



UWRF CAFES Internship Program Evaluation - 2013

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Executive Summary

In the fall of 2013, the Survey Research Center (SRC) at the University of Wisconsin-River Falls contacted College of Agriculture, Food and Environmental Sciences (CAFES) interns by email and invited them to comment on their recent internship experience by participating in an on-line survey. Ninety-nine of 101 interns completed the survey.

The profile of the 2013 Internship Program participants was similar to previous years: roughly equally split between males and females, about 40% had junior standing with about one-quarter sophomores and a similar proportion were seniors (**Table 1**). Compared to previous years there were significantly more agribusiness majors doing internships in 2013 (**Table 2**). The average (self-reported) GPA was 3.01 for 2013, which is similar to previous years (**Figure 2a**).

Virtually all (99%) of the internships were completed during the summer and most (89%) were first internships (**Table 3**). Most interns earned credits that would count in their major (86%) (**Figure 3**).

A majority (56%) of the interns lived at home; more than one-fifth were provided housing or received a rent subsidy from their employer (**Figure 4**). The wages earned by interns in 2013 reversed a downward trend and jumped from an average of \$9.24/hour in 2012 to \$9.90/hour in 2013 (**Figure 5a**). The average number of hours worked per week (44) increased in 2013 for the 3rd straight year (**Figure 6a**). While one-quarter of the 2013 interns were able to save less than \$1,000 during the summer, more than 40% reported saving in excess of \$2,000 (**Figure 7**).

Almost all interns reported receiving a visit by or phone call/email from their faculty coordinator (**Table 7**).

Interns generally agreed that organization of their internship (company orientation, company communications, assigned projects, supervision, resource availability, etc.) was adequate. Probably because of this, nearly 90% would recommend their site to future students; only 1 percent would not recommend the site (**Table 8/Figure 8**).

Interns almost all agreed or strongly agreed that their internship provided them with a host of valuable professional experiences (handling responsibility, practical experiences, learning new methods, applying knowledge, etc.) (**Figure 9**).

Similarly, most agreed or strongly agreed that their internship increased their confidence and increased their maturity (**Figure 10**).

The internship also tended to strengthen their interest in their majors (**Figure 11**) and reinforce their career plans (**Figure 12**).

The positive experiences they received resulted in nearly 90% of the respondents rating the overall value of the internship as a 4 or 5 on a 5-point scale with 5 being “high” (**Figure 13**).

The final set of questions sought feedback on various dimensions of the CAFES’ internship program. Interestingly, despite the array of information conduits, the largest proportion of 2013

interns said they learned about their internship from “other” sources (mostly family, friends, professional networks, or through their own initiative) (**Figure 14**). Students were less likely to report using their faculty coordinator during their internship search. Those who did use their faculty coordinator were most likely to seek help with application materials (**Figure 15**). On the other hand, about two-thirds reported going to an informational meeting organized by the Internship Office; the office also helped more than 40% find the proper faculty coordinator (**Figure 16**).

When given an opportunity to offer suggestions for improving the internship program, the largest number of comments received were simply complimentary. The two areas with a substantial number of comments focused on improving communications between the internship program (both the office and the faculty coordinator) and the student, and improving clarity about the purpose, structure, and expectations for the special project (**Table 20**).

While there were relatively few significant differences between how interns in 2013 rated various aspects of the program and how interns in previous years rated them, there was a general pattern of slightly higher ratings for most aspects of the program.

Survey Purpose

The motivation for this annual study was to evaluate intern experiences of the College of Agriculture, Food and Environmental Sciences (CAFES) students at the University of Wisconsin–River Falls (UWRF). The Survey Research Center (SRC) at UWRF was chosen to conduct the survey.

Survey Methods and Design

In the fall of 2013, the SRC contacted the 101 CAFES students who completed an internship during the summer. They were invited to participate in an on-line survey about their internship experience. Reminders were sent over a 2 week period to interns from whom a completed survey had not been received. A total of 99 surveys were completed.

Appendix A to this report contains a complete compilation of responses to open-ended comments. **Appendix B** contains a copy of the numeric portions of the survey questionnaire with a quantitative summary of responses by question.

The following analysis will:

- Summarize the responses to the 2013 UWRF CAFES Internship Program Evaluation.
- Compare the responses of different demographic groups of interns to see if they hold different opinions about a given topic.
- Where applicable, compare responses from the 2009 (105 interns), 2010 (104 interns), 2011 (97 interns), and 2012 (116 interns) to the 2013 responses.

Comparisons of key survey questions were made based on gender, grade point average, pay rate per hour, and average number of hours worked per week during the internship. Differences significant at the 5% level will be pointed out in the report.

Profile of Respondents

Table 1 summarizes the profile of respondents to the survey and indicates that there was an even split between male and female interns in 2013 and approximately three-fourths were juniors or seniors prior to their internship (71%). Gender and class standings were not significantly different in 2013 than in previous years.

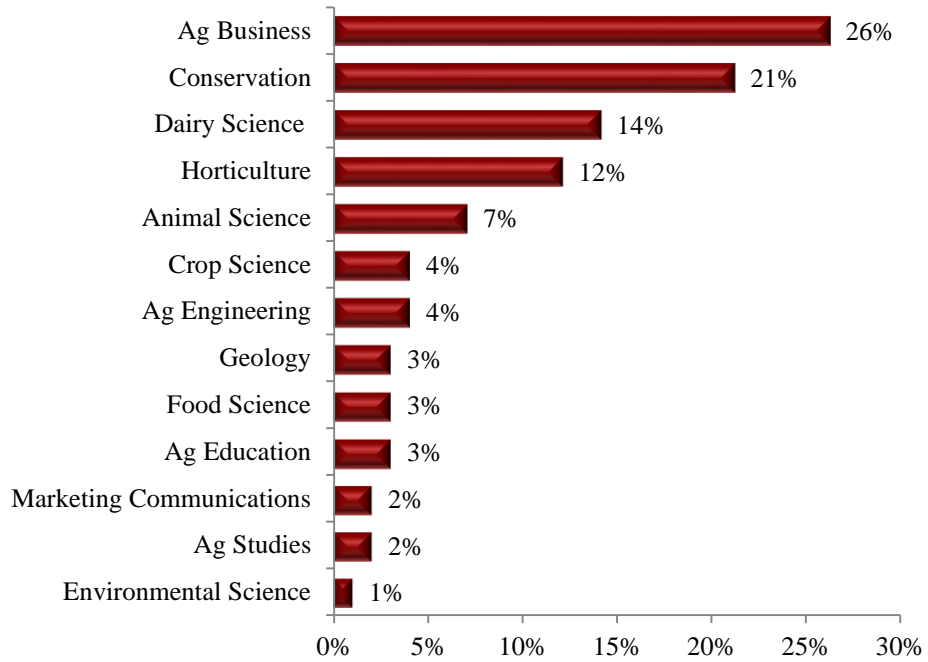
Table 1: Profile of Respondents - Comparison of 2009-2013 Survey Results					
Gender	Count	Male	Female		
Sample – 2013	98	54%	46%		
Sample – 2012	116	50%	50%		
Sample – 2011	97	53%	47%		
Sample – 2010	103	56%	44%		
Sample – 2009	104	51%	49%		
Class Standing (sem. prior to internship)	Count	Freshman	Sophomore	Junior	Senior
Sample – 2013	99	4%	24%	42%	29%
Sample – 2012	116	4%	20%	49%	27%
Sample – 2011	97	2%	21%	49%	28%
Sample – 2010	103	10%	19%	46%	25%
Sample – 2009	105	7%	19%	27%	48%

CAFES Intern Information

Major and Minor

Students were asked to identify their major and minor. Figure 1 provides a breakdown of the majors for the 99 interns who completed the assessment in 2013. Agribusiness Management and Conservation were the leading majors, followed by Dairy Science, and Horticulture. Together, the four majors account for 73 percent of the interns. Twenty-eight interns reported their minor, with more than three-quarters listing Crop Science (25%), Animal Science (21%), Agribusiness (18%) or Dairy Science (14%). The complete breakdown of minors can be found in Appendix A.

Figure 1: Respondents by Major, 2013



There were significantly more Ag Business majors in 2013 compared to previous years. (Table 2).

Table 2: Responses by Major - Comparison of 2009-2013 Survey Results							
	Count	Ag Business	Ag Educ	Ag Eng. Tech.	Ag Studies	Animal Science	Bio-tech
Sample – 2013	99	26%	3%	4%	2%	7%	0%
Sample – 2012	114	16%	4%	4%	4%	5%	0%
Sample – 2011	97	15%	2%	3%	2%	3%	0%
Sample – 2010	104	17%	5%	1%	1%	5%	2%
Sample – 2009	105	12%	1%	2%	2%	5%	0%
	Conser- vation	Crop & Soil Science	Dairy Science	Food Science	Horti- culture	Geology	Marketing Comm.
Sample – 2013	21%	4%	14%	3%	12%	3%	2%
Sample – 2012	19%	6%	13%	4%	8%		7%
Sample – 2011	21%	5%	15%	8%	19%		2%
Sample – 2010	19%	10%	15%	3%	14%		5%
Sample – 2009	15%	7%	14%	10%	22%		6%

Grade Point Average

Interns were asked to report their current grade point average (Figure 2). GPA's ranged from 2.0 to 3.98. Half of the interns had a GPA between 2.01 and 3.0. The average GPA in 2012 was 3.01 (average GPA in 2009 was 3.04, 3.08 in 2010, 3.00 in 2011, and 2.94 in 2012 Figure 2a).

Figure 2: Distribution of Interns' GPAs, 2013

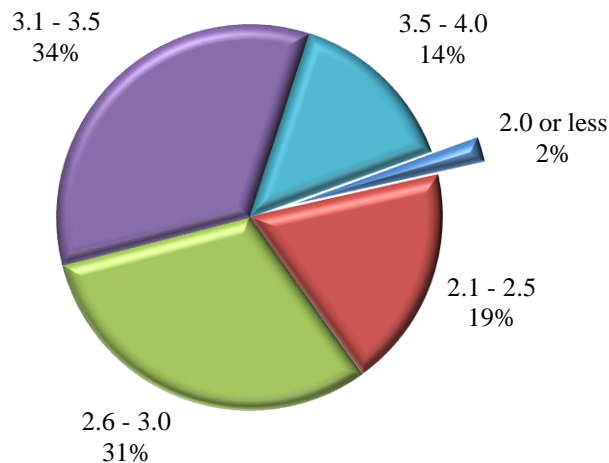
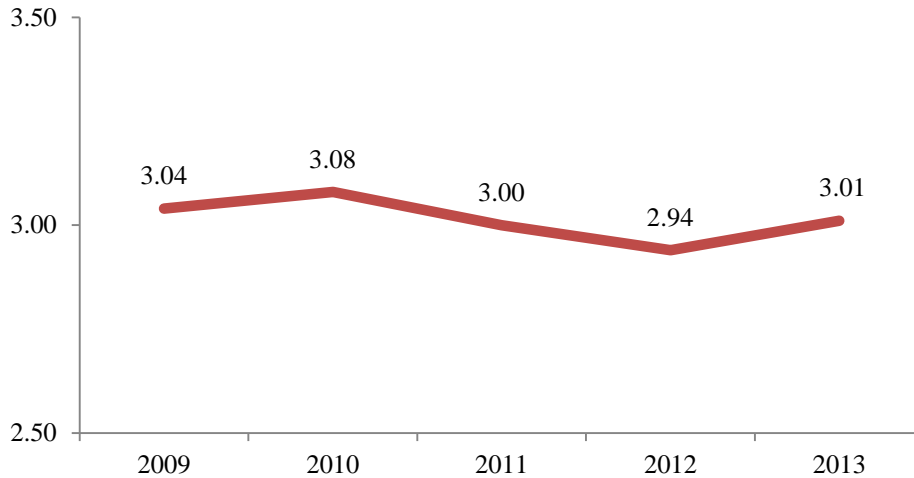


Figure 2a: GPA of Interns, 2009 - 2013



CAFES Internship Information

Interns were asked when the internship was completed and if it was their first, second, or third internship experience. Table 3 indicates that nearly all internships were completed in the summer and most were first-time internships. Results in 2013 are consistent with previous years.

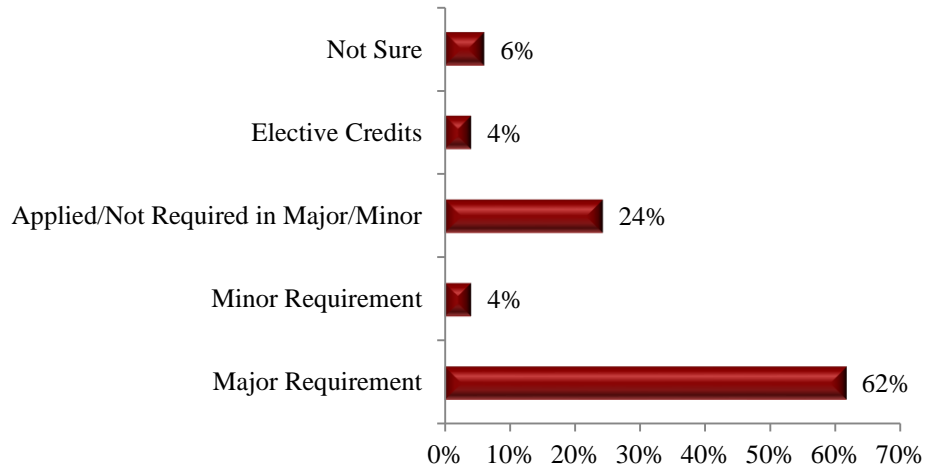
Table 3: Internship Information - Comparison of 2009-2013 Survey Results				
When was your internship completed?	Count	Summer	Fall	Spring
Sample – 2013	99	99%	1%	0%
Sample – 2012	113	97%	3%	0%
Sample – 2011	97	94%	6%	0%
Sample – 2010	103	95%	5%	0%
Sample – 2009	105	98%	2%	0%
Was this your first or second internship?	Count	1 st Internship	2 nd Internship	3 rd Internship
Sample – 2013	99	89%	9%	2%
Sample – 2012	116	91%	9%	
Sample – 2011	97	94%	6%	
Sample – 2010	102	90%	10%	
Sample – 2009	105	92%	8%	

Internship Credits

Just over sixty percent of interns report that their internship was required and counted in their major (Figure 3). Twenty-four percent of interns report that their internship was not a requirement, but will apply in their major or minor. Four percent will apply their credits to general electives, four percent said their internship was required for their minor, and six percent did not know how their internship credits will be applied. Those in Conservation, Environmental Science, Horticulture, Food Science and Dairy were significantly more likely to say an internship

is required. About 35% of Agribusiness students stated, incorrectly, that an internship is required for the major.

Figure 3: Internship Credits



There were no statistically significant differences in how 2013 interns applied credits earned compared to those between 2009 and 2012 (Table 4).

Table 4: Internship Credits - Comparison of 2009-2013 Survey Results						
	Count	Major Req	Applied/Not Req in Maj/Min	Not Sure/ Don't Know	Elective Credits	Minor Req
Sample – 2013	99%	62%	4%	24%	4%	6%
Sample – 2012	116	62%	22%	11%	2%	3%
Sample – 2011	97	71%	18%	3%	5%	3%
Sample – 2010	103	65%	22%	9%	4%	0%
Sample – 2009	105	72%	17%	5%	5%	1%

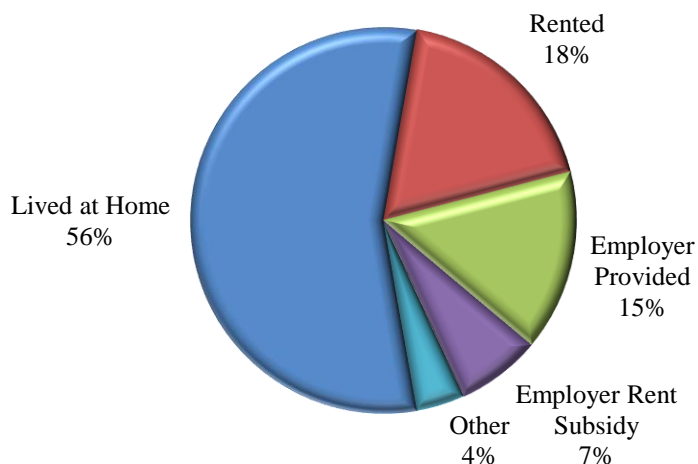
Internship Organization/Location

Students were asked to provide the name and location of the organization at which they completed their internship. Dozens of organizations in seven states, mostly Minnesota and Wisconsin, hired UWRF interns during the summer of 2013; a complete list of internship organizations can be found in Appendix A.

Housing

Interns were asked to describe their housing status during their internship. As Figure 4 highlights, more than one-half of the 2013 interns lived at home (56%), while nearly one-fifth rented. Another 22% of interns were provided housing or had their rent subsidized by their employer. Responses in the “other” category included living with friends and family. Appendix A contains “other” housing situations mentioned.

Figure 4: Housing During Internship, 2013



There were no statistically significant differences between various groups of interns and their housing arrangements during their internship. Similarly, there were no statistically significant differences in housing for 2013 interns and those from earlier years (Table 5).

Table 5: Housing During Internship - Comparison of 2009-2013 Survey Results						
	Count	Lived at Home	Rented	Employer Provided	Other	Rent Subsidized by Employer
Sample – 2013	99	56%	18%	15%	4%	7%
Sample – 2012	116	48%	23%	16%	3%	9%
Sample – 2011	97	46%	28%	18%	7%	1%
Sample – 2010	103	58%	23%	9%	3%	7%
Sample – 2009	105	55%	23%	12%	8%	2%

Pay Rate per Hour

The average hourly pay rate for 2013 CAFES interns was \$9.90. Pay ranged from a low of zero (only 7 interns (8%) reported “0” as their pay rate per hour), to a high of \$17.70 an hour. Nearly half the interns made between \$5.00 and \$10.00/hour and another 40% earned between \$10 and \$15/hour (Figure 5). Wages for 2013 interns were significantly higher than those paid to interns from 2009 to 2012 (Figure 5a). Perhaps the economic recovery has forced CAFES’ internship employers to raise their pay offers to continue to attract strong candidates.

Figure 5: Interns' Hourly Pay, 2013

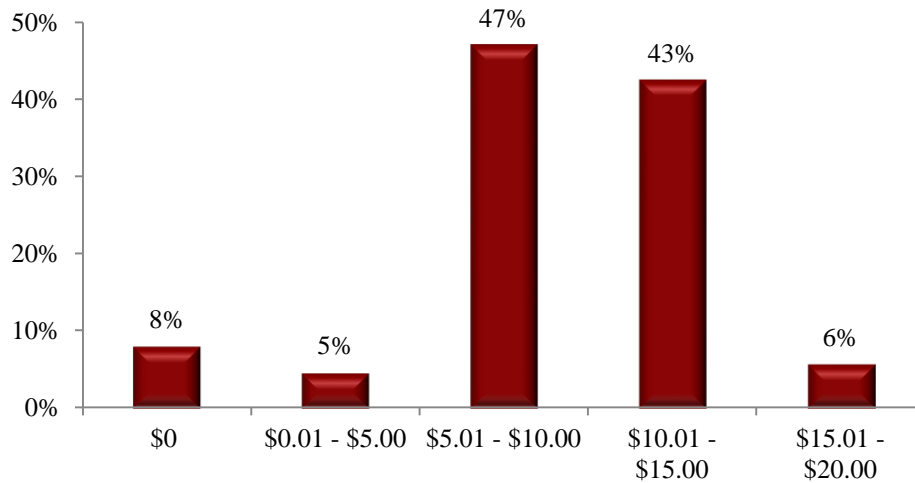
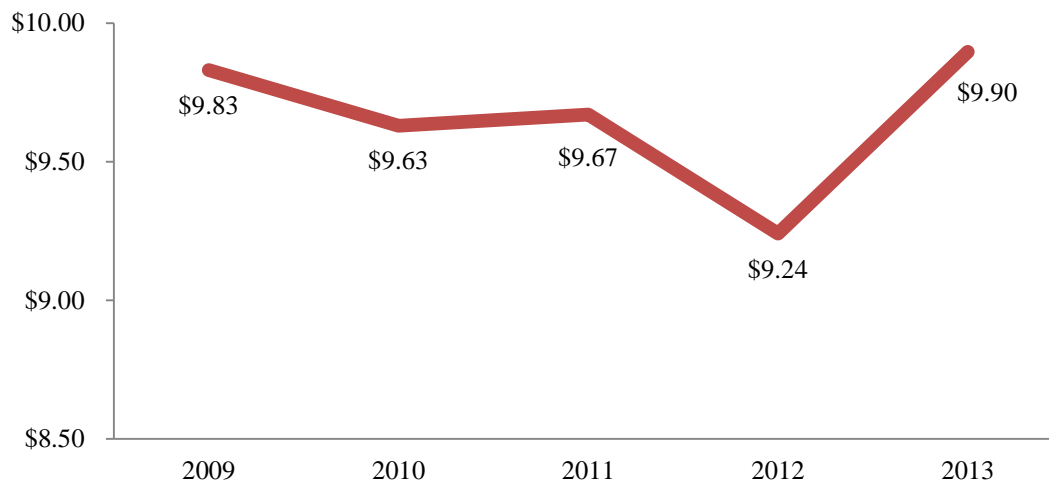


Figure 5a: Pay Rate per Hour, 2009-2013



Average Number of Hours Worked Per Week

The average number of hours worked per week in 2013 was 44 hours. As shown in Figure 6, more than 80% of CAFES interns report working at least 40 hours per week. The average weekly hours worked by CAFES interns was up for the third straight year (Figure 6a).

Figure 6 Average Hours Worked/Week, 2013

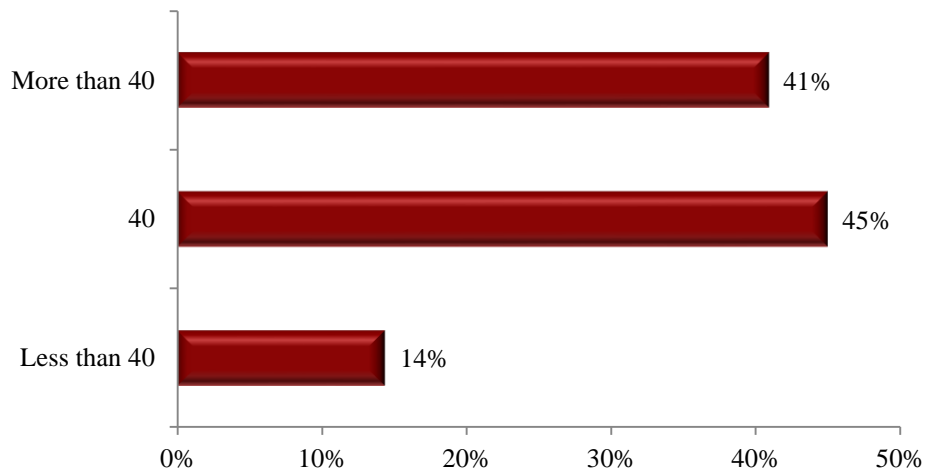
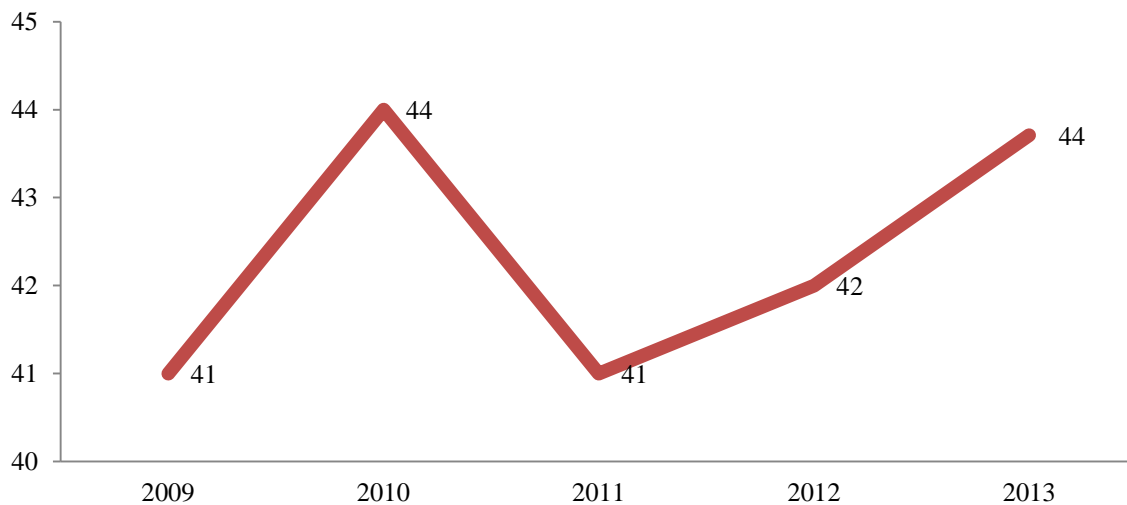


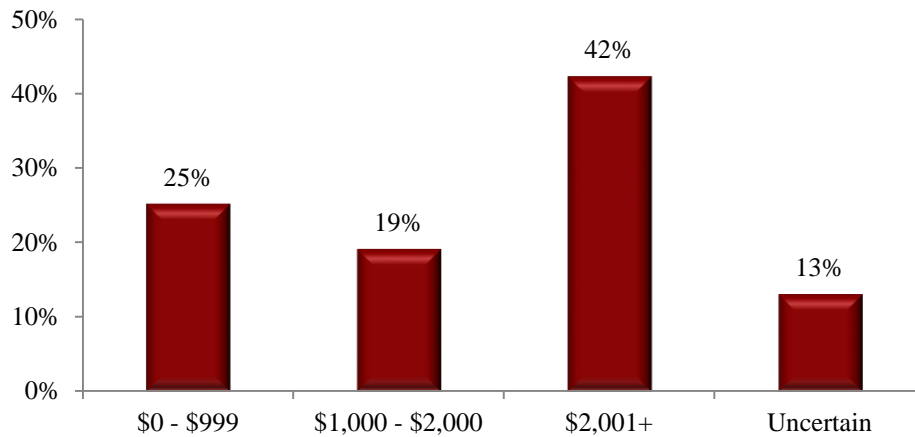
Figure 6a: Average Hours Worked/Week 2009-2013



Total Amount Saved During Internship

Over 40% of the interns saved over \$2,000 during their 2012 internship (Figure 7). Slightly more than one-fourth saved under \$1,000, 20 percent saved \$1,000 - \$2,000, and 16 percent were not sure how much money they had saved.

Figure 7: Total Savings During Internship After Expenses, 2013



The amount saved by interns in 2013 did not differ significantly from the savings of interns in previous years (Table 6).

Table 6: Total Amount Saved During Internship - Comparison of 2009-2012 Survey Results					
	Count	0 - \$999	\$1,000 - \$2,000	Over \$2,000	Uncertain
Sample – 2013	99	25%	19%	42%	13%
Sample – 2012	115	28%	20%	37%	16%
Sample – 2011	97	27%	14%	36%	23%
Sample – 2010	103	25%	21%	38%	16%
Sample – 2009	105	33%	21%	25%	21%

Internship Coordinator Communication

Interns were asked when their Faculty Coordinator visited them (*if within the 3-state area of Wisconsin, Minnesota, or Iowa*) or when their Faculty Coordinator called or emailed them (*if outside the 3-state area*).

Of the interns who were located within the 3-state area, 7% had a visit in the beginning of their internship, 63% were in the middle, and 31% reported having a visit near the end. Interns report that their faculty coordinator called or emailed them (outside of the 3-state area) in the beginning (78%), middle (78%) or near the end (56%) of the internship – interns could mark all situations that applied. Few interns located in the 3-state area (3 interns) or outside the 3-state area (2 interns), reported that their coordinator did not visit them or contact them during their internship.

A significantly higher proportion of 2013 faculty coordinators visited their interns at the beginning of the internship in 2013 compared to previous years. Interns located outside the 3 state area of WI, MN, and IA, received significantly more phone calls at the beginning of their internship and fewer received no calls in 2013 than in previous years.

Table 7: Faculty Coordinator Visits/Contacts - Comparison of 2009-2013 Survey Results					
If your internship was <i>within</i> the 3 state area of WI, MN, IA, when did your faculty coordinator visit? Mark all that apply.	Count	Beginning of Internship	Middle of Internship	Near the End of Internship	No Visit
Sample – 2013	90	7%	63%	31%	3%
Sample – 2012	108	2%	51%	37%	10%
Sample – 2011	84	4%	57%	31%	8%
Sample – 2010	98	1%	46%	45%	8%
Sample – 2009	102	7%	53%	37%	7%
If your internship was <i>outside</i> the 3 state area, when did your faculty coordinator call or email you? Mark all that apply.	Count	Beginning of Internship	Middle of Internship	Near the End of Internship	No Call or Email
Sample – 2013	12	58%	58%	42%	17%
Sample – 2012	18	28%	50%	33%	39%
Sample – 2011	23	22%	57%	48%	17%
Sample – 2010	16	25%	38%	44%	25%
Sample – 2009	20	20%	50%	30%	20%

Internship Experience

Respondents were asked to indicate to what extent they agreed with various statements pertaining to aspects of their internship. The results in Table 8 suggest that most interns agree or strongly agree with all of the statements included in the Table. More than 90% of interns agreed or strongly agreed that their employer provided an open line of communication throughout the internship, they received an appropriate amount of supervision, and the orientation with the internship company met their expectations. At least 80% agreed or strongly agreed with the rest of the statements in Table 8. Seven percent or less disagreed or strongly disagreed with any of the statements in Table 8.

Table 8: Aspects of Internship						
To what extent would you agree with the following statements pertaining to aspects of your internship?	Count	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Employer provided open line of communication throughout internship	99	68%	26%	3%	3%	0%
Employer provided appropriate amount of supervision	99	49%	39%	7%	3%	1%
Given ample resources to move projects to completion	99	44%	41%	10%	4%	0%
Orientation with internship company met expectations	99	43%	51%	3%	3%	0%
Projects developed/assigned were beneficial to enhancing/broadening career development	99	42%	39%	11%	5%	2%
Internship Special Project was a good match for skills and interest as an intern	99	33%	48%	15%	3%	0%
Work/projects were well-defined	99	28%	56%	15%	1%	0%

There were no statistical differences between the opinions of interns in 2013 and those from previous years with respect to the aspects of the internship noted in Tables 8 and 9.

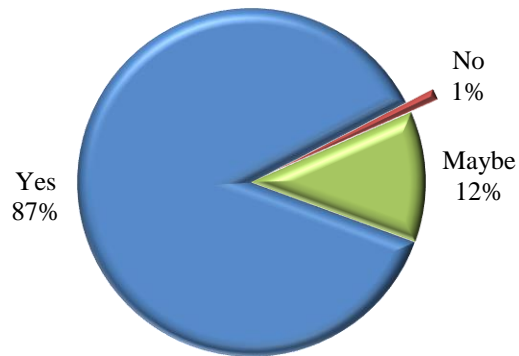
Table 9: Aspects of Internship - Comparison of 2009-2013 Survey Results

To what extent would you agree with the following statements pertaining to aspects of your internship?	Count	Strongly Agree	Agree	Don't Agree or Disagree	Disagree	Strongly Disagree
Employer provided open line of communication Sample – 2013	99	68%	26%	3%	3%	0%
Sample – 2012	116	59%	34%	3%	3%	2%
Sample – 2011	97	68%	22%	5%	5%	0%
Sample – 2010	103	66%	24%	4%	3%	3%
Sample – 2009	104	55%	34%	7%	3%	2%
Orientation with company met expectations Sample – 2013	99	43%	51%	3%	3%	0%
Sample – 2012	116	37%	55%	5%	2%	1%
Sample – 2011	97	41%	47%	4%	7%	0%
Sample – 2010	103	59%	36%	4%	1%	0%
Sample – 2009	104	41%	45%	9%	5%	0%
Given ample resources to move projects to completion Sample – 2013	99	44%	41%	10%	4%	0%
Sample – 2012	116	37%	48%	8%	5%	2%
Sample – 2011	97	46%	37%	12%	4%	0%
Sample – 2010	103	56%	38%	4%	2%	0%
Sample – 2009	104	44%	42%	8%	6%	0%
Employer provided the appropriate amount of supervision Sample – 2013	99	49%	39%	7%	3%	1%
Sample – 2012	116	42%	46%	9%	3%	1%
Sample – 2011	97	47%	41%	8%	3%	0%
Sample – 2010	103	53%	37%	3%	7%	0%
Sample – 2009	103	46%	40%	9%	3%	3%
Work projects beneficial to enhancing/ broadening career development Sample – 2013	99	42%	39%	11%	5%	2%
Sample – 2012	116	34%	53%	9%	3%	1%
Sample – 2011	97	42%	43%	10%	4%	0%
Sample – 2010	103	50%	40%	8%	2%	0%
Sample – 2009	104	29%	52%	15%	2%	2%
Internship Special Project was a good match for skills/ interest as an intern Sample – 2013	99	33%	48%	15%	3%	0%
Sample – 2012	116	34%	41%	18%	7%	1%
Sample – 2011	97	34%	47%	15%	2%	1%
Sample – 2010	103	39%	47%	14%	1%	0%
Sample – 2009	104	26%	48%	17%	8%	1%
Work/projects well-defined Sample – 2013	99	28%	56%	15%	1%	0%
Sample – 2012	116	32%	50%	10%	7%	1%
Sample – 2011	95	31%	48%	14%	6%	1%
Sample – 2010	103	32%	49%	13%	7%	0%
Sample – 2009	104	37%	41%	13%	9%	0%

Recommend Internship Site to Future Students

Interns were asked if they would recommend their internship site for future students (Figure 8). Nearly 90% of interns would recommend their internship site. Twelve percent were not sure if they would recommend their site to others; only 1 percent (1 intern) would not recommend the site.

Figure 8: Recommend Internship to Others, 2013



Compared to males (6%), females (20%) were significantly more likely to say they were uncertain about recommending their site to other students

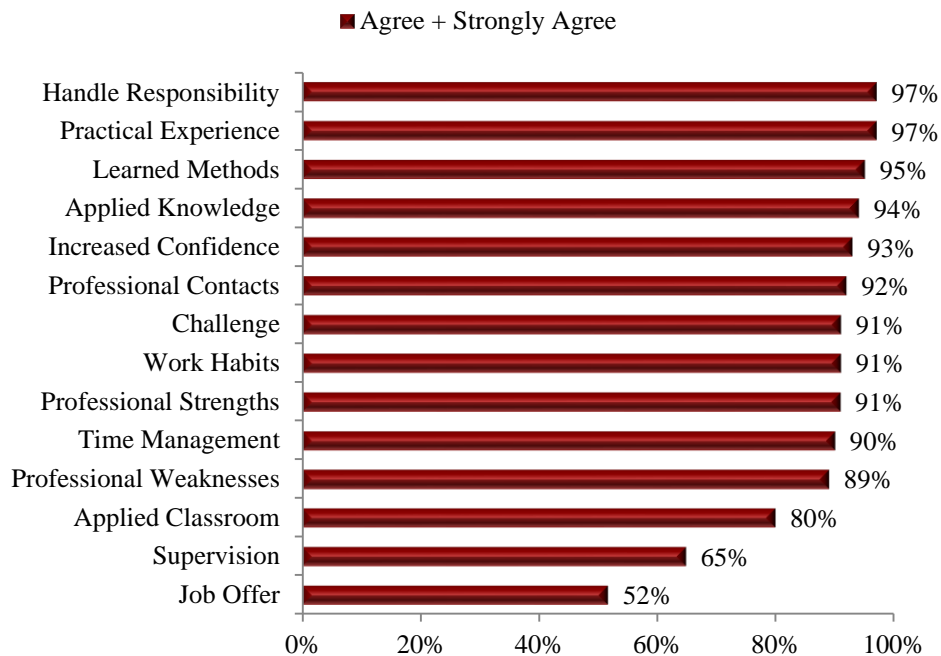
Though it appears that a higher proportion of interns in 2013 would recommend their site to future interns, the difference is not statistically significant (Table 10).

Table 10: Recommend Internship Site for Future Students - Comparison of 2009-2012 Survey Results				
	Count	Yes	No	Not Sure/Maybe
Sample – 2013	99	87%	1%	12%
Sample – 2012	116	78%	4%	17%
Sample – 2011	96	82%	4%	14%
Sample – 2010	103	82%	4%	14%
Sample – 2009	104	77%	2%	21%

Professional Development

CAFES interns were asked to indicate how their internship experience contributed to their professional development. Figure 9 shows the proportion of 2013 interns who “strongly agreed” and “agreed” that their internship afforded them the listed experiences. At least 4 out of 5 interns either “strongly agreed” or “agreed” that their internship contributed to their professional development in all the ways listed in Figure 9 with the exception of two: supervising or training others (65% agreed or strongly agreed), and expecting a job offer after graduation (about half agreed or strongly agreed).

Figure 9: Impact of Internship on Professional Development, 2013



Interestingly, women (56%) were less likely to agree or strongly agree that their internship provided them with a chance to supervise/train others than were men (74%).

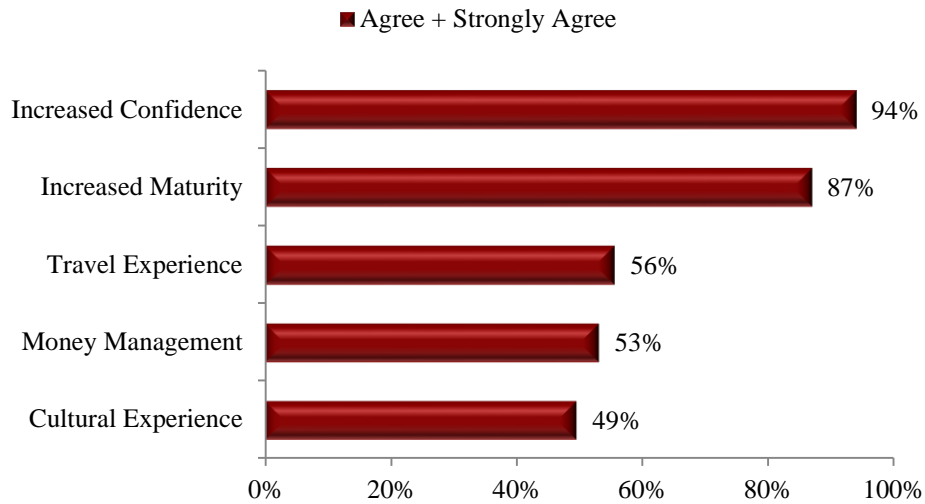
There were no statistically significant differences between the opinions of 2013 interns and those from earlier years with respect to any of the internship experiences included in Table 11. However, the pattern for 2013 versus earlier years across all the items in Table 11 suggests that this year's interns had a more positive than average experience.

Table 11: How Did Internship Experience Impact Professional Development? - Comparison of 2009-2013 Survey Results					
	Count	Learned New Methods	Gained Practical Experience	Applied Knowledge	Increased Conf. in Professional Abilities
Sample – 2013	99	95%	97%	94%	92%
Sample – 2012	116	93%	93%	93%	96%
Sample – 2011	97	87%	92%	94%	92%
Sample – 2010	103	96%	96%	95%	93%
Sample – 2009	104	88%	91%	93%	90%
	Increased Ability to Handle Responsibility	Broadened/ Strengthened On-the-Job Work Habits	Provided Challenge	Improved Time Mgmt. Skills	Learned of Professional Weaknesses
Sample – 2013	97%	91%	91%	90%	89%
Sample – 2012	92%	91%	90%	90%	87%
Sample – 2011	93%	92%	86%	81%	82%
Sample – 2010	93%	93%	91%	87%	83%
Sample – 2009	92%	89%	82%	86%	80%
	Applied Acquired Classroom Knowledge	Chance to Supervise/ Train Others	Job Offer Expected After Graduation	Increased Contact with Professionals	Learned of Professional Strengths
Sample – 2013	80%	65%	52%	92%	91%
Sample – 2012	81%	53%	39%	87%	93%
Sample – 2011	77%	59%	47%	91%	87%
Sample – 2010	79%	58%	48%	86%	87%
Sample – 2009	76%	56%	41%	83%	86%

Personal Development

Figure 10 depicts interns' opinions about the impact of their internship on their personal development. Approximately nine in 10 interns said the internship increased their self-confidence and their maturity. About one-half of interns reported that their internship provided cultural or travel experiences, and improved their money management skills.

Figure 10: Internship Impact on Personal Development, 2013



There were no statistically significant differences across demographic groups with respect to the impact on the internship on their personal development.

Compared to earlier years, significantly higher proportions of 2013 respondents said their self-confidence increased as a result of their internship. In all other respects, the 2013 results are similar to prior years.

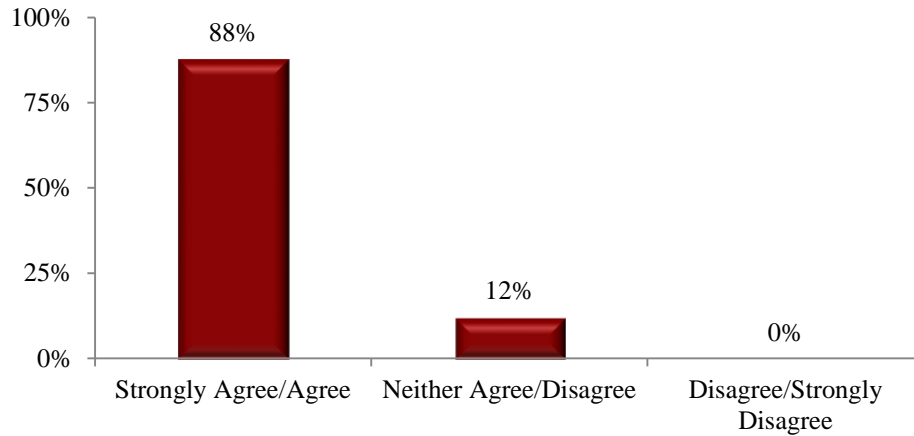
Table 12: How Did Internship Experience Impact Personal Development? - Comparison of 2009-2013 Survey Results

	Count	Increased Self Confidence	Increased Maturity	Provided Travel Experience	Improved Money Mgmt. Skills	Provided Cultural Experience
Sample – 2013	99	94%	87%	56%	53%	49%
Sample – 2012	116	92%	88%	52%	54%	50%
Sample – 2011	95	81%	78%	47%	47%	51%
Sample – 2010	102	92%	85%	56%	50%	43%
Sample – 2009	104	88%	80%	48%	50%	56%

Academic Impact

Respondents were asked how their internship experience influenced their interest in their major (Figure 11). The left column highlights the percentage of interns that strongly agree or agree that the internship strengthened interest in their major (84%). The middle column shows the percent of interns who neither agree nor disagree (13%), and the right column reports the few (4%, or 4 interns) that disagree or strongly disagree.

Figure 11: Did Internship Strengthen Interest in Major, 2013



There were no statistically significant differences between various groups of interns and their opinions about how the internship impacted them academically

For the first time, none of the interns disagreed or strongly disagreed that their experiences reduced their interest in their major (Table 13). The difference in 2013 compared to earlier years is not quite statistically significant but does seem consistent with an overall pattern of more positive than average internship experiences in 2013.

Table 13: Internship Strengthened Interest in Major - Comparison of 2009-2013 Survey Results				
	Count	Strongly Agree + Agree	Neither Agree nor Disagree	Strongly Disagree + Disagree
Sample – 2013	99	88%	12%	0%
Sample – 2012	114	84%	13%	4%
Sample – 2011	97	86%	10%	3%
Sample – 2010	103	84%	10%	6%
Sample – 2009	104	85%	13%	2%

Professional/Personal/Academic Impacts of Internship - Additional Comments

An open-ended question asked interns to describe any other professional, personal, or academic impacts their internship provided. Sixty-four comments were placed into 11 categories (Table 14). The two largest categories of comments focused on networking (10 comments) and the taste of being a professional the internship provided (10 comments).

Topic	Count	%
Networking	10	16%
Taste of Being a Professional	10	16%
Applied Learning	9	14%
General Positive Comments	8	13%
Job Opportunities	7	11%
Reaffirmed Choice of Major	6	9%
Miscellaneous	6	9%
Changed/Refined Interests	3	5%
Communication Skills	2	3%
Nothing	2	3%
General Negative Comments	1	2%
Total	64	100%

Interns wrote about their networking opportunities:

“I was able to meet peers, in my situation and with my interests, from around the US. It made me feel more at home and I loved sharing experiences and learning alongside of them.”

In terms of having a taste of being a professional, a typical comment was:

“Broad range of responsibilities and “real life” atmosphere allowed me to truly understand what the professional world will be like. All interns at this company are treated as normal employees, getting the same help, responsibilities, as full time employees, allowing us to get a true feel for the profession.”

Interns also appreciated the opportunity to have hands-on experiences:

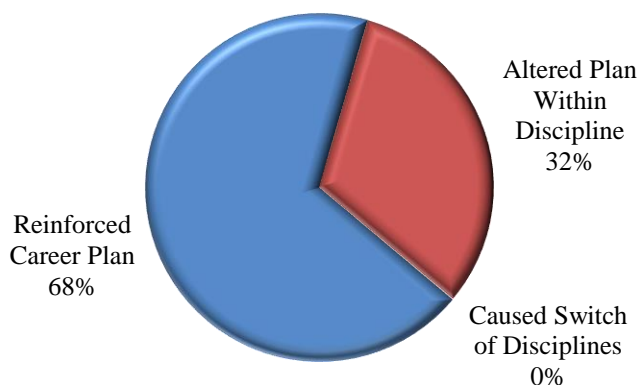
“Real world knowledge of plant material and crew management.”

All responses to this question are included in Appendix A, Question 21.

Career Plans

The survey asked interns to reflect on how their internship influenced their career plans. The data in Figure 12 indicates that for two-thirds of the respondents, the internship reinforced their previous career plans. For about one-third, their internship experience altered their career plans within their discipline. Consistent with Figure 11, none of the 2013 interns said that their experience led them to switch their field of study.

Figure 12: Impact of Internship On Career Plans, 2013



Though not quite statistically significant, fewer women (60%) indicated that their internship reinforced their career plans compared to men (77%)

The impact of the internship on the career paths of 2013 interns was similar to those of students during the 2009 – 2012 years (Table 18).

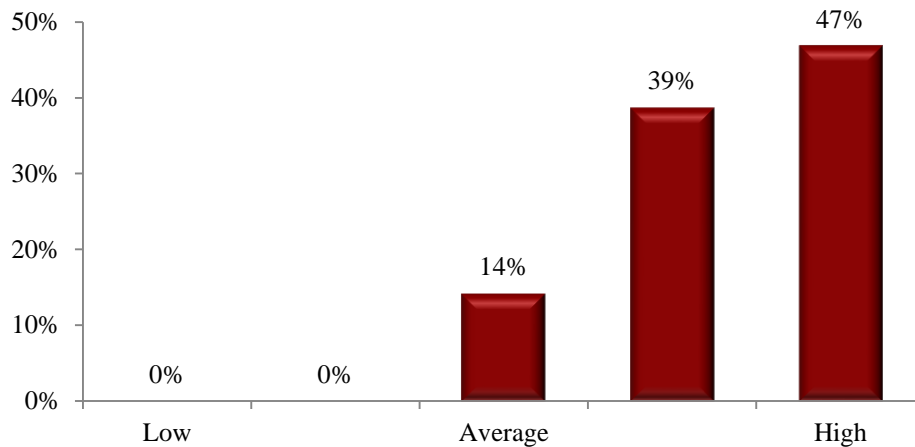
Table 18: How Did Internship Impact Your Career Plans? - Comparison of 2009-2013 Survey Results

	Count	Reinforced Previous Career Plans	Altered Direction of Career Plans within the Discipline	Decided to Switch Field of Study Altogether
Sample – 2013	98	68%	32%	0%
Sample – 2012	116	65%	34%	2%
Sample – 2011	97	69%	31%	0%
Sample – 2010	104	62%	36%	3%
Sample – 2009	103	58%	41%	1%

Internship Value

We asked interns how valuable (low to high value) their internship was in terms of career development; their responses are summarized in Figure 13. Nearly half (47%) ranked the value of their internship a “5” or the highest value on the scale. Nearly 40 percent of interns ranked the internship a “4”. Fourteen percent believed the internship was of “average” value in terms of career development. No interns gave his or her internship a “2” or “1” (lowest values). As in several earlier charts, it appears that the overall level of internship experiences in 2013 was better than it had been in previous years.

Figure 13: Value of Internship, 2013
(1=low to 5=high)



The willingness to recommend an internship site (see Figure 8) is aligned with the value placed on an internship (Figure 13). Ninety-two percent of interns who rated the value of their internship (in terms of career development) a 4 or 5, agreed that they would recommend their internship site for future students. Nearly 60% of those who rated the value of their internship a 3 said they were unsure if they would recommend the site to future students.

Compared to interns over the 2009-2012 years, 2013 interns rated the value of their experience significantly higher (Table 16).

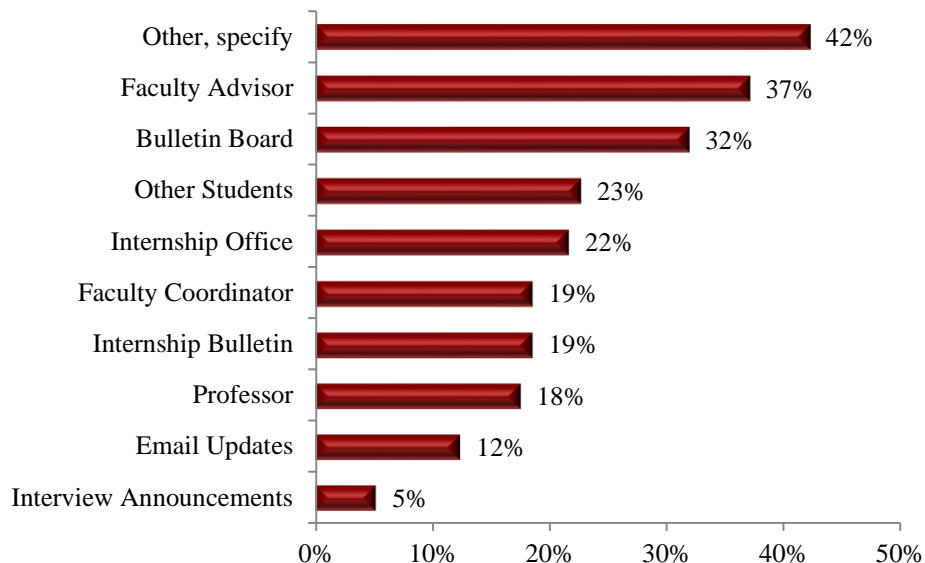
Table 16: How Valuable was your Internship for your Career Development? – Comparison of 2009-2013 Survey Results						
	Count	5 High Value	4	3	2	1 Low Value
Sample – 2013	98	47%	39%	14%	0%	0%
Sample – 2012	116	35%	46%	14%	3%	3%
Sample – 2011	96	40%	35%	19%	6%	0%
Sample – 2010	104	47%	35%	16%	2%	0%
Sample – 2009	104	40%	35%	21%	4%	0%

UWRF CAFES Internship Program – Resources and Services

Resources Used in Learning about Internship Opportunities

Interns were asked which resources they used in learning about internship opportunities. Surprisingly, the most frequent resource used was “other.” When this option was selected, students were asked to specify what other resources were used and those responses are summarized just below the chart. Almost all of these other resources were things outside of CAFES. With respect to the information channels within CAFES, approximately 2 out of 5 interns said they learned of the internship from their faculty advisor and one-third from the bulletin board. The least utilized resource was interview announcements posted by the CAFES Internship Program. The average number of resources CAFES interns used when learning about internship opportunities was 2.23 resources/per intern with a range of zero to nine.

Figure 14: How Learned of Internship, 2013



Other Responses

Friends/Family	8
Networking	8
Career Fair	7
Internet	7
Found on Own	6
Miscellaneous	4

- The probability that a student found out about their internship from the Internship Office bulletin board declined with the grade (freshman, sophomore, etc.) of the student.

Males were more likely than females to say they learned of the internship from an interview announcement.

There were no statistically significant differences in the proportion of students in 2013 saying they used a given resource to find out about their internship compared to previous years. There does appear to have been a decline over time in the use of the bulletin board, faculty advisors, and possibly Internship Office emails as sources of information. It is not clear what sources of information have replaced these sources.

Table 17: Resources Used in Learning about Internship Opportunities - Comparison of 2009-2012 Survey Results

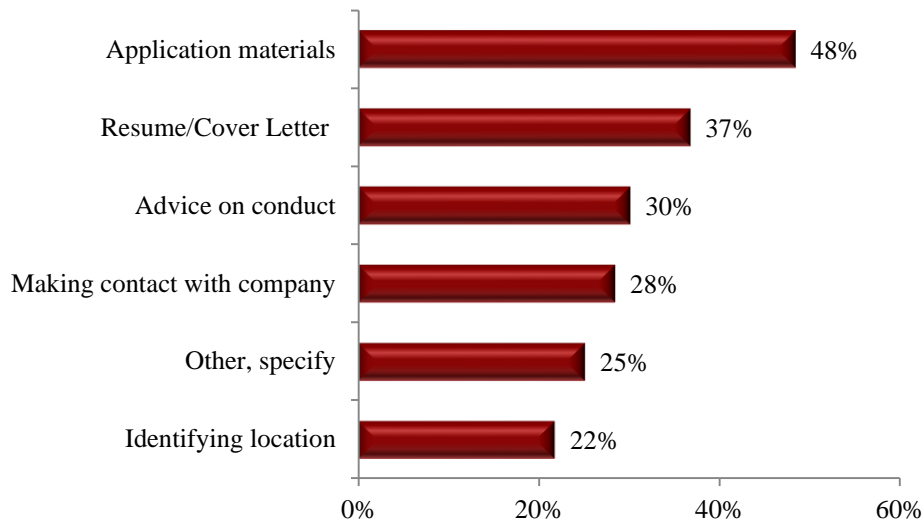
	Count	Faculty Advisor	CAFES Internship Program Bulletin Board	CAFES Internship Office	Other Students	Faculty Coord.
Sample – 2013	97	37%	32%	22%	23%	19%
Sample – 2012	116	23%	39%	22%	30%	17%
Sample – 2011	97	37%	42%	23%	26%	14%
Sample – 2010	104	40%	40%	34%	29%	29%
Sample – 2009	104	31%	34%	24%	26%	25%
	Count	Email Updates Sent by Internship Program	Weekly CAFES Internship Bulletin	Professor Announced Avail Internships	Posted Interview Announcements	Other
Sample – 2013	97	12%	19%	18%	5%	42%
Sample – 2012	116	9%	15%	9%	6%	42%
Sample – 2011	97	15%	20%	26%	10%	37%
Sample – 2010	104	23%	20%	13%	12%	32%
Sample – 2009	104	19%	28%	14%	7%	41%

Services Provided by CAFES Internship Faculty Coordinators

As shown in Figure 15, nearly half the 2013 interns who used their faculty coordinator for anything reported using them for assistance with application materials or provided information regarding the application process. About one-third received help from faculty coordinators with their resume/cover letter. About 30% of interns utilized their faculty coordinator to get advice on professional conduct or making contact with a company. Appendix A includes a summary of “other” responses.

CAFES interns utilized an average of 1.75 Faculty Coordinator services when securing their internship with a range of zero to six.

Figure 15: Faculty Coordinator Services Use, 2013



There were no statistically significant differences in how interns in 2013 used their faculty coordinators compared to earlier years. In general, it does appear that, across the board, those who used faculty coordinators for anything (and a substantial proportion apparently didn't use them for any of these services), used them somewhat more intensively.

Table 18: Services Provided by CAFES Internship Faculty Coordinator in Securing Internship - Comparison of 2009-2013 Survey Results

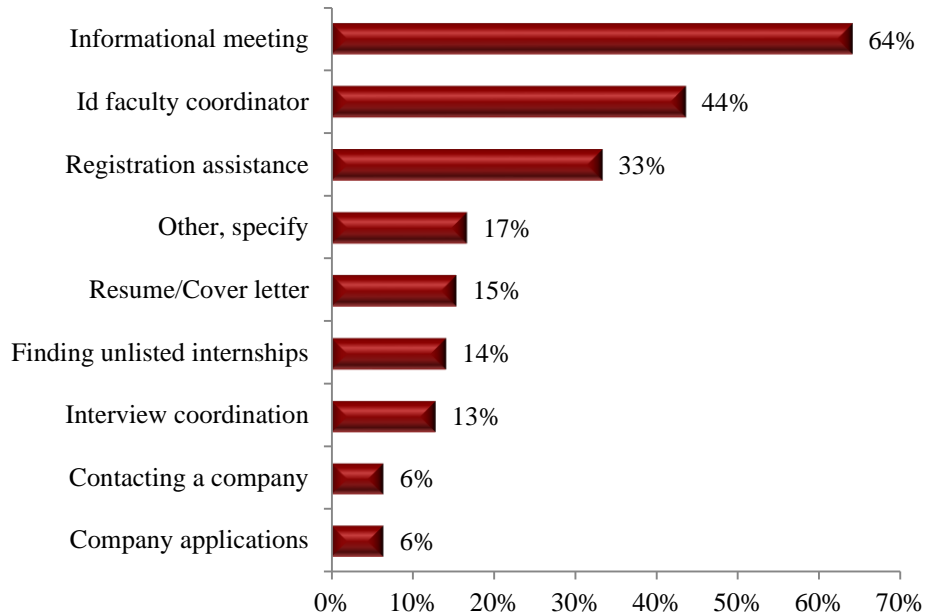
	Count	Application Materials	Advice on Professional Conduct	Resume/Cover Letter Assist.	Making Contact with a Specific Co.	Identifying Specific Internship Location
Sample – 2013	60	48%	30%	37%	28%	22%
Sample – 2012	116	38%	15%	22%	14%	9%
Sample – 2011	97	42%	19%	26%	15%	13%
Sample – 2010	104	47%	27%	20%	18%	8%
Sample – 2009	85	35%	25%	38%	0%	21%

Services Provided by CAFES Internship Office

Nearly two-thirds of CAFES interns reported that the internship program informational meeting was a service they utilized in securing their internship (Figure 16). More than 40% of interns used the CAFES Internship Office to help them identify the appropriate faculty coordinator and one-third received assistance with registration. The other services listed were used by relatively few interns: interview coordination, resume/cover letter writing assistance, assistance with contacting a company, obtaining application materials, and assistance with finding available internships with companies not listed by the CAFES Internship Office. The “other” category (6%) consisted mainly of interns that specified that they did not use services provided by the CAFES Internship Office to secure their internship. Appendix A contains the complete list of

“other” responses. On average, interns used two services provided by the CAFES Internship Office when securing their internship.

Figure 16: Internship Office Services Used, 2013



Men were slightly more likely to report having gotten assistance finding an unlisted internship than were women.

Compared to earlier years, 2013 interns were slightly less likely to seek assistance in contacting a company or filling out a company’s application (Table 19). There were no other significant differences with respect to Internship Office services used.

Table 19: Services Provided by CAFES Internship Office in Securing Internship - Comparison of 2009-2012 Survey Results

	Count	Internship Program Explanation/ Info Meeting	Identifying Appropriate Coordinator	Registration Assistance	Resume/ Cover Letter Assistance
Sample – 2013	78	64%	44%	33%	15%
Sample – 2012	116	48%	34%	28%	11%
Sample – 2011	97	37%	27%	28%	16%
Sample – 2010	104	51%	44%	34%	18%
Sample – 2009	94	56%	28%	36%	27%
	Interview Coordination	Assist in Contacting Company	Assist Finding Internships Not Listed by Office	Obtaining Specific Company Applications	
Sample – 2013	13%	6%	14%	6%	
Sample – 2012	10%	8%	2%	6%	
Sample – 2011	16%	10%	5%	10%	
Sample – 2010	13%	10%	9%	9%	
Sample – 2009	17%	18%	12%	16%	

Suggestions

Interns were asked to provide suggestions as to how the CAFES Internship Office or their Faculty Coordinator could improve the Internship Program. Of the 55 written responses, 38 percent were positive sentiments about their internship experience, 20 percent dealt with improving communications, and 16 percent focused on the special project (Table 20). Examples of the comments are provided below. The complete compilation of comments can be found in Appendix A, Question 27.

Intern with a positive internship experience:

“I feel that this internship program is designed very well and helps students to learn a lot of things outside the classroom setting.”

Comments regarding communications included:

Table 20: Suggestions to Improve the Internship Program

Topic	Count	%
No Changes/Positive	21	38%
Improve Communications	11	20%
Special Project	9	16%
Weekly Reports	5	9%
More Sites	5	9%
Miscellaneous	4	7%
Total	55	100%

“Maybe the students could be better connected with each other. With internships where there is only one intern it can be difficult to keep up with learning objectives. I found that when I contacted other students doing internships in my field elsewhere it kept me excited and I learned twice as much. Instead of sending all the updates to advisors we could collaborate with our classmates some of the time.”

“I feel that there was a lot of information given right at the end of the school year when we were all preparing for finals. I would recommend doing the paperwork earlier rather than later.”

It appears that additional clarity about the special project is needed:

“Better communication between the internship coordinator and the student completing the internship. I did not even know I was supposed to complete a final project until I received an e-mail saying that I needed to from Ms. Dintemann.”

“I think overall the CAFES Internship Office does a good job with the program right now; however, if I had to make a recommendation it would be to make the project requirements more clear from the beginning on the Internship Office and Faculty Coordinators part.”

Conclusions

Based on these responses, the 2013 CAFES Internship program appears to be meeting the needs of students very well, for the most part.

- The hourly pay rate for CAFES interns in the summer of 2013 appears to have been substantially higher than in recent years and may have reversed a trend of falling wages.
- Relatively few interns were not contacted by their faculty coordinator during the course of their internships.
- Most interns agreed or strongly agreed that they received adequate communications and supervision from their employer, had sufficient resources to complete projects, and that the internship broadened their career development.
- Nearly 90% would recommend their internship site to other students.
- Most students gave their internship high marks in terms of learning how to handle responsibility, gaining practical experience, learning new methods and applied knowledge, building a professional network, learning how to handle challenges, developing good work habits, identifying their professional strengths and weaknesses, and time management.
- Nearly 90% said the experience strengthened their interest in their major and none said it caused them to change their major. Most said it reinforced their career plans.
- Nearly nine of 10 rated the value of the internship as a 4 or 5 (on a 5 point scale with 5 = high).
- While there were relatively few significant differences between how interns in 2013 rated various aspects of the program and how interns in previous years rated them, there was a general pattern of slightly higher ratings for most aspects of the program.
- A large number of open-ended comments about the Internship Program were positive. Improved communications and increased clarity about the purpose and expectations for the special project seem to be the most pressing issues to be addressed by the program.

Appendix A: Written Comments: 2013 CAFES Internship Program Evaluation

Questions 8-9. Please provide the name of the company or organization where you did your internship and the city and state where is located

Company	City	State
ABS Global	DeForest	Wisconsin
AgStar Financial Services, ACA	Rice Lake	Wisconsin
AgStar Financial Services, ACA	St. Cloud	Minnesota
All Things Deer	Durand	Wisconsin
Allied Cooperative	West Salem	Wisconsin
Archer Daniel Midland (ADM)	Havana	Illinois
Archer Daniel Midland (ADM)	Miller	S. Dakota
Associated Milk Producers Inc.	Jim Falls	Wisconsin
Badgerland Financial	Fond du Lac	Wisconsin
Ball Horticultural	West Chicago	Illinois
Beaver Creek Reserve	Fall Creek	Wisconsin
Betty Ford Alpine Gardens	Vail	Colorado
Blue Bird Project at The Children's Nature Academy/ The Priory	Eau Claire	Wisconsin
Brandvale Dairy	Ellsworth	Wisconsin
Briggs Lake Nursery	Clear Lake	Minnesota
Brunet Island State Park	Cornell	Wisconsin
Burnett Dairy Co-op	Grantsburg	Wisconsin
Case New Holland	Racine	Wisconsin
Case New Holland Industrial	Burr Ridge	Illinois
Central Valley Co-op	Ellendale	Minnesota
Chain O Lakes Dairy	Blue Earth	Minnesota
Chevy Chase Club	Chevy Chase	Maryland
Christensen Family Farms	Sleepy Eye	Minnesota
CHS Inc.	Inver Grove Heights	Minnesota
City of Eden Prairie, Minnesota	Eden Prairie	Minnesota
City of Saint Paul Parks and Recreation	Saint Paul	Minnesota
Clayton Feed Store Inc.	Clayton	Wisconsin
Clean Cut Tree Service	Hager City	Wisconsin
Como Park Zoo and Conservatory	St. Paul	Minnesota
Cooperative Resources International Genex Cooperative	Southeastern	Wisconsin
Copper Falls State Park	Mellon	Wisconsin
Country Fresh Meats	Weston	Wisconsin
Countryside coop	New Richmond	Wisconsin
CRI/Genex	Shawano	Wisconsin
Crystal Valley Cooperative	Nicollet	Minnesota
CWFMF	Freeport	Illinois

Company	City	State
Del Monte Food Corporation	Plover	Wisconsin
Door Peninsula Winery	Sturgeon Bay	Wisconsin
DuPont Pioneer	Willmar	Minnesota
Farm Service Agency	Balsam Lake	Wisconsin
Form A Feed	Stewart	Minnesota
Green Bay Botanical Garden	Green Bay	Wisconsin
Hall's Calf Ranch	Kewaunee	Wisconsin
Hall's Calf Ranch	Kewaunee	Wisconsin
Hartung Brothers	Madison	Wisconsin
Hartung Brothers Inc.	Madison	Wisconsin
Hartung Brothers Inc./ H&N Logistics, LLC	Madison	Wisconsin
Hoesly's Meats	New Glarus	Wisconsin
Innovative Seed	Claremont	Minnesota
Kemps LLC	Minneapolis	Minnesota
Kinnickinnic State Park-Wisconsin DNR	River Falls	Wisconsin
Knutzen Crop Consulting	New London	Wisconsin
Koepke Farms	Oconomowoc	Wisconsin
Lake Geneva Country Club	Lake Geneva	Wisconsin
Landmark Services Cooperative	Cottage Grove	Wisconsin
Landscape Professionals	Deer Park	Wisconsin
Legacy Farms LLC	Shell Lake	Wisconsin
Little Lady Foods	Elk Grove Village	Illinois
Marshfield Ag Service	Marshfield	Wisconsin
Minnesota and Iowa Conservation Corps	International falls	Minnesota
Minnesota Conservation Corp.	St. Paul	Minnesota
Minnesota Department of Health	Virginia	Minnesota
MN Department of Natural Resources	Brainerd	Minnesota
MN Department of Natural Resources	Karlstad	Minnesota
MN Department of Natural Resources - Invasive species unit	Minneapolis	Minnesota
Minnesota Zoo	Apple Valley	Minnesota
Mystic Valley Dairy	Sauk City	Wisconsin
North Central Irrigation	Plainfield	Wisconsin
Nugget Lake County Park	Plum City	Wisconsin
Progressive Ag	Stewartville	Minnesota
Quarter Horse Directory	Chisago City	Minnesota
Rice Lake Weighing Systems	Rice Lake	Wisconsin
Riesterer and Schnell	Chilton	Wisconsin
Riesterer and Schnell	Hortonville	Wisconsin
S & S Dairy Systems, LLC	Saint Charles	Minnesota
Sema Equipment	Wanamingo	Minnesota
Seneca Foods	Cumberland	Wisconsin
Shasta Trinity National Forest	McCloud	California

Company	City	State
St. Croix Wetland Management Dist US Fish and Wildlife Service	New Richmond	Wisconsin
Stone Front Dairy	Lancaster	Wisconsin
The Denver Botanic Gardens	Denver	Colorado
The Wildlife Rehabilitation Center of Minnesota	Roseville	Minnesota
Tractor Central LLC	Mondovi	Wisconsin
TYNAKA LLC.	Barronett	Wisconsin
United States Fish & Wildlife Service	New Richmond	Wisconsin
University of Minnesota Extension Program	Rochester	Minnesota
Upper Midwest Environmental Sciences Center-U.S. G.S.	La Crosse	Wisconsin
Value Implement	Menomonie	Wisconsin
Waconia Edible Classroom	Waconia	Minnesota
Western Wisconsin Ag Supply	Ellworth	Wisconsin
White Pine Berry Farm	River Falls	Wisconsin
Wilbur-Ellis	Almond	Wisconsin
Wildlife Rehabilitation Center of Minnesota	Roseville	Minnesota
Wildwood Wildlife Park	Minocqua	Wisconsin
Willow River Company	Hudson	Wisconsin
Wisconsin Department of Natural Resources, Crex Meadows	Grantsburg	Wisconsin
Xtreme Performance Horses	Simi Valley	California
Zoetis	Minneapolis	Minnesota

Question 10 – Housing during internship, Other (4 comments)

Lived with a family member (2X)

Host family

Lived with a cousin in the area

Question 21 – Please describe any other professional, personal, or academic impacts your internship has provided: (64 responses)

Networking (10 responses)

Expanded my networks tremendously

I gained many professional and personal connections with other employees and interns. In relation to my major, this internship provided me with the opportunity to explore other areas in agriculture and has given me a better idea of what I want to do after graduation.

I have made a lot of contacts with people that could help me get a job after graduation.

I was able to meet many new people involved within the line of work I plan to aspire for. Learned valuable knowledge in management and environmental studies. Developed quality relationships with supervisors and other interns.

I was able to meet peers, in my situation and with my interests, from around the US. It made me feel more at home and I loved sharing experiences and learning alongside of them.

I was able to network and meet a lot of people in the natural resource field. It also helped me find a job after my internship was done.

It has helped me network, and will help with my knowledge of my career field

My internship helped me to meet a lot of people in the ag field. Also, I worked with farmers a lot and got to go see different farms on a regular basis. I really enjoyed it.

Networking was huge and very beneficial. I was able to meet so many people within AgStar, clients in the area, and even present to the Executive Board and the Operating Board.

My internship experience at AgStar was a life changing opportunity. Not only did I gain a tremendous amount of knowledge within my career interest and the Agricultural industry, but I also learned a lot about myself as a person moving far from home and living on my own. Finally, I made strong relationships with my coworkers to which I hope to keep forever.

Taste of Being a Professional (10 responses)

Broad range of responsibilities and "real life" atmosphere allowed me to truly understand what the professional world will be like. All interns at this company are treated as normal employees, getting the same help, responsibilities, as full time employees, allowing us to get a true feel for the profession

I felt that this internship has helped me grow and I feel that I have met some people that I will stay in contact with through my professional carrier. This will help me grow as a professional knowing so many professional coworkers.

It was a good step into my career.

My internship has provided me the opportunity to get the feel of working with older co-workers. I experienced living on my own and not having people/friends my age around to hang out with. Through this experience, I have grown more independently and have learned how to handle certain situations. I have learned that I am able to work with almost anyone and enjoy getting to know co-workers.

Showed me what I will be doing on a daily basis once I graduate.

My internship provided an opportunity to see the inside workings of a business that I would not have been able to see, had I just been summer help or even a full time employee.

My internship was treated as if I was working there full time already.

Working for a city gave me gained perspective and interest in working on projects that benefit the public.

It really gave me a taste of a different view of the dairy industry. I wasn't the one milking the cows anymore but breeding them and breeding has to deal with many different things especially if cows are not sticking it may be because of breeding problems or because of feed problems. So I not only was a breeder but a problem solver in other areas.

The ability to take the initiative to accomplish a task rather than wait for a supervisor to tell you every step to completion.

Applied Learning (9 responses)

I had a great summer full of hands on learning. I would recommend this internship.

I was able to do a lot of hands on learning that may not be directly offered here at the university.

Real world knowledge of plant material and crew management.

Working and learning from Dean Graves (head golf course manager) was extremely beneficial in every standpoint of my career. I would highly recommend turf students to work at Chevy Chase Club or another club in the mid-Atlantic region. The transition zone is the hardest area in the nation to maintain turf on a professional level. I was the first student to work for them from Minnesota or Wisconsin. Dean said that he would willingly accept UWRF students in the future for internship positions.

I have gained much knowledge in potato disease identification. I have gained some knowledge in corn varieties. I have gained much knowledge of soil types in the central sands area of Wisconsin. I have gained much knowledge of companies in central Wisconsin in the agricultural inputs market. I have gained much knowledge of tissue and soil sampling procedure. I have gained some knowledge in hazardous material commercial vehicle operation. I have gained some knowledge about Monsanto company.

I learned more about farming practices than I did before. The people I learned are great and want to help me advance in my future career in any way they can. I knew a couple people going into the internship and have gotten closer to everybody.

My internship has taught me many of the struggles that an ag business owner may encounter. For half of my internship my supervisor had me run his spraying operation. I managed everything from talking to the co-op we are sub contracted with to figuring out where to leave the sprayers each night. I also worked with Seneca and Lake Side when we were spraying snap beans. While running his business for him I experienced getting completely chewed out by farmers and having to just listen to them and keeping my cool since we were hired buy them.

My internship with the Green Bay Botanical Garden was an extremely memorable experience and I hope to return there maybe next summer to work again. I was able to work with people in multiple departments with my special project so I was able to work on my interpersonal communication skills. I really learned a great deal of information which I could apply to my everyday life.

My internship experience at AgStar was a life changing opportunity. Not only did I gain a tremendous amount of knowledge within my career interest and the Agricultural industry, but I also learned a lot about myself as a person moving far from home and living on my own. Finally, I made strong relationships with my coworkers to which I hope to keep forever.

General Positive Comments (8 responses)

Great field experience that was diverse within ecosystems departments as well as recreation within the USFS.

Great internship! Great People! Great Place!

It was a great experience!!

It was overall a good experience

Lets me see what I'm capable of.

This internship gave me a well-rounded experience that will definitely help me in my future career.

This was the best summer of my entire life, and this internship was an incredible opportunity. I learned so much so quickly!

My internship showed me that my entire college experience and investment can and will pay off if I take advantage of every opportunity.

Job Opportunities (7 responses)

By working at Little Lady Foods I opened many windows of possible job offering in my future.

doing the internship this summer was one of the best things I could have done in school to show me the opportunities that are out there

Has broaden my development of professionalism and responsibility / / Gave me insight of the many job opportunities available / / Grew my professional network

I just found out that from my special project, I have a few job leads for next spring from customers when I go back to work there.

My internship provided me the opportunity to really learn how to work with one or many others in changing outdoor settings. The supervisor showed me many different job opportunities within the DNR where many people don't think to apply.

It made me want to apply for a full time park ranger position in the state as well as attend the police academy that would be provided. It gave me autonomy for the first time in any job I've had; actual responsibilities that the park depended upon.

It provided me with a direction as I pursue my career and gave me an idea of what field I want to be in after graduation.

Reaffirmed Choice of Major (6 responses)

I learned so much about vegetable gardening in general, and I was also able to find out about options for career directions in the future. A lot of people that came to the Edible Garden at Como were gardeners themselves, or had worked with groups that promote gardening. I was able to find out about a few opportunities that teach children how to garden, and I plan to investigate them as possible future employers. I affirmed that I am going in the right career direction, and because I worked at Como, I look forward to what is to come.

it made me think more of what I would want to do after college and it made me go towards an area of my field that I figured I would like more but now I know for sure that is the way that I want to take my education.

made me know that my major is right for me /

Provided a good experience related to my major and possible job options using my degree. Also provided a professional contact for applying to other jobs and/or graduate schools.

This internship has given me confidence in my major.

This internship has shown me that training horses is what I want to do for a career. I couldn't have asked for a better place to be an intern, and I learned so much about myself.

Miscellaneous (6 responses)

Every internship is different even within the same company.

Introduction to working in a highly politically charged environment

The internship provided me with a new perspective on conservation for both game and non-game species found in the Midwest and how not all companies view invasive species equally. The internship also provided me with enhanced supervision/management skills. I also learned some veterinary experience and conditions at this facility. I was able to also apply some of my knowledge in raising poultry at home to the waterfowl area at the WRC.

This internship provided me with a glimpse into the many areas of the DNR that exist and how each one provides the other with support, like fingers on a hand, each department strengthens the next departments role while working in separate areas but working toward a common goal of conservation and preservation of our natural resources here in Minnesota.

This internship provided me with an introduction to an area of production agriculture I was not familiar with before the internship.

When entering into crop classes I am now more confident and find things make more sense quicker after working in field plots all summer. In the long run it will help me out with my grades and an overall knowledge of agriculture.

Changed/Refined Interests (3 responses)

Although I am still interested in becoming a doctor of veterinary medicine, I have decided that if I do not get into vet school I would like to go into animal training or zookeeping.

I always told myself that I would never apply for graduate school and move on to higher education. With my internship, I now know what I am interested in as for a career and will apply for graduate school. It has made me want to strive for more in further education.

My internship was extremely interesting and I enjoyed taking care of the animals and made me realize how important that is to me. On the other hand, it made me realize how my major itself really is not helping me in my job search. Being a graduate helps, but the background of conservation doesn't interest many employers in this area- more so out West. However, I would like to focus more on animals, wildlife or domestic.

Communications (2 responses)

Learned great presentation skills from my on-the-job supervisor.
Taught me how to communicate effectively with customers.

Nothing to add (2 comments)

I have nothing else to say.
None that I can't think of that wasn't already listed.

Negative experience (1 comment)

My internship did not really provide me and professional, personal, or academic impacts. I felt as though I was there for cheap labor. If there was one impact on me personally it was that I learned a lot of things I never want to see done in such a manner again in my life.

Question 24. Which resources did you use in learning about internship opportunities? 'Other': (40 responses)

Friends/Family (8 responses)

A friend worked for a different horse trainer, and heard that my employer was looking for summer help.
Family
Friends and Family
Friend
My cousin from NDSU had the job previously
My dad
My Dad
My father landed me this internship

Networking (8 responses)

Employee who works there
In Class visit from company
MN State FFA Officer visit with the company
Networking in the Industry
previous employer
student from different school
the farm is my neighbor
I worked with Little Lady Foods last summer and asked them if I could do an internship in R&D

Career Fair (7 responses)

Internet (7 responses)

Internet
Internet, through other contacts
MN state webpage
Thoroughly scoured the internet.
turfnet.com
DNR website
Student Conservation Association website

Found on Own (6 responses)

contacted company
Found it on my own via MN Zoo website
I called the Green Bay Botanical Garden
I found the internship opportunity myself.
personal research
Research done on my own

Miscellaneous (4 responses)

APGA
Crop and Soil club
supervisor of internship
Winfield Solutions

Question 25. What services provided by CAFES Internship Faculty Coordinators did you use in securing an internship? 'Other': (14 Responses)

None (8 responses)

Program Goals (2 responses)

Setting up of learning objectives
Subjects I should focus on

Miscellaneous (4 responses)

I acquired the internship on my own
I filled out a form. That was it.
I just googled what I needed
Previous employer

Question 26. What services provided by the CAFES Internship Office did you use in securing an internship? 'Other': (13 Responses)

None (7 responses)

Miscellaneous (6 responses)

Career fair

I asked the company if I could intern at their business for the summer and they told me yes I could

I filled out a form

I spoke with Terry several times; she was very helpful.

Winfield Solutions

Question 27. Please list your suggestions as to how the CAFES Internship Office or your Faculty Coordinator could improve the Internship Program. (55 Responses)

No Changes/Positive (21 responses)

Dr. Sanden was very helpful. As was Cheryl Dintemann.

Eric Sanden and Cheryl Dintemann were a great help to me along the way. Dr. Sanden provided great advice and even came to visit to see how things were going; I was very appreciative of his concern and support.

Good program

Had a very quality experience.

I don't really have any

I don't think any changes are necessary.

I feel that this internship program is designed very well and helps students to learn a lot of things outside the classroom setting.

I have no suggestions at this time. It was a great experience.

I have nothing to say.

It is a very good program!

It is perfect the way it is.

It was good as is.

N/A

None

None

None- it was very well organized.

Nothing

The internship surpassed my expectations. The school was very clear with what they expected and the club I worked for was very helpful. I don't see any room for improvement. There were no major concerns or problems.

The program and staff have a solid structure.

They are doing a good job providing the information.

I'm not sure what could be done to make it go much better its mainly on the student and how much he/she wants to put into it.

Improve Communications (11 responses)

Maybe the students could be better connected with each other. With internships where there is only one intern it can be difficult to keep up with learning objectives. I found that when I contacted other students doing internships in my field elsewhere it kept me excited and I learned twice as much. Instead of sending all the updates to advisors we could collaborate with our classmates some of the time.

Have more internship meetings instead of just one in the beginning.

Having make-up meetings

I feel that there was a lot of information given right at the end of the school year when we were all preparing for finals. I would recommend doing the paperwork earlier rather than later.

I think that the meetings and everything to set up the internship is too late in the year. You should move those up or at least have one early one so it isn't all at the end.

Just make sure that all possible internship opportunities are emailed regularly. List specific websites where students can search. I was lucky to fall into this one. They are not easy to find, yet are still required.

More feedback during the internship. Early on it would have been nice to know if my reports were going in the right direction or not.

Provide emails and updates to people who have animal science as a minor as well as a major. The only reason I knew about my internship was because I happened to have an animal science course, even though it isn't my major

Stay more in touch with the students throughout the course of the summer. Some feedback in any form at some point during the summer would have been helpful.

There is a lot the CAFES internship program could improve on. My advisor was extraordinary! But the leading up paper work, internship meetings, and the actual office and staff weren't very helpful. I missed the very important meeting before the internship started because the lady who sent the email said it was Thursday, but when I went Thursday it was rescheduled to that Wednesday. And I never got an email, a notice, anything. And when I went to confront the lady who sent the email, she was like... oh really, well hmmm I sent an email, but I have had a few people in my office saying that. It was very irritating. But once again my faculty coordinator was beyond helpful; he was so nice and great!

Improve integration with Career Services

Special Project (9 responses)

A outline on the projects we have to do

Better communication between the internship coordinator and the student completing the internship. I did not even know I was supposed to complete a final project until I received an e-mail saying that I needed to from Ms. Dintemann.

Explain the objections more in depth. Examples of what coordinators want.

I think overall the CAFES Internship Office does a good job with the program right now; however, if I had to make a recommendation it would be to make the project requirements more clear from the beginning on the Internship Office and Faculty Coordinators part.

I think the CAFES Internship Office does a great job at helping students line-up an internship and help them along through the whole process. The only thing I would like to see is more explanation for the special project when doing an internship for credit through CAFES.

Just a little more explanation on the final project and seminar before or during the internship.

Tell us what we need to do at the end of our internship. I'm not sure if I have to write a paper and if I do how long should it be?

There was way too much focus on the special project. This internship is NOT a class that you should have to do something like that. Internships are to prepare us for OUR futures. The focus of the entire meeting with my coordinator was on the special project. NOT the valuable experience and skills I

was learning on the job to prepare me for my career. I just don't think the focus needs to be on that. It really should be on what we are learning and the jobs and responsibilities we are given at our jobs. We should talk about that.

Dr. Sanden was great, he was always willing to help and answer any questions. After comparing my internship program to other schools' programs at the employer I was with, I saw how UWRF had such higher expectations. The clocked hours expected were a little insane compared to others, especially with how the Center I was at worked. It was all based on how long they needed us; if all the tasks were done we would go home. Sometimes that would be up to 4 hours early, which hurt me in the long run with that adding up since I needed a specific amount of hours. Also, the Special Project was very interesting, but other schools don't require that. The project is mostly needed to be done on your own time and with working over full-time between the internship and my job it became difficult to focus on and finish. I needed to keep my job since the internship was unpaid and I needed to make money still. Overall, the internship was a great hands on experience. However the school made it a little too demanding if we had other responsibilities going on in our lives besides that internship.

Weekly Reports (5 responses)

Make it monthly or a summer report instead of weekly reports

Make the weekly reports more interesting and less repetitive.

My suggestions are towards the weekly reports and special project. For the weekly reports I would like to see more of a variety of questions rather than the same questions being asked several weeks in a row. My suggestion for the special project is to increase the clarity of the intern's expectations regarding the final outcome.

Take out the repeat questions on some of the weekly sheets we send in.

The weekly logs and employer evals seem to speak to a less mature audience. Instead of making me reflect on how to document and use the experiences as career building tools, it seemed like repetitive busywork. / The employer evals were embarrassing. It felt like it was evaluating a delinquent child (asking about showing up, dressing appropriately). It makes me feel like we're aiming low.

More Sites (5 responses)

Find more internships. Have a class on building a resume, cover letter writing, and interview skills
Further the distance from the school to more than just this area, when searching for an internship there were many in Minnesota, but as I go to school in Wisconsin I was not searching for an internship in Minnesota.

Have more available internships. Have international internship opportunities.

More, larger dairy farm internships would be appreciated.

More opportunities in MN

Miscellaneous (4 responses)

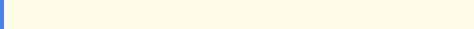

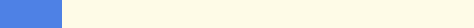


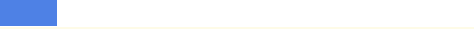






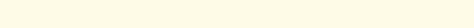
I felt that the CAFES program in general was very unhelpful in locating an internship for me. I did feel like it was all on my shoulders to find an internship, and not too many people had helpful suggestions. I felt like the searching and finally finding one was all done very independently from the college...almost like a post-graduation job search.








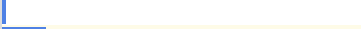








I had to deal with them so little that I cannot provide an educated suggestion.

More one on one help when finding an internship.

Not having students pay for the internship program, it took basically a month of working to pay it off. There is no reason that the school should benefit from students having to do an internship (due to it being required in the major) when there is not any type of service given to the students from the school.

Appendix B: Quantitative Summary: 2012 CAFES Internship Program Evaluation

1. Faculty Coordinator				
#	Answer		Response	%
1	Dr. Cooper		1	1%
2	Dr. Dolliver		0	0%
3	Dr. Ferriss		13	13%
4	Dr. Hiney		1	1%
5	Dr. Justen		11	11%
7	Dr. Kelm		12	12%
10	Dr. Luther		0	0%
11	Dr. Olson		4	4%
12	Dr. Onan		6	6%
13	Dr. Sanden		23	23%
14	Dr. Trechter		25	25%
15	Dr. Walters		3	3%
16	Other, please specify:		0	0%
	Total		99	100%

2. What is your major?				
#	Answer		Response	%
1	Ag Business		26	26%
2	Ag Education		3	3%
3	Ag Engineering		4	4%
4	Ag Studies		2	2%
5	Animal Science		7	7%
6	Biotech		0	0%
7	Conservation		21	21%
8	Environmental Science		1	1%
9	Horticulture		12	12%
10	Food Science		3	3%
11	Crop Science		4	4%
12	Soils Science		0	0%
13	Dairy Science		14	14%
14	Marketing Communications		2	2%
15	Geology		0	0%
16	Community Planning		0	0%
	Total		99	100%

3. What is your minor?

#	Answer	Response	%
2	Ag Business	5	18%
3	Ag Education	0	0%
4	Ag Engineering	2	7%
5	Ag Studies	0	0%
6	Animal Science	6	21%
7	Biotech	0	0%
8	Conservation	0	0%
9	Environmental Science	0	0%
10	Horticulture	1	4%
11	Food Science	1	4%
12	Crop Science	7	25%
13	Soils Science	0	0%
14	Dairy Science	4	14%
15	Marketing Communications	2	7%
16	Geology	0	0%
	Total	28	100%

4. What is your current grade point average?

GPA	Number
2.0 or less	2
2.001 – 2.5	18
2.501 – 3.0	30
3.001 – 3.5	33
3.501+	14
Average	3.011

5. When was internship completed?

#	Answer	Response	%
1	Spring	0	0%
2	Fall	1	1%
3	Summer	98	99%
	Total	99	100%

6. First or second internship?

#	Answer	Response	%
1	1st Internship	88	89%
2	2nd Internship	9	9%
3	3rd internship	2	2%
	Total	99	100%

7. Credits applied to major, minor, or electives

#	Answer	Response	%
1	Required for major, credits counted in major	61	62%
2	Required for minor, credits counted in minor	4	4%
3	Not required, credits will be applied towards credits in the major/minor	24	24%
4	Not required, credits will not be applied towards major or minor, but applied as general electives	4	4%
5	Not Sure/Don't Know	6	6%
	Total	99	100%

8. Year in school prior to internship

#	Answer	Response	%
1	Freshman	4	4%
2	Sophomore	24	24%
3	Junior	42	42%
4	Senior	29	29%
	Total	99	100%

9. Gender

#	Answer	Response	%
1	Male	53	54%
2	Female	45	46%
	Total	98	100%

10. Name of internship company – See Appendix A

11. Internship Location – See Appendix A

12. Housing during internship

#	Answer	Response	%
1	Lived at Home	55	56%
2	Rented	18	18%
3	Employer Provided	15	15%
4	Rent Subsidized by Employer	7	7%
5	Other, specify:	4	4%
	Total	99	100%

13. Pay Rate Per Hour

\$ per hour	Number
\$5 or less	12
\$5.01 - \$10	41
\$10.01 - \$15	37
\$15.01 - \$20	6
Average	\$9.90

14. Average number of hours worked per week

Average hours per week	Number
10 or less	2
10.1 – 20	1
20.1 – 30	7
30.1 – 40	49
40.1+	41
Average	43.7 hours

15. Amount saved during your internship

#	Answer	Response	%
1	0 - \$999	25	25%
2	\$1000 - \$2000	19	19%
3	Over \$2,000	42	42%
4	Uncertain	13	13%
	Total	99	100%

16. Faculty Visit - Internship within the 3 state area of WI, MN, IA

#	Answer		Response	%
1	Beginning of Internship		6	6%
2	Middle of Internship		57	61%
3	Near the End of Internship		28	30%
4	No Visit		3	3%

17. Faculty Call - Internship outside 3 state area

#	Answer		Response	%
1	Beginning of Internship		7	58%
2	Middle of Internship		7	58%
3	Near the End of Internship		5	42%
4	No Call or Email		2	17%

18. Level of Agreement - Aspects of Internship

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total Responses	Mean
5	Orientation with internship company met your expectations	43	50	3	3	0	99	1.66
1	Projects developed/assigned were beneficial to enhancing/broadening your career development	42	39	11	5	2	99	1.85
2	The Internship Special Project was a good match for your skills and interest as an intern	33	48	15	3	0	99	1.88
3	The employer provided the appropriate amount of supervision	49	39	7	3	1	99	1.67
7	Employer provided an open line of communication throughout the internship	67	26	3	3	0	99	1.41
4	I was given ample resources to move projects to completion	44	41	10	4	0	99	1.74
6	Work/projects were well-defined	28	55	15	1	0	99	1.89

19. Recommend internship site for future students?

#	Answer	Response	%
1	Yes	86	87%
2	No	1	1%
3	Not Sure/Maybe	12	12%
	Total	99	100%

20. How internship experience impacted your prof. dev.

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	N A	Total	Mean
1	Increased contacts with professionals	51	39	5	2	1	0	98	1.60
2	Gained practical experience in my field	55	41	2	1	0	0	99	1.48
3	Gained applied knowledge in my field	56	37	3	3	0	0	99	1.53
4	Learned new methods, procedures	57	37	3	2	0	0	99	1.49
5	Broadened/strengthened on-the-job work habits	59	31	7	2	0	0	99	1.52
6	Chance to supervise/train others	28	36	21	5	1	8	99	2.38
7	Increased my ability to handle responsibility	55	41	3	0	0	0	99	1.47
8	Provided challenge	53	37	7	1	1	0	99	1.59
9	Applied acquired classroom knowledge	29	50	10	7	2	1	99	2.05
10	Increased confidence in my professional abilities	51	40	7	0	0	0	98	1.55
11	Improved time management skills	41	48	9	1	0	0	99	1.70
12	Learned about my professional weaknesses	30	58	8	3	0	0	99	1.84
13	Learned of my professional strengths	39	50	8	1	0	0	98	1.70
14	Job offer expected after graduation	36	15	26	4	2	16	99	2.69

21. Internship experience impacted your personal dev.

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	NA	Total Responses	Mean
1	Improved money mgmt. skills	13	39	35	5	1	5	98	2.56
2	Provided travel experience	27	28	22	11	2	9	99	2.60
3	Provided cultural experience	15	34	26	16	0	8	99	2.76
4	Increased maturity	40	46	11	1	0	1	99	1.77
5	Increased self confidence	46	47	6	0	0	0	99	1.60

22. Internship experience impact you academically?




#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	NA	Total Responses	Mean
1	Strengthened interest in my major	45	42	12	0	0	0	99	1.67
2	Reduced interest in my major	0	4	11	29	47	7	98	4.43

23. Other prof, personal, or academic impacts of internship – See Appendix A

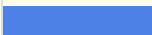








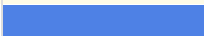
24. How internship impacted your career plans?

#	Answer	Response	%
1	Reinforced my previous career plans	67	68%
2	Altered the direction of my career plans within the discipline	31	32%
3	I decided to switch my field of study altogether	0	0%
	Total	98	100%

25. Internship value for your career development (1 = low, 5 = high)

#	Answer		Response	%
1	1		0	0%
2	2		0	0%
3	3		14	14%
4	4		38	39%
5	5		46	47%
	Total		98	100%

26. Resources used in learning about internship opport.

#	Answer		Response	%
1	CAFES Internship Program Bulletin Board		31	32%
2	Weekly CAFES Internship Bulletin		18	19%
3	Faculty Advisor		36	37%
4	Faculty Coordinator		18	19%
5	Other Students		22	23%
6	Email Updates Sent by CAFES Internship Program		12	12%
7	Interview Announcements posted by CAFES Internship Program		5	5%
8	Professor who distributed or announced available internships		17	18%
9	CAFES Internship Office		21	22%
10	Other, specify		41	42%

27. Services used Faculty Coordinators

#	Answer	Response	%
1	Application materials and/or information on application process	29	39%
2	Resume/Cover letter assistance	22	29%
3	Making a contact with a specific company	17	23%
4	Help in identifying specific location for an internship	13	17%
5	Advice on professional conduct	18	24%
6	Other, specify	15	20%

28. Services used CAFES Internship Office

#	Answer	Response	%
1	Internship program explanation/informational meeting	50	56%
2	Identifying appropriate faculty coordinator	34	38%
3	Resume/Cover letter writing assistance	12	13%
4	Obtaining specific company applications	5	6%
5	Assistance in contacting a company	5	6%
6	Assistance in finding available internships with companies that were not listed by the office	11	12%
7	Interview coordination	10	11%
8	Registration assistance	26	29%
9	Other, specify	13	14%

29. Suggestions re: CAFES Intern. Office or Faculty Coord. – See Appendix A

Appendix C: Breakdown by Supervisor of Selected Survey Questions

Table C1: Total Amount Saved During Internship				
	\$0 - \$999	\$1,000 - \$2,000	\$2,001+	Uncertain
Dr. Cooper	0	1	0	0
Dr. Ferriss	3	2	6	2
Dr. Hiney	1	0	0	0
Dr. Justen	1	3	6	1
Dr. Kelm	3	1	7	1
Dr. Olson	1	0	3	0
Dr. Onan	2	1	2	1
Dr. Sanden	9	6	2	6
Dr. Graham	0	1	1	0
Dr. Walters	0	1	2	0
Dr. Trechter	5	3	13	2
Total	25	19	42	13

Table C2: When Faculty Supervisor Visited or Called									
	Beginning	Middle	End	No Visit		Beginning	Middle	End	No Call
Dr. Cooper	0	0	1	0		0	0	0	0
Dr. Ferriss	0	7	3	0		2	2	2	2
Dr. Hiney	0	0	0	0		1	1	0	0
Dr. Justen	0	10	1	0		0	0	0	0
Dr. Kelm	0	2	10	0		1	1	0	0
Dr. Olson	0	0	2	2		0	0	1	0
Dr. Onan	0	4	2	0		0	0	0	0
Dr. Sanden	2	16	3	1		0	1	1	0
Dr. Graham	0	1	1	0		0	0	0	0
Dr. Walters	0	0	3	0		0	0	0	0
Dr. Trechter	4	17	2	0		3	2	1	0
Total	6	57	28	3		7	7	5	2

Table C3: Recommend Internship Site to Future Students			
	Yes	No	Maybe
Dr. Cooper	1	0	0
Dr. Ferriss	13	0	0
Dr. Hiney	1	0	0
Dr. Justen	11	0	0
Dr. Kelm	11	0	1
Dr. Olson	3	0	1
Dr. Onan	5	0	1
Dr. Sanden	19	0	4
Dr. Graham	2	0	0
Dr. Walters	2	0	1
Dr. Trechter	18	1	4
Total	86	1	12

Table C4: How Internship Affected Career Plans			
	Reinforced	Altered	Switch
Dr. Cooper	1	0	0
Dr. Ferriss	10	3	0
Dr. Hiney	1	0	0
Dr. Justen	7	4	0
Dr. Kelm	9	3	0
Dr. Olson	2	1	0
Dr. Onan	4	2	0
Dr. Sanden	11	12	0
Dr. Graham	2	0	0
Dr. Walters	2	1	0
Dr. Trechter	18	5	0
Total	67	31	0

Table C5: How Valuable Was Your Internship to Career Development					
	Low				High
	1	2	3	4	5
Dr. Cooper	0	0	0	1	0
Dr. Ferriss	0	0	0	4	9
Dr. Hiney	0	0	0	0	1
Dr. Justen	0	0	4	3	4
Dr. Kelm	0	0	1	6	5
Dr. Olson	0	0	0	4	0
Dr. Onan	0	0	1	1	4
Dr. Sanden	0	0	1	1	0
Dr. Graham	0	0	1	3	9
Dr. Walters	0	0	0	1	2
Dr. Trechter	0	0	0	10	9
Total	0	0	12	44	43