internship: 35.2%

Paid Internship Salary Advantages

2013 Graduate Starting Salary

- Paid Internship: $51,930
- Unpaid Internship: $35,721
- No Internship: $37,087

Who is the Internship Student?

- Entry level students looking to build skills
- Advanced students finishing certificates or degrees
- Students exploring career preferences and industries
- Mature career changers looking for work
- Sincere students wanting a foot in the door through campus networking
Who is the Ideal Student?

- Student should have taken more than half or almost all required courses for degree or certificate.
- Student is already working in industry but looking to refine skills and earn course credit.
- Student can demonstrate professionalism in networking, resume building, interview skills.
Best practices in course content

- Combine classroom lecture time with field experience
- Hold regular meetings for performance checkpoints
- Stay in touch with employer partners
- Have mini lectures before internship begins on work ethics and workplace expectations
- Take students to Career Center for tour of resources
- Resume review, cover letters, interview techniques
- Hold student and employer accountable for performance evaluations and validation of experience
Best practices in course content

SLOs should touch upon mini-lecture topics:
- Career development, self-marketing, networking skills
- Time-management skills
- Professionalism demeanor in workplace
- Develop a professional work ethic
- Participate in collaborative work
- Communicate effectively, verbally and in writing
- Identify career paths and options in chosen industry
- Cultivate and implement critical thinking skills
How do you grow a list of partners?

- Organic growth through student grapevine
  - New jobs, regular jobs
  - Student’s own networks

- Campus active searches
  - Workforce development
  - Career services
  - Counselors
  - Spread the word campus wide
  - Faculty, staff
  - Advisory board members
  - Social media, campus PR resources

- Do screen your partners for fit
I invite you to network and share best practices.

Thank you!

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The End!

Any questions?