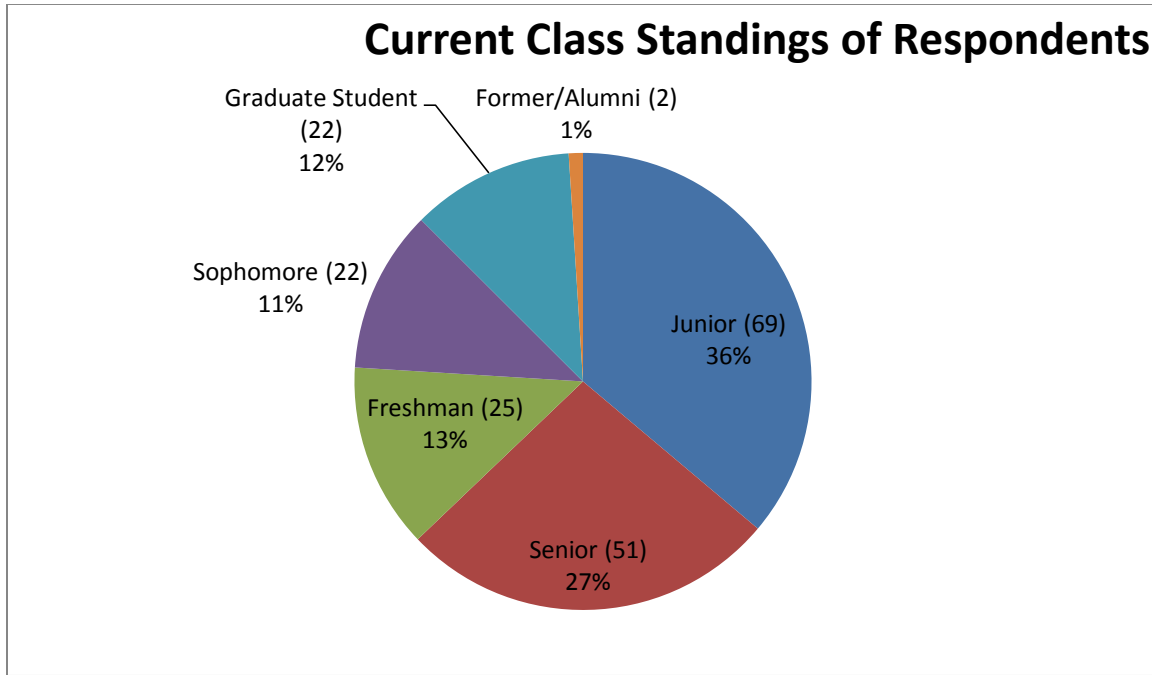


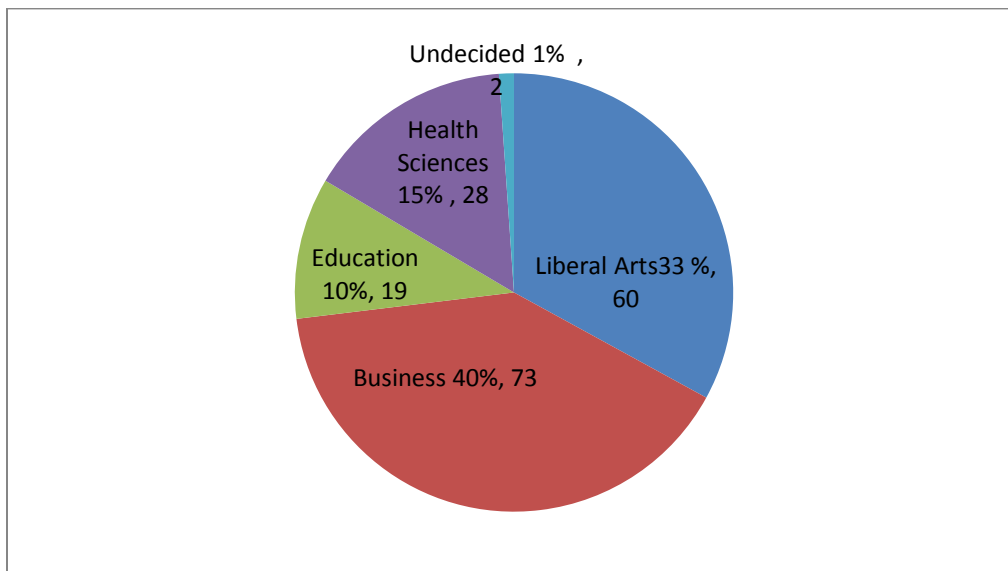
## Student Survey Results (191 Responses)

### 1. Current Class Standings (191 Responses)



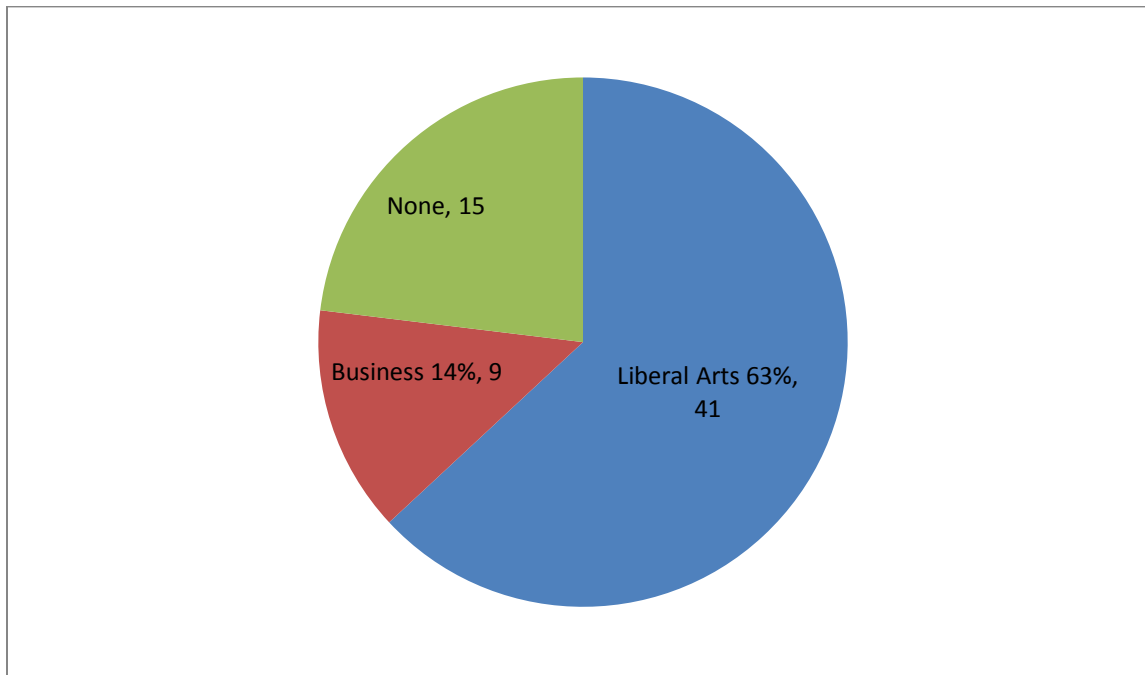
The majority of those responding to the survey were juniors (36.1%) and seniors (26.7%), with a total of 62.8% of the sample.

### 2. Majors (182 responses)



The majority of respondents were from the School of Business or College of Liberal Arts. From the College of Liberal Arts, most of the respondents were from the Biology Department (15) and Psychology Department (14). Other departments represented were Chemistry (4), English/Modern Languages/Philosophy (6), Fine Arts (4), History (1), Mass Communications (4), Mathematics (1), Physics/Astronomy (6), Political Science (4), and Sociology (1). For the School of Business, most respondents were majoring in Marketing (17), Management (11), General Business Administration (11), or Accounting (9). Other majors represented were Computer Science (7), Economics (1), Business Economics (1), Finance (6), Management Information Systems (6), and Master of Business Administration (1). Three respondents stated a general major of Business. For the School of Education, most respondents were from the Master of Education-Learning Disabilities (8) or the undergraduate Early Childhood Education (5). Two other majors were also represented—Masters in Instructional Accommodations (1) and Middle Level Education (2). Three respondents stated a general major of Education. The majority of respondents from the School of Health Sciences were Nursing majors (22) with Healthcare Administration also represented (6). Finally, two respondents were undecided in the majors.

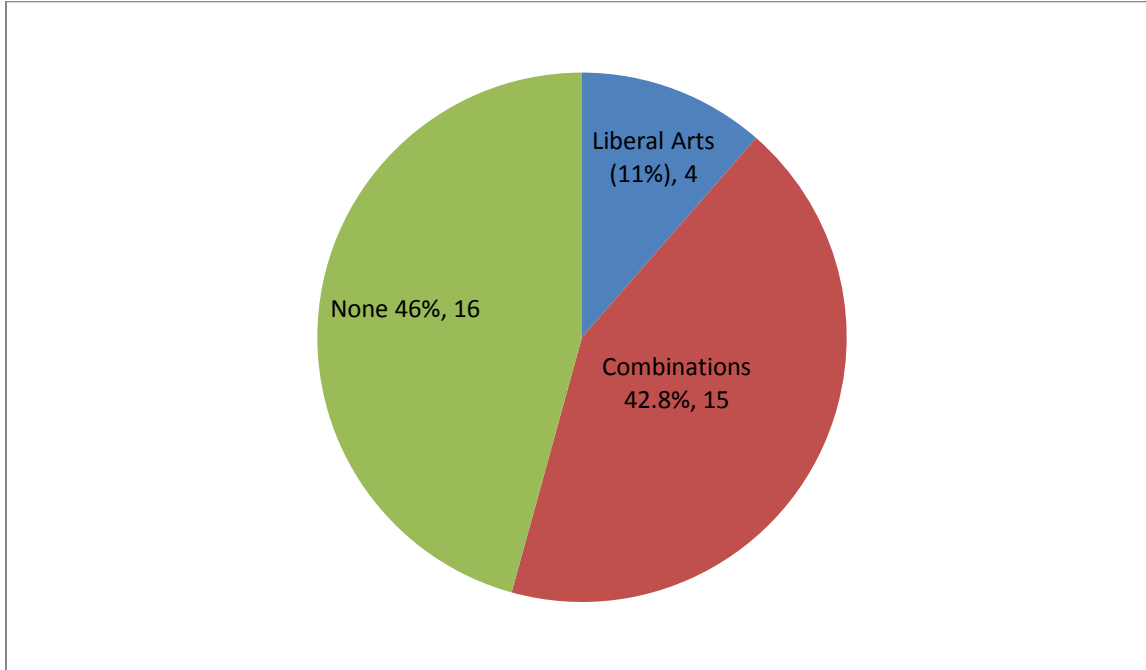
### 3. Minors (65 Responses)



The majority of respondents had minors in the College of Liberal Arts (41). Within the College of Liberal Arts, Biology (8) and Mathematics (9) were the most prevalent minors stated. Other minors included Chemistry (2), English (3), Spanish (1), French (1), Art History (1), Music (1), Visual Arts (2), History (2), Mass Communications (3), Political Science (2), Psychology (3), and Sociology (4). The School of Business had 9 respondents with minors in the business school, including 5 in Business, 1 in Computer science, and 3 in Economics. The

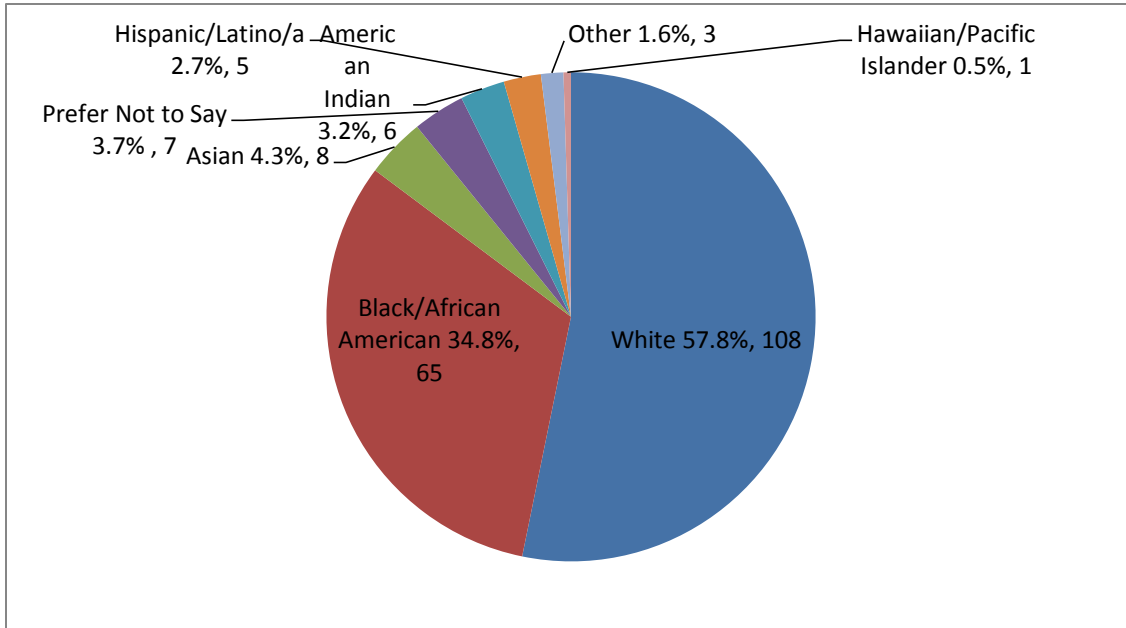
School of Education and the School of Health Sciences had no minors for offer. Fifteen respondents stated “None” as their minor.

#### 4. Collaterals (35 responses)



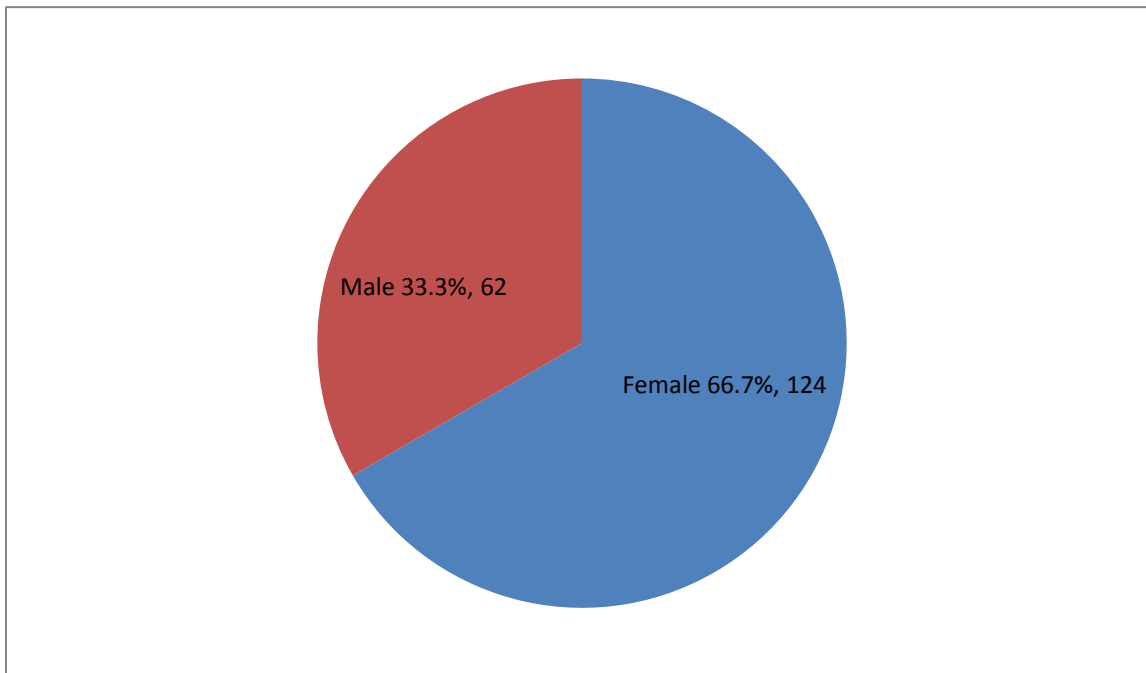
For Collaterals, combinations among different departments and/or colleges and schools were the norm. Fifteen respondents listed a combination of two areas of study. Psychology was the most prevalent with these mentioned 7 times in conjunction with Chemistry (3), Biology (2), Literature (1), and African and African American Studies (1). Other combinations included Biology/Chemistry (1), Biology/Physics (1), English/Sociology (1), Chemistry/Physics (1), Chemistry/Professional Writing (1), Biology/Political Science (1), and Astronomy/Physics (1). The College of Liberal Arts had four respondents that supplied collaterals of Chemistry (1), English (1), and Physics (2). The School of Business had no collaterals mentioned. Both the School of Education and the School of Health Sciences offer no collaterals. Thus, a large portion of responders (16) stated they had no collateral.

**5. Race/Ethnicity (187 responses—Checked all that apply)**



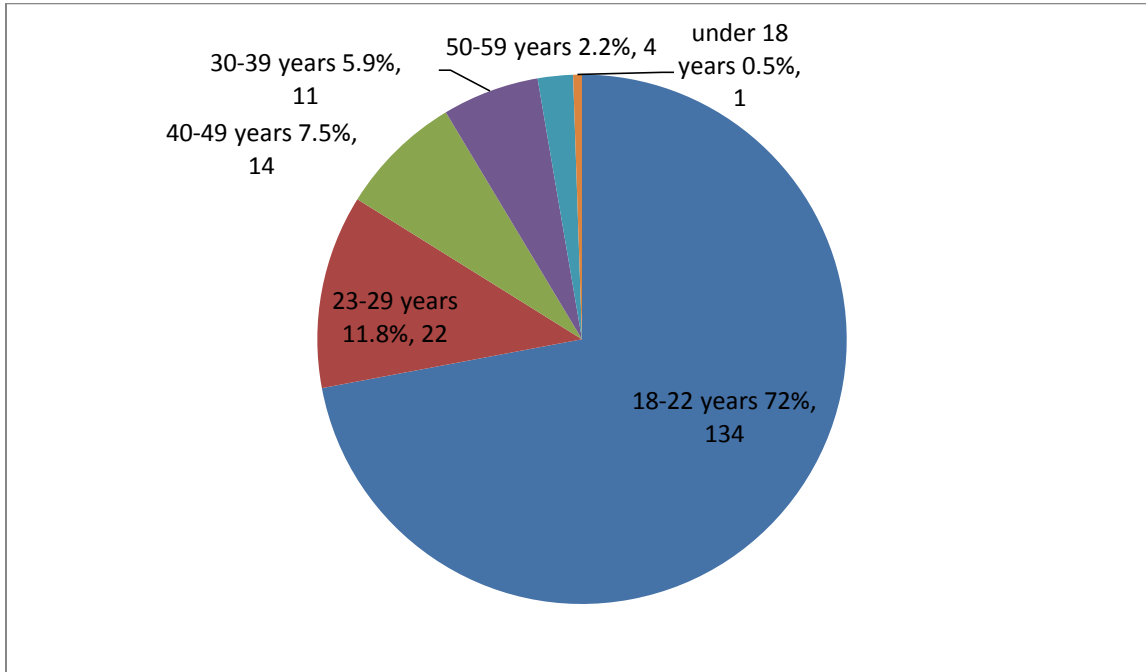
The majority of respondents identified, at least in part, as White (57.8%) or Black/African American (34.8%). These are somewhat demonstrative of the racial/ethnic makeup of the university’s students, although there was a higher disparity between White and Black/African respondents than university demographics (47% White/46% Black/African American).

**6. Gender (186 respondents)**



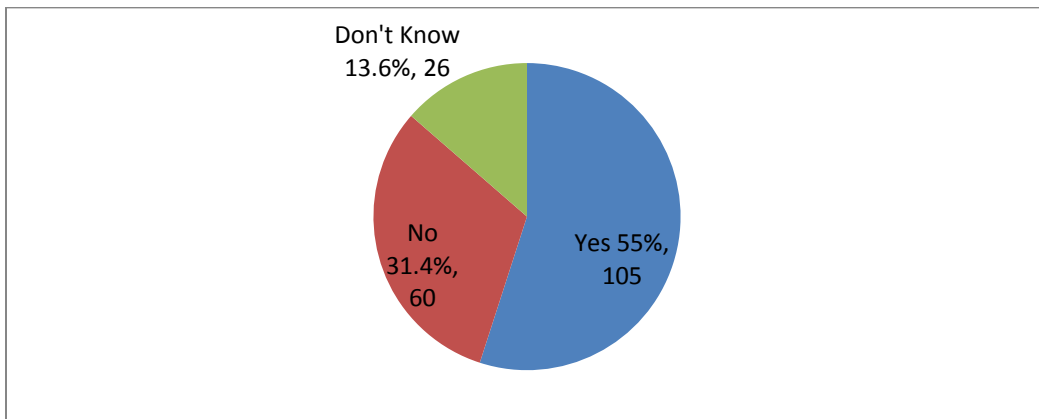
Respondents demonstrated a very similar representation of school gender numbers with 66.7% responders identifying as Female and 33.3% responders identifying as male.

### 7. Age (186 responses)



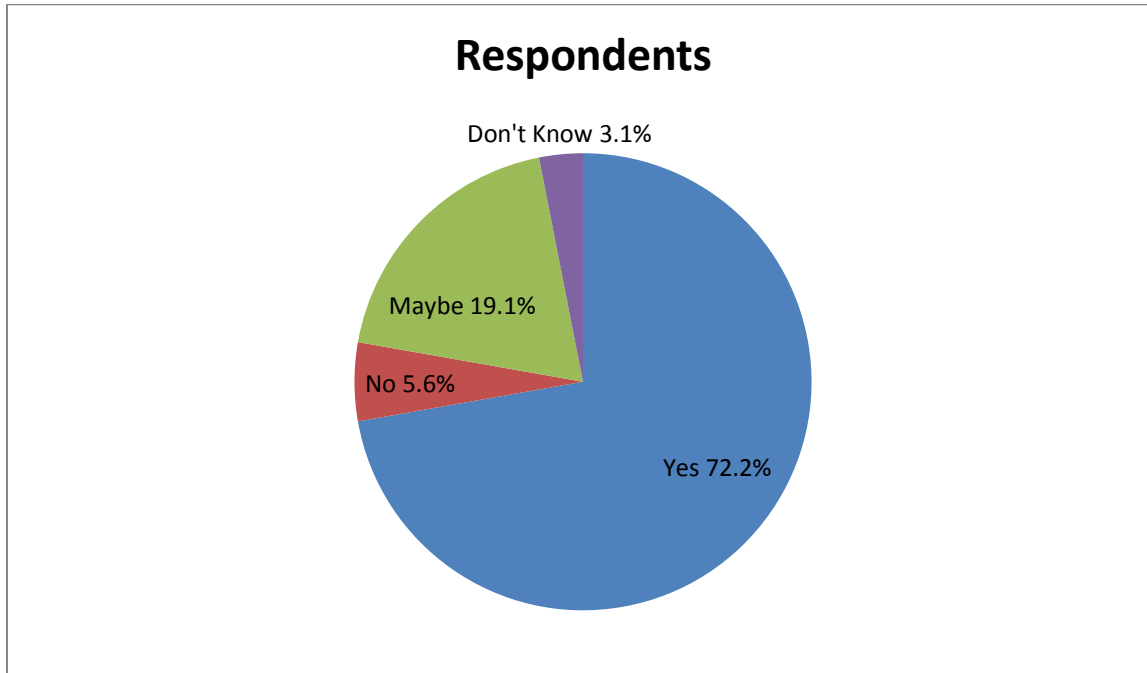
The majority of respondents were between the ages of 18 and 22 years (72%) with 11.8% of respondents between the ages of 23 and 29. The respondents, thus, were similar to the average age of the FMU student population of 21.

### 8. Does your plan of study require an internship, student teaching, or field experience? (191 responses)



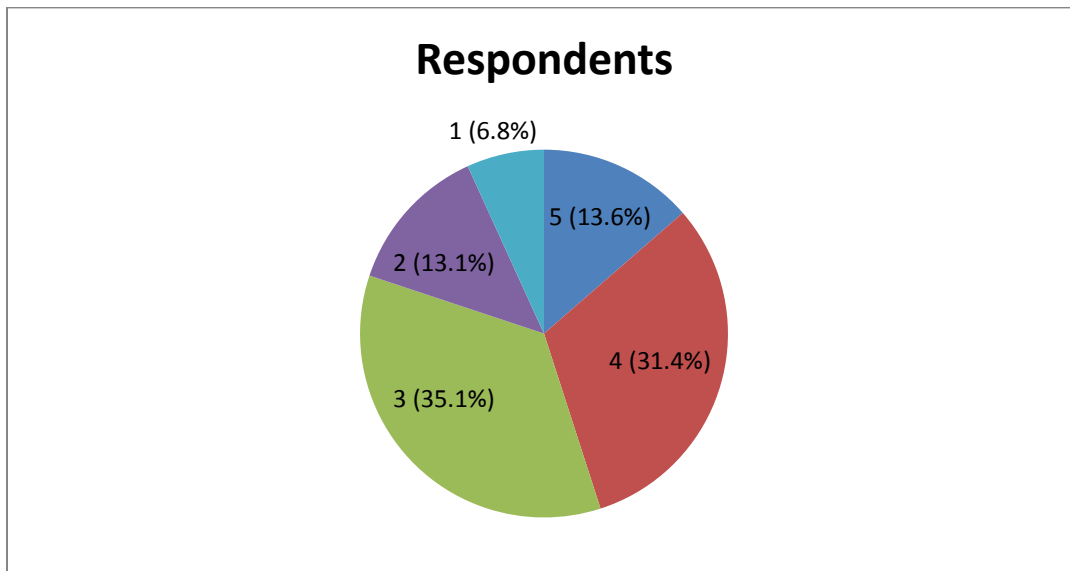
Of the respondents, more than half stated they are required to work an internship, student teaching, or field experience. Yet, almost one-third do not have the requirement.

**9. If your plan of study does not require internships, student teaching, or field experience, would you still be interested in completing one? (162 responses)**



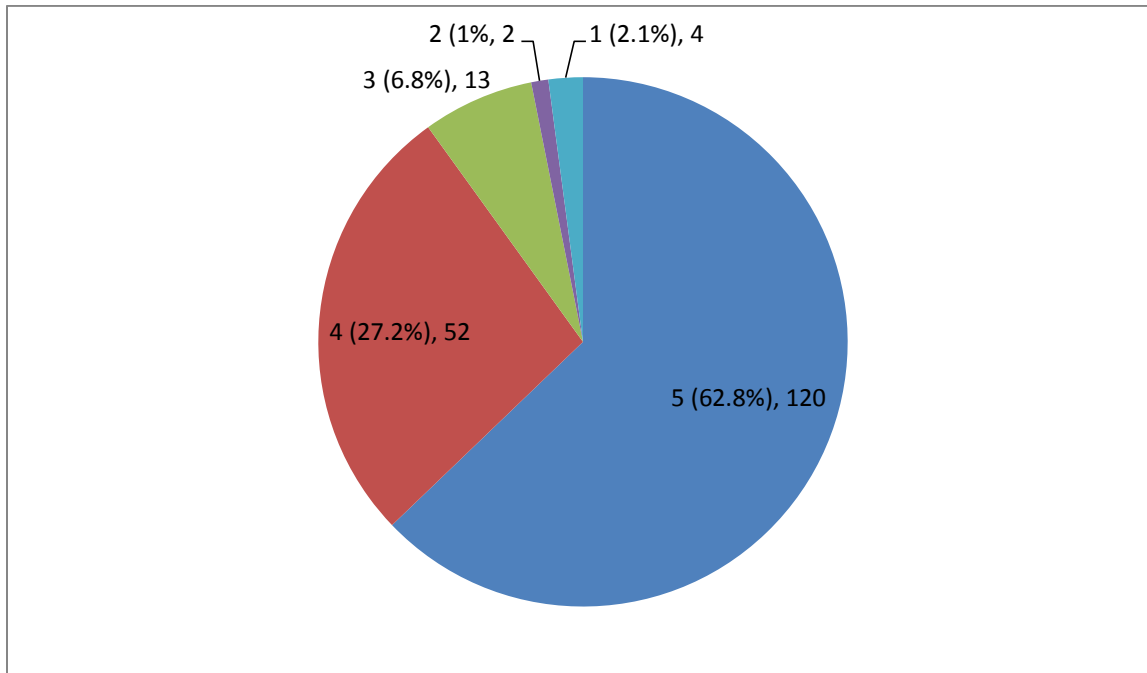
The majority of respondents would be or might be interested in an internship, student teaching, or field experience even if their program of study did not require it, as 72.2% responded "Yes" and 19.1% responded "Maybe."

**10. How prepared do you feel to make the transition from college to workplace? (191 responses)**



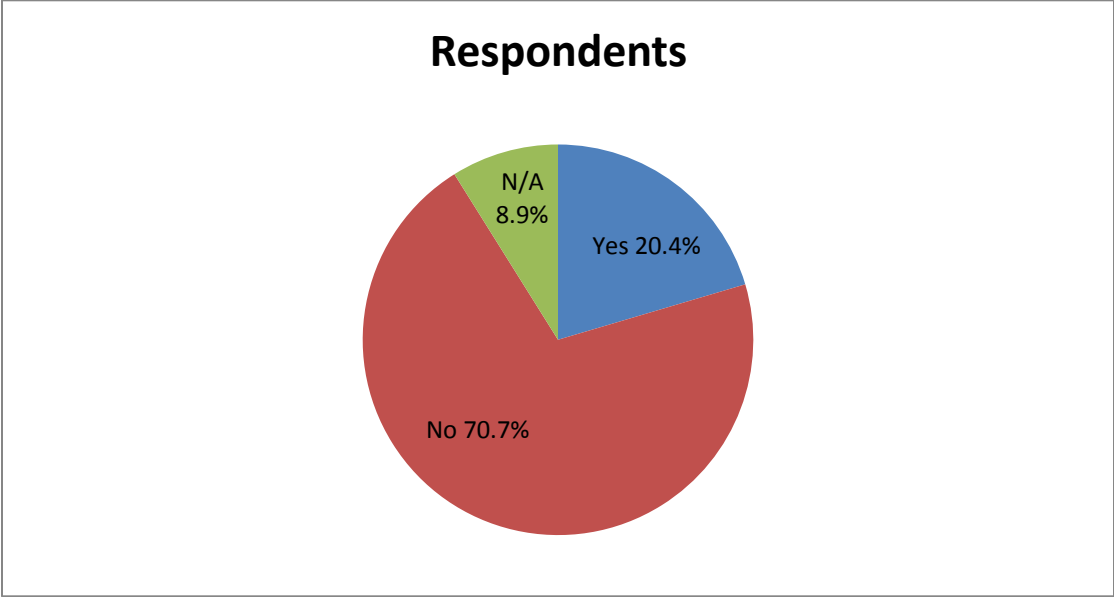
The respondents selected from a 5-to-1 scale whether they were “Extremely Prepared” (5) to “Not Prepared” (1). Most respondents remarked that they felt somewhat prepared, as 31.4% selected 4 and 35.1% selected 3, to transition from college to workplace.

**11. How interested are you in activities that would help you transition from school to career? (191 responses)**



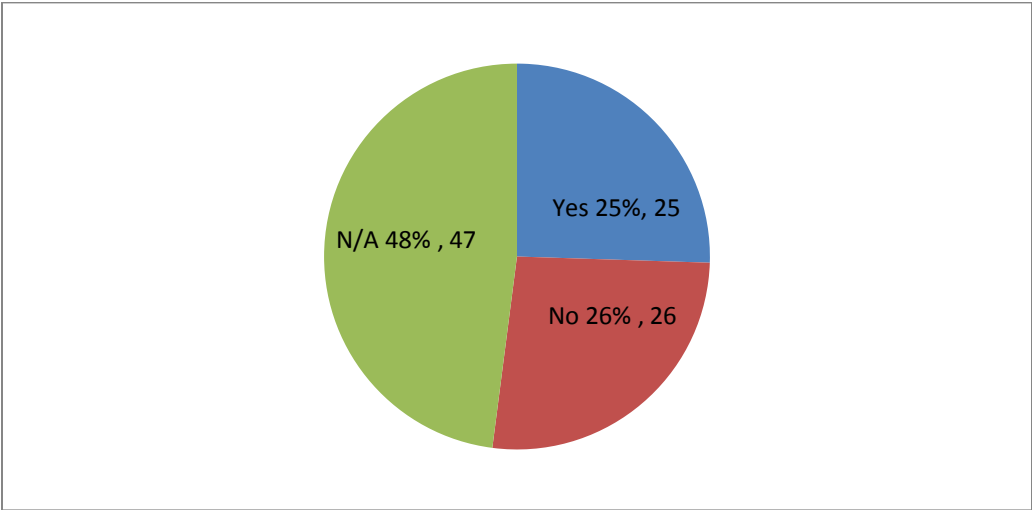
When asked to rate their interest in activities to transition from school to career, with 5 ranking as “Very Interested” and 1 ranking as “Not Interested,” the respondents demonstrated that they were very interested in activities that would help transition them from school to career. There were 62.8% of respondents who selected 5 as “Very Interested” and 27.2% who selected 4.

**12. As of today, have you completed an internship, student teaching, or field experience while at FMU? If no skip to next section. (191 responses)**



The majority of respondents have not completed their internship, field experience, or student teaching with 70.7% selecting “No.” Only 20.4% have completed any internship, student teaching, or field experience as of the date of the survey.

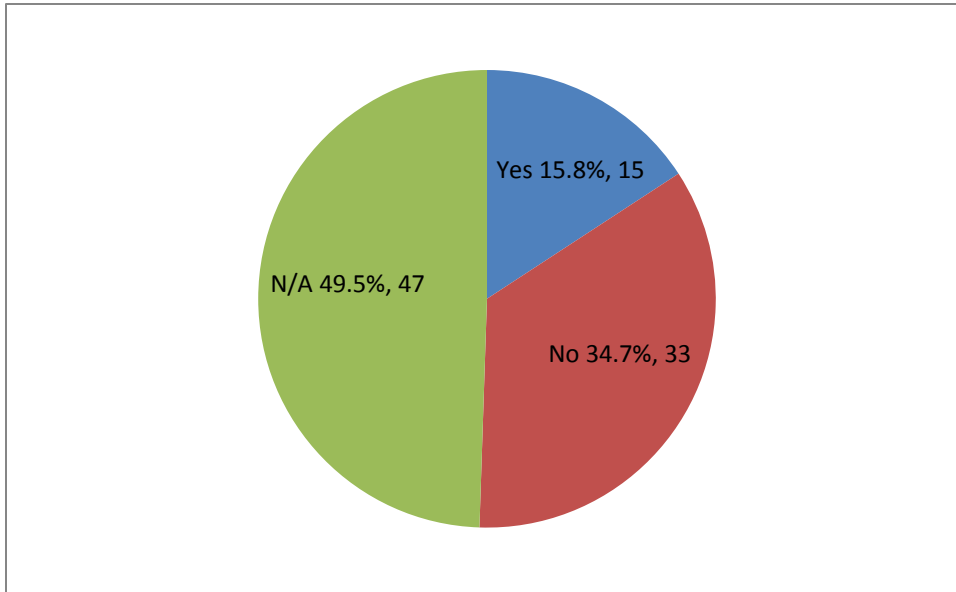
**13. Was the internship, student teaching, or field experience required by your program? (98 responses)**



Respondents mostly stated that the question was Not Applicable (48%). The other respondents were split as to whether the internship et al. were required (Yes—25%, No—26%).



**14. Did you receive pay for the internship? (95 responses)**

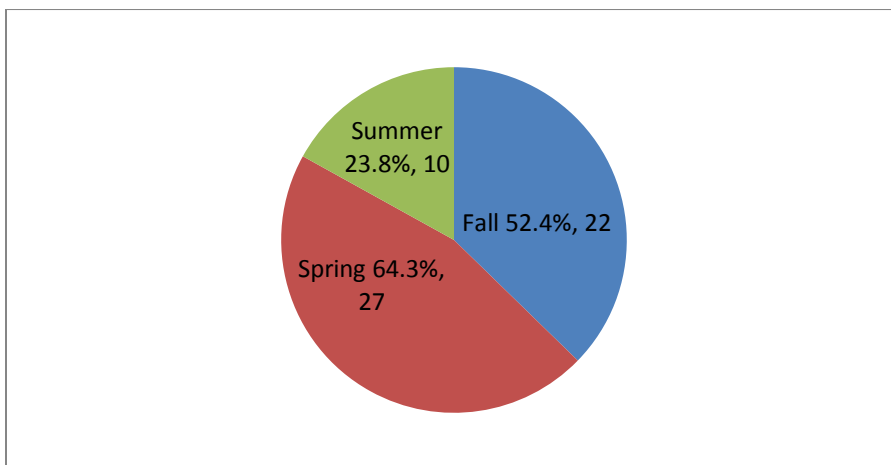


Again, the majority of responders answered “Not Applicable” (49.5%). About 1/3 of the respondents were not paid for their internship (34.7%), and only 15.8% were paid.

**15. What company or organization hosted you? (39 responses)**

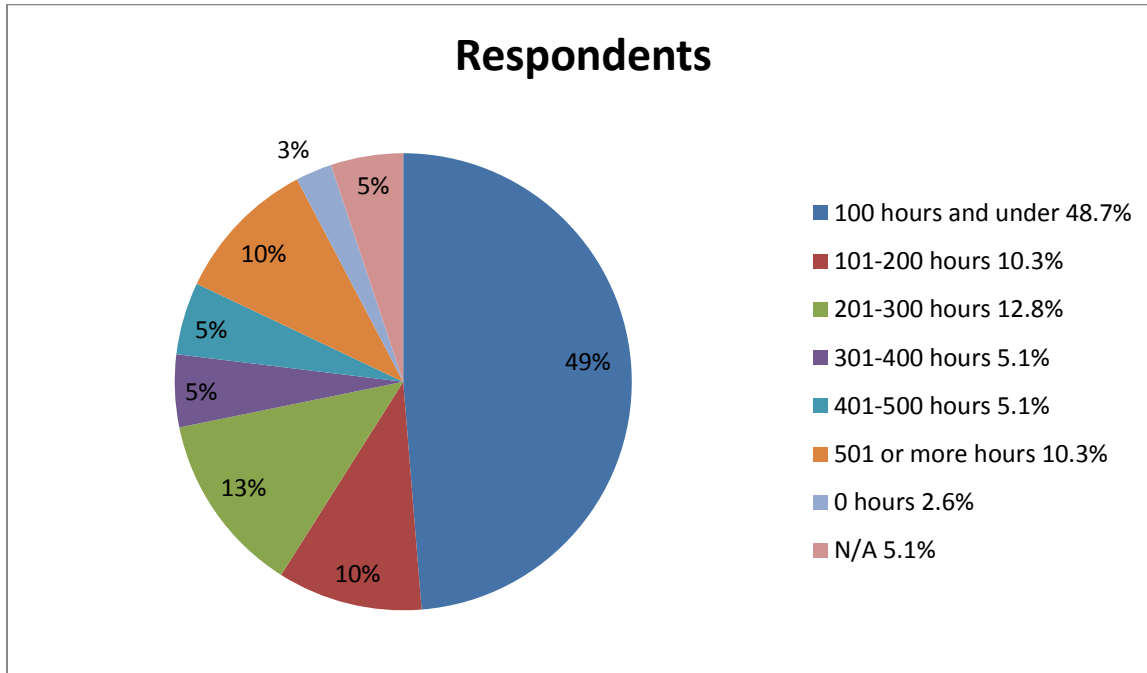
There were 32 different specific companies listed with some overlap of hospital and school districts, specifically. Most of the companies were local to Florence and the surrounding areas.

**16. When did you complete it? (42 responses-multiple checking allowed)**



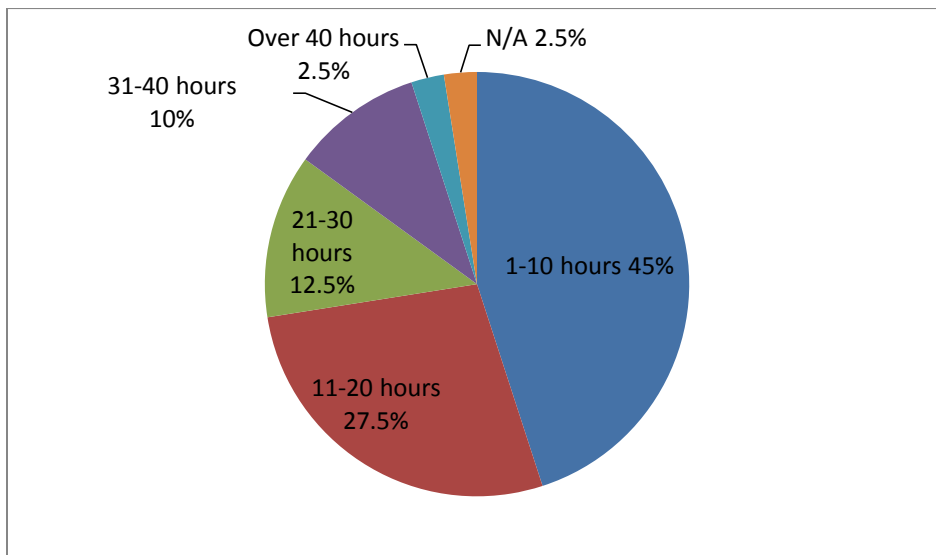
Most respondents completed their internship, field experience, or student teaching in Fall (52.4%) and Spring (64.3%), with less than 25% completing one in the summer.

**17. How many estimated total hours was the entire internship, student teaching, or field experience? (39 responses)**



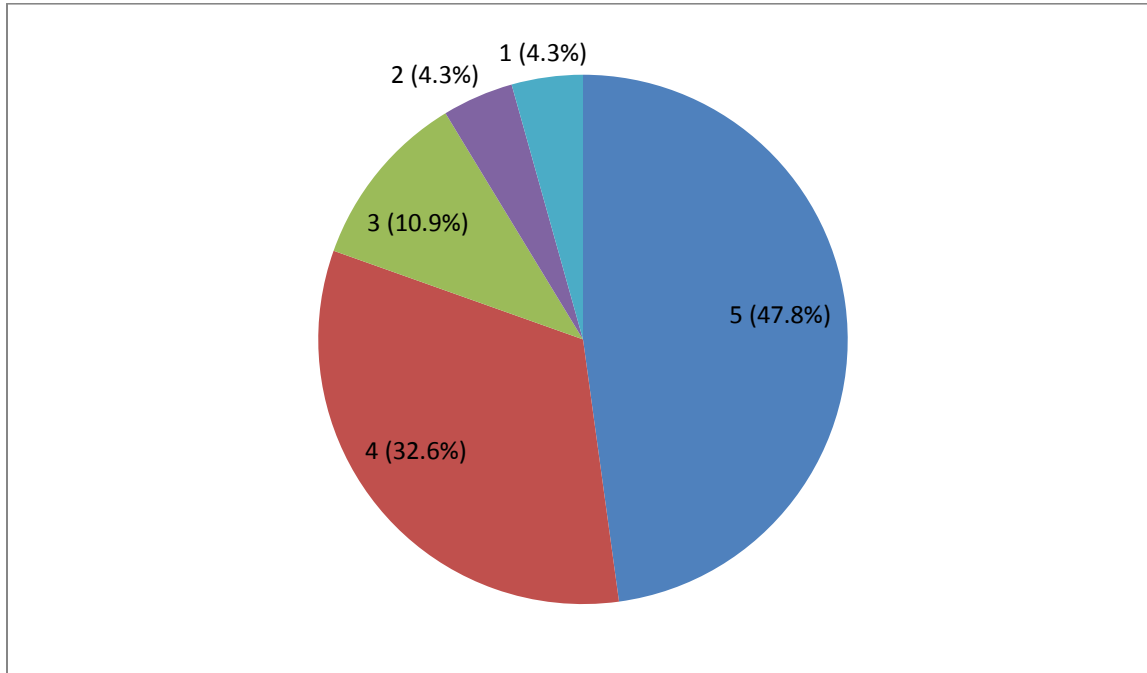
Almost half of the respondents spent 100 or fewer hours in an internship/student teaching/field experience. Approximately 10% spent 101-200 hours and 12.8% spent 201-300 hours in the setting. The hours ranged from 0 to 1800 hours.

**18. How many hours per week on average did you spend in internship? (40 responses)**



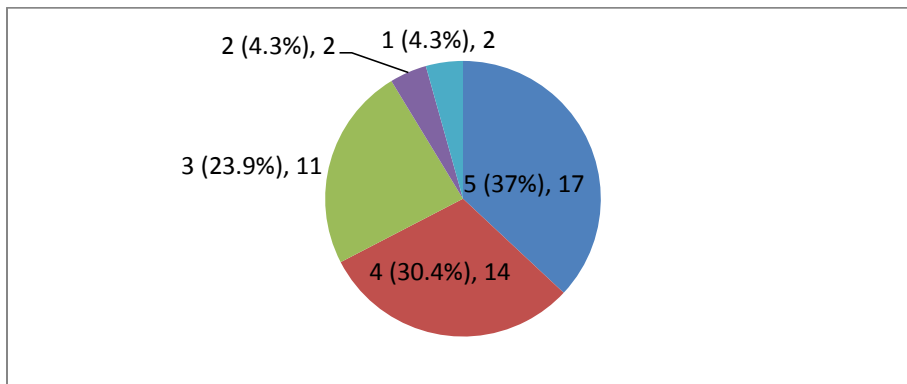
Most respondents indicated that they spend 20 hours or fewer a week in internship, student teaching, or field experience with approximately 45% stating they spent 1-10 hours a week and 27.5% stating they spent 11-20 hours per week in the setting.

**19. Please evaluate your overall perception of the experience. (46 responses)**



Respondents were to select a 5-to-1 rating of their perceptions of the experience with 5 meaning the experience was “Very Beneficial” and 1 meaning the experience was “Not Beneficial.” Overall, respondents seemed to find the experience to be beneficial as 47.5% selected 5 and 32.6% selected 4.

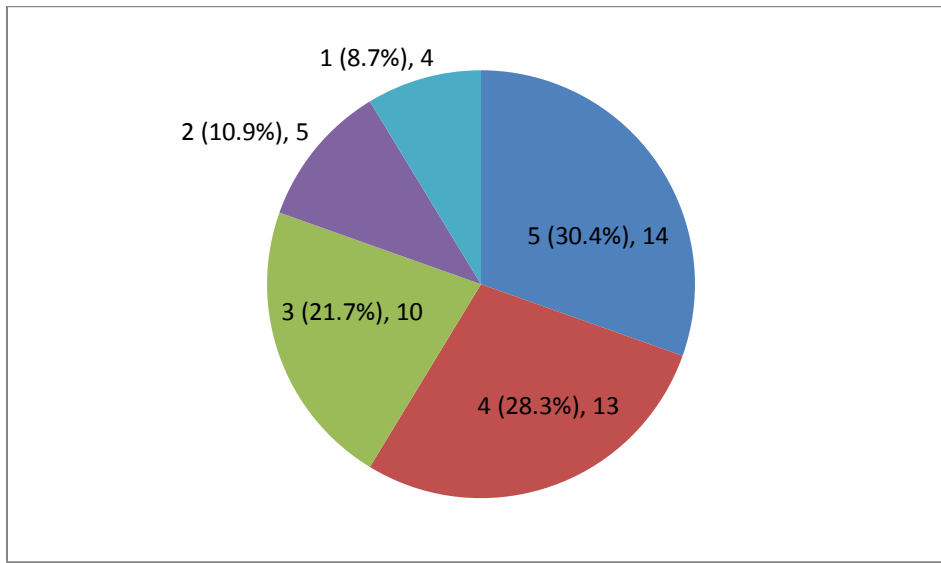
**20. How well did the experience help with your career decisions? (46 responses)**



The respondents were asked to select a 5-to-1 rating whether the experience helped with their career decisions with 5 meaning it was “Essential in helping me make career decisions” and

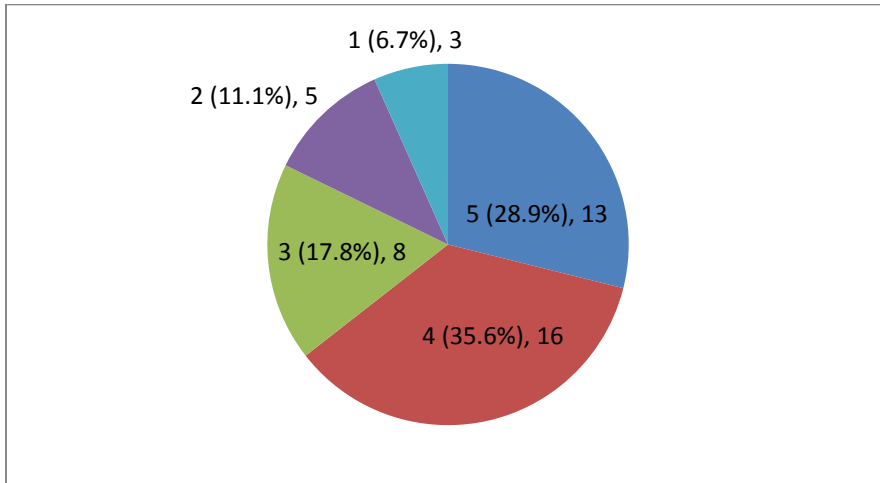
1 meaning “It did not inform my career decisions.” The majority of respondents found the internship, student teaching, or field experience mostly essential in making their career decisions with 37% selecting 5 and 30.4% selecting 4. About 24% of respondents seemed ambivalent as they rated the experience a 3.

**21. How well did the experience improve your job prospects after graduation? That is, how well did it help build your resume? (46 responses)**



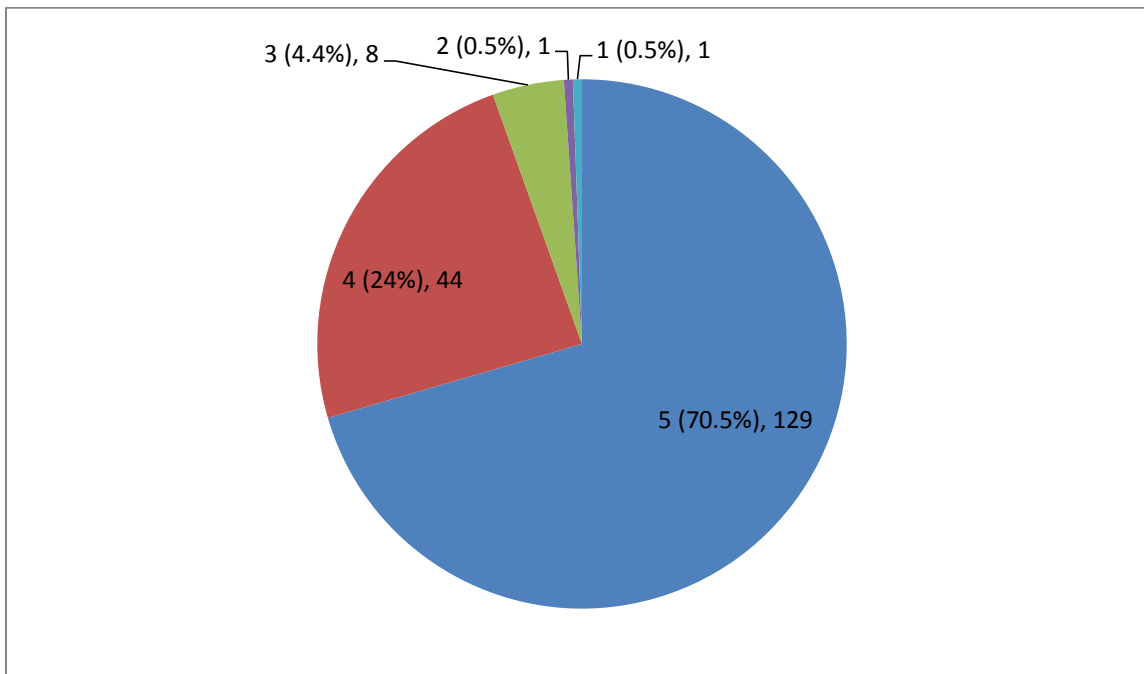
The respondents were asked to select a 5-to-1 rating whether the experience helped build their resumes and future job prospects with 5 meaning it was “It greatly improved my future job prospects” and 1 meaning “It did not improve my future job prospects.” The respondents had neutral to positive statements of how the experience helped them with job prospects, as 30.4% rated the experience a 5, 28.3% rated it a 4, and 21.7% rated it a 3.

**22. How well did the experience align with the content that you learned in your classes? (45 responses)**



The respondents were asked to select a 5-to-1 rating whether the experience aligned with the content learned in classes, with 5 meaning it “Greatly complemented classroom content” and 1 meaning “It did not complement classroom content.” The majority of respondents found that the experience aligned with classroom content, with 28.9% rating the experience with a 5, 35.6% rating it with a 4, and 17.8% rating it with a 3.

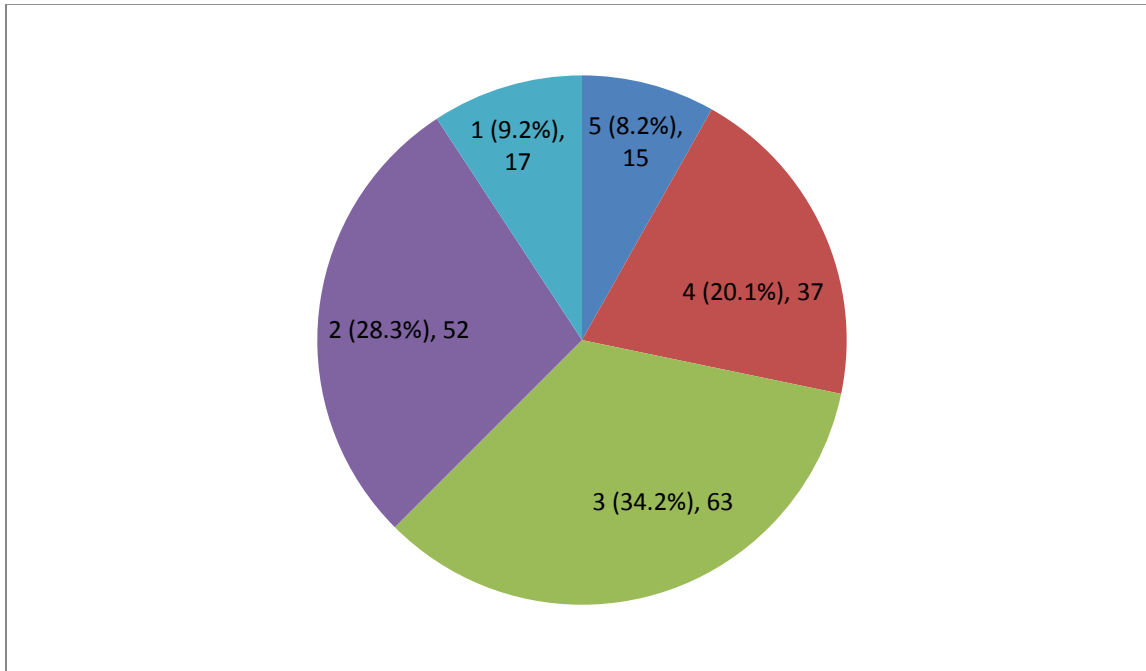
**23. An internship would help me prepare for my future career. (183 responses)**



The respondents were asked to select a 5-to-1 rating whether an internship/student teaching/field experience would help them prepare for their future careers with 5 meaning they “Strongly

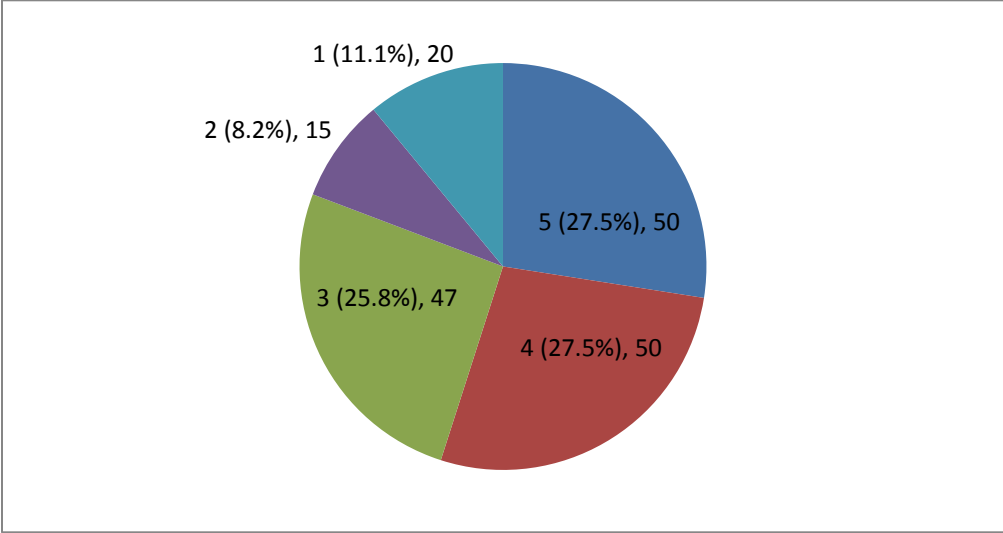
Agree” and 1 meaning they “Strongly Disagree.” The respondents overwhelmingly demonstrated that they believe an internship would help prepare them for their future careers. The majority “Strongly Agreed” with 70.5% selecting 5, and 24% selecting a 4.

**24. I will be well-prepared for my career even if I do not complete an internship. (184 responses)**



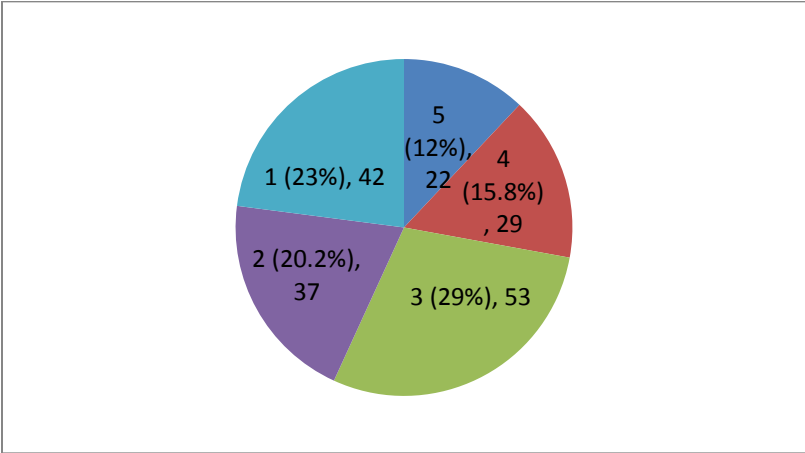
The respondents were asked to select a 5-to-1 rating whether they would be well-prepared for their career even if they did not complete an internship, with 5 meaning they “Strongly Agree” with the statement and 1 meaning they “Strongly Disagree” with the statement. The respondents were somewhat ambivalent as to whether they would be well-prepared without an internship. Most of the ratings were in the 3 range with 34.2% selecting, with 28.3% selecting a 2 and 20.1% selecting 4.

**25. I can only work as an intern during the summer if I am paid for the internship. (182 responses)**



The respondents were asked to select a 5-to-1 rating stating whether they could only work an internship in the summer if they were paid, with 5 meaning they “Strongly Agree” with the statement and 1 meaning they “Strongly Disagree” with the statement. The majority of respondents demonstrated a need for a paycheck if they were to work an internship in the summer. Over 50% (27.5% for 5 and 27.5% for 4) strongly agreed or agreed with the statement that they would need to have a paid internship if this were to occur in summer. Another 25.8% were neutral regarding the statement.

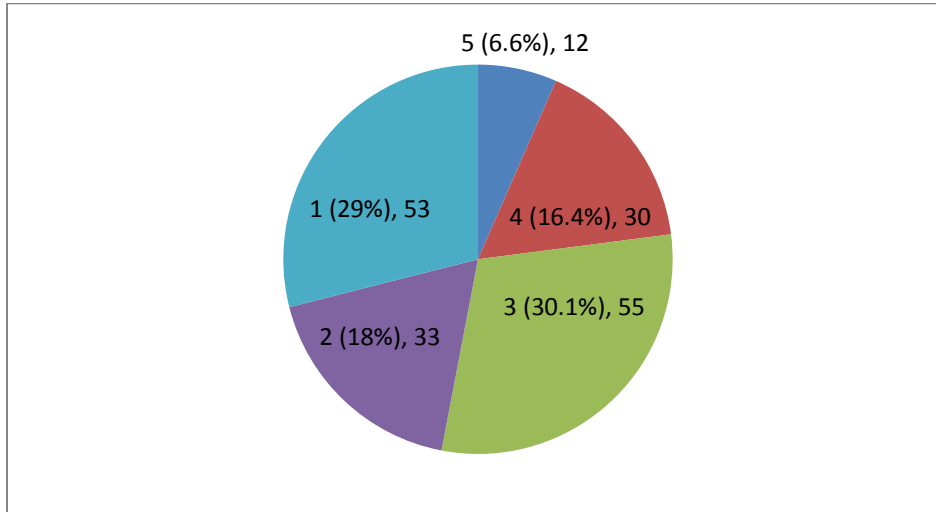
**26. I can easily complete an unpaid internship during the summer. (183 responses)**



The respondents were asked to select a 5-to-1 rating whether they could easily complete an unpaid internship during the summer, with 5 meaning they “Strongly Agree” with the statement and 1 meaning they “Strongly Disagree” with the statement. Most respondents demonstrated that they would not be easily able to complete an unpaid internship during the

summer. This was indicated by the selection of “Strongly Disagree” (1) by 23% of respondents, 20.2% selecting a 2, and 29% selecting a 3.

**27. An unpaid internship works best for me during fall or spring semesters. (183 responses)**



The respondents were asked to select a 5-to-1 rating whether an unpaid internship worked best for them during fall or spring semesters, with 5 meaning they “Strongly Agree” with the statement and 1 meaning they “Strongly Disagree” with the statement. Most respondents demonstrated that it would not work best for them to work an unpaid internship during fall or spring. Almost half of the respondents rated the statement as a 2 (18%) or a 1 (29%) to demonstrate they did not agree with the statement.

**28. In your own words, please describe the educational value of internships, student teaching, and field experiences. (125 responses)**

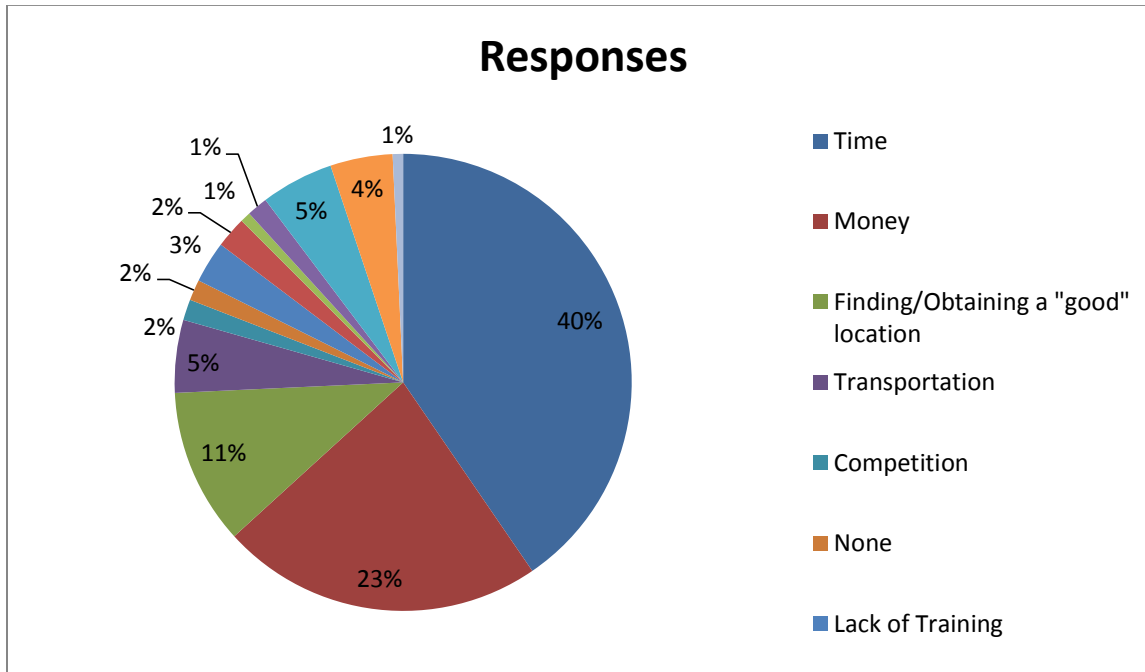
For this question the open-ended responses were categorized into major themes and ideas, depicted in the following 11 sentences:

1. They provide knowledge about the job and what the job entails.
2. They provide networking and job contacts.
3. They allow for real-world applications of what was learned in the classroom.
4. They allow the student to adapt to the workplace in a safe setting.
5. They provide experiences that jobs will expect you to have already.
6. They provide the experience to determine if the career is really what the student wants to do.
7. They allow the student to see what jobs are out there.



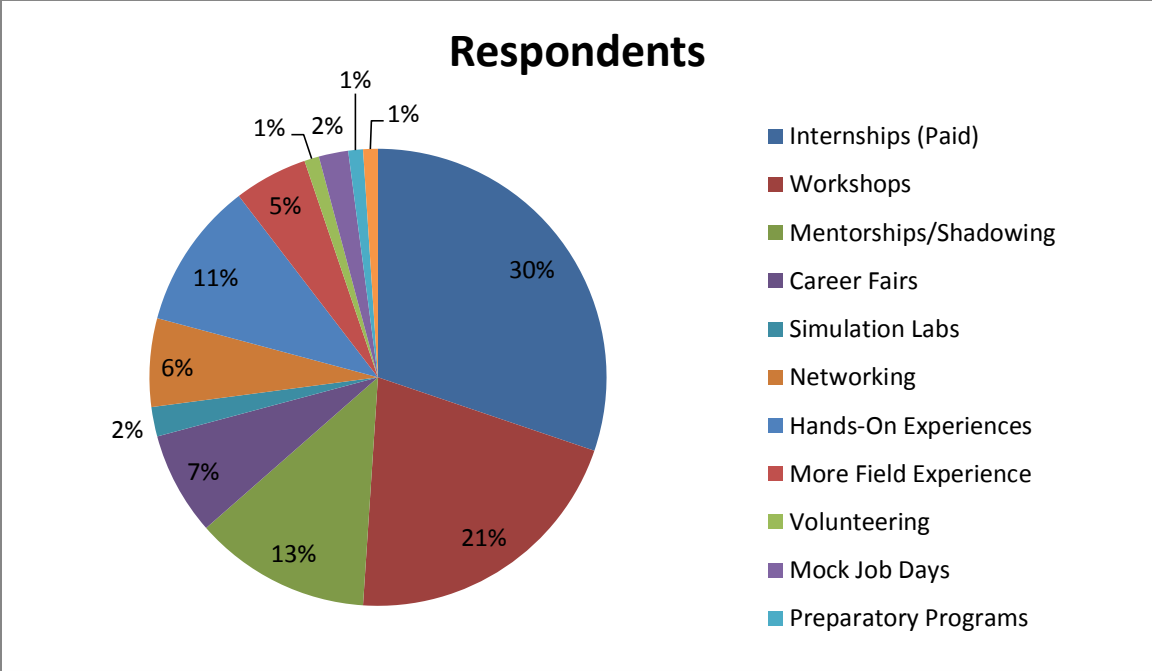
8. They allow the student to get his/her foot in the door.
9. They ensure success.
10. They allow the student to put theoretical knowledge into perspective.
11. They allow the students to learn from others, besides their professors.

**29. What are the main challenges/barriers to completing an internship? (126 responses)**



For this question the open-ended responses were categorized into major themes and ideas. The main challenges for the respondents were Time (40%) and Money (23%). Of those who stated that time was a challenge, a significant portion specified that finding time while balancing coursework was challenging. Those who stated that money was a challenge were often also juggling at least a part-time job with school, making an unpaid internship difficult. Other challenges included finding/obtaining a “good” or positive place to intern (11%), the student’s lack of transportation options (5%), competition (2%), lack of training (3%), lack of awareness of opportunities (2%), fear of failure (1%), no convenient places to intern (5%), applying school knowledge to the internship (4%), and not liking the internship (1%). A few respondents had no challenges or barriers to completing an internship (2%).

**30. What types of activities would help you make the transition from school to a career? (99 responses)**



For this question the open-ended responses were categorized into major themes and ideas. The types of activities that respondents thought would help them transition from school to career were varied. A significant number of respondents stated that internships were helpful (30%), though only some mentioned specifically whether these were to be paid or unpaid. Another activity mentioned by respondents was workshops (21%). The respondents requested workshops specifically on the skills needed in the job, resume-building, and interviewing suggestions. Mentorships/Job Shadowing was also stated by several respondents (13%). Other activities included Career Fairs with local companies (7%), Simulation Labs (2%), Networking Events (6%), Hands-On Experiences involving trips to jobs (11%), more Field Experiences (5%), Volunteering opportunities (1%) Mock Job Days (2%), and Preparatory Programs (1%).