# SO, YOU WANT TO HIRE AN INTERN OR CO-OP?
A Collective "Best Practice" Journey

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Illustrations courtesy of Mackenna Dewey, University of Cincinnati, Class of 2016

Over the course of the 2014–2015 and 2015–2016 academic years, two faculty from the University of Cincinnati's Experience-Based Learning and Career Education division conducted a research project with the aim of identifying best practices for starting or growing an internship or co-op program for both employers and educators. After conducting a series of focus groups and workshops with 65 co-op and internship employers from more than 15 unique industry clusters and 50 university faculty and staff representing 24 unique institutions, Professors Aaron Bradley and Cindy Damschroder synthesized more than 1250 qualitative responses and extracted key insights. The results revealed pain points for both parties, opportunities to break down barriers and build bridges, and actionable next steps ranging from quick wins to long-term program development opportunities. These findings informed the creation of two infographic styled "quick start guides" — one targeting potential co-op or internship employers, and one for the educational institutions. This article will discuss and expand upon key findings and insights from the research and offer suggestions for actionable implementation.
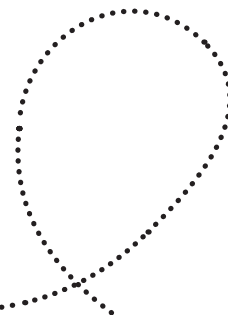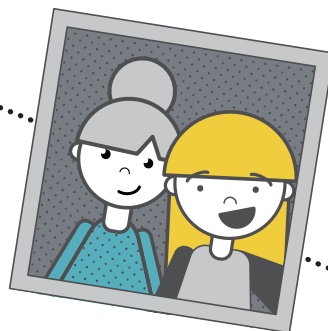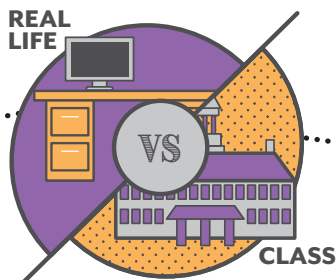
INTRODUCTION

Cooperative education and internships are, by definition, an immersion in the practice of workplace. At the University of Cincinnati, there is a separate definition of the terms cooperative education and internship that are needed to understand why these terms are used as differing and not interchangeable terms. We define cooperative education (co-op) programs as full-time (35+ hours per week), paid, supervised, career-relevant experiences for students, with ongoing rotations of semesters or quarters dedicated to school or work. Internships are part or full-time, supervised career-relevant experiences for students, often completed while simultaneously taking classes. These experiences may be paid, or unpaid if working for a non-profit organization.

Both experiences combine learning and professional work experience as "an effective form of teaching." According to Wynd, "teaching methods that actively engage students with the learning process can enhance their development" (1989). This approach, which has been described as experiential learning (Montgomery & Van Dyke, 1993), allows students to "become active participants in their own education" (Toncar & Cudmore, 2000) (Yiu & Law, 377). The nature of experiential learning is such that students pursue this portion of their education while off campus in the environment of a discipline-specific workplace.

Professors Aaron Bradley and Cindy Damschroder, colleagues in the Division of Experienced-Based Learning and Career Education, applied for and received a Center for Cooperative Education Research and Innovation (CERI) grant in 2014 and conducted a series of focus groups and workshops with 65 co-op and internship employers from more than 15 unique industry clusters and 50 university faculty and staff representing 24 unique institutions. The resulting research yielded 1250 qualitative responses and extracted key insights regarding opportunities to improve the experience for all parties engaged with educating students in the co-op 'triad'— employers, faculty, and staff.

This article begins with the framework for this gathered research, including an overview of the common theories of learning for students engaged in cooperative education and/or internships. These theories distill the reflective practice between student and any number of stakeholders: faculty, advisor, or employer.

Building upon the theoretical framework of reflective learning, the second section of this article is dedicated to employer stakeholders and the value of relationship building. Areas such as the establishment and maintenance of relational and educational relationships versus transactional and less personal relationships are covered in addition to general guidelines for systemic processes.

The remainder of the article concentrates on dissemination of information gathered as a result of the focus groups and workshops. The original intention of this research project was to facilitate dialogue and train prospective and/or existing employer partners on best practices with topics for discussion focusing heavily on brand building on campus, interviewing techniques, and onboarding methods. The results were both prescriptive and surprising, and therefore worthy of unpacking further within this established context.

THEORIES OF LEARNING FOR STUDENT ENGAGEMENT

In academic settings, those who study learning theories generally accept that learning can happen in a variety of contexts, and therefore locations. While some institutions award academic credit for co-ops and internships; others recognize these experiences on a student's transcript without awarding or attaching credit hours to them, as professional licensure in a particular field might be jeopardized. Also understood is the idea that students look forward to working and learning in new environments. However, this anticipation is often coupled with anxiety: students are often afraid of failure, their ability (or inability) to fit into their environment, and whether or not they have the knowledge necessary to succeed and thrive. Research states that "the quality of the learning process during internship depends on how mentors arrange the learning context. From the education literature, that is in line with Putnam and Borko (2000), who find interactions with people to be the major determinants in what is learned and how something is learned" (Wong, 517).

When examining the multiple ways students can learn experientially during a work-based learning assignment, the two most common are to examine the single event learning experience or the learning experience as part of a greater whole in comparison to other work-based learning or classroom assignments "Perhaps David Kolb (1984) is cited most often in experiential education research as a theorist whose learning cycle helps researchers define their projects, interpret their data, or justify their programs. . . Very briefly, Kolb argued that in any effective learning experience, four stages can be discerned: concrete experience, reflective observation, abstract conceptualization, and active experimentation" (Linn et al, 14). The learner completes an experience, reflects on that experience, is able to explain their observations, and use those observations to set direction for the next course of action which sets the cycle in motion again. This cycle of self-reflection for a student requires that s/he moves through all four phases during a single work-based learning experience, making this theory attractive for many in the field of experiential learning.

When grappling with learning as an active process across a span of time, the work of theorist Jean Piaget (1963, 1972) in the field of epistemology sets the standard. This work revealed that humans create meaning in qualitatively different ways as they mature. Simply stated, "it is not just that our students know less than we do, rather they center on different dimensions of the learning environment than we might think they do . . . It can be reassuring to read that students change in predictable ways in their thinking about where knowledge comes from, how it is acquired, what role others play in their education, and how to make difficult decisions in ambiguous circumstances" (Linn et al, 19). Application of this theory works well when instructing a student either across multiple co-op or internship semesters or even empowering a student to connect the theory of the academic classroom to the practice of the workplace.

The work-based learning experience is no longer examined in isolation — it is examined in context to its curricular surroundings. When this occurs, the role of the employer partner as off-campus educator is a natural fit in the student's curriculum.

EMPLOYER ENGAGEMENT — MAKE IT RELATIONAL, NOT TRANSACTIONAL

Faculty or advisors who work with internship and/or co-op students rely on healthy relationships with their employer network. What exactly does this mean? Just as it takes time to create an effective teaching pedagogy or advising practice for working with students, the same time and attention should be paid to the other part of the "triad" (university, students, employers). "The tripartite benefits of a formal internship, according to Patterson (1999), are apparent: The students gain real world experience, the academic program enhances its reputation, and employers have an improved pool of student applicants from which to draw when recruiting" (Yiu & Law, 381). Without healthy employer relationships — the university does not maintain a co-op or internship position resulting in a loss to the student. According to Scott Weighart, "ten minutes of time at a firm visit is usually worth more than one hour of trying to understand the job over the phone. You can get a pretty quick read on all kinds of things: manager style, attire, work environment, pace, appropriateness of space for a student employee, ease of commute, and so on" (334). Visiting a company can also be proactive in avoiding future issues as it establishes clear expectations and a line of communication. "You are [ultimately] improving your ability to make sure students are choosing the most appropriate jobs to pursue, while also helping employers understand how to best hire and mentor young professionals" (334).

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As many employer partners are also alumni of your institution, they are interested in their work-based learning assignments relating directly to or even influencing curricular change. Engaging employer partners in a discussion of how their co-op or internship creates relevant integrative learning is beneficial to both. Questions such as: How does this job tie back to the academic curriculum? How would you describe the main learning opportunities of the position? What technical competencies are focused on in this position and how do these transfer back to the curriculum? Are there skills necessary for this position that fall outside of the current curriculum and how might a bridge be created to close this gap between academia and industry?

A faculty or campus advisor is in many ways an unpaid consultant to the area of industry they work with. They are helping their employer partners create meaningful work-integrated learning experiences, sharing best practices they have witnessed at other similar industry employers, and developing a keen sense of who hires for what type of job. This knowledge helps the faculty/advisor instruct their students wisely on the type of jobs within their industry cluster and the "fitness" level

for the student and how to best prepare for interviews. This relationship building with employer partners also helps create an open dialogue whenever the occasional performance problem of a student might surface in the workplace. Issues can usually be resolved more quickly and openly without creating long-term damage to the overall relationship with the company. In addition, when economic hard times occur, a deep commitment to the active partnership of work-based learning at your institution will carry further significance to your employer partners versus a perceived feeling that the institution was doing them a favor by allowing them to hire their students.

GRANT-RELATED FOCUS GROUPS — AN OVERVIEW

Professors Bradley and Damschroder held four workshops in four cities across Ohio; Cincinnati, Columbus, Cleveland, and Toledo. The initial plan for these workshops was a facilitation of dialogue with existing and prospective co-op and/or internship employer partners, supplemented with training "tips" for best practices brought to light through the discussions and personal experiences. With this strategy in mind, a presentation deck was built for discussion topics centering around brand building on campus, interviewing techniques, and onboarding methods. When more than 75 attendees registered for the first workshop, spanning a variety of industry sectors and discipline hiring needs, this approach still seemed appropriate. However, what unfolded during the first half-day session opened the door to a far richer dialogue; nearly 30% of the attendees were from other academic institutions, and came eager to hear the employer perspective on engaging with internship and co-op programs. Additionally, the employer partners in attendance who already worked with programs at the University of Cincinnati brought

a diverse array of questions and some concerns that ran deeper than the anticipated surface level discussion of brand building, recruiting, and onboarding. The workshop evolved in real-time, and exposed an enthusiastic desire for better understanding how to build and maintain a holistic co-op and internship program, from both the employer and educator perspective. Building on the dialogue and learning from the initial workshop, those that followed were set up to address these desires; the corresponding outcomes began to reveal opportunities for quick wins, long-term strategies for growth and program improvement, and the pain-points or opportunities for improvement for all parties. After 1250 qualitative responses, Professors Bradley and Damschroder, recipients of the 2015 OCEA (Ohio Cooperative Education Association) Research Award, condensed these results into two infographic-style "reports" — one for employers and one for educators. Preliminary versions of both reports were first shared with their respective audiences at the OCEA conference in 2016.

EMPLOYER BEST PRACTICES

The diverse array of company sizes, industry sectors, and co-op/internship hiring tenures represented in the four focus groups offered no shortage of fodder for a comprehensive report out of best practices with relevance to any employer audience. While the findings were as diverse as the audience, the ideas that emerged began to fall into three somewhat chronological, but overlapping and ongoing categories: on-campus engagement, on-the-job engagement, and planning for the future. What follows is a "user-friendly" summary of noteworthy research findings for co-op and internship employers. The curated results can be found in the full-length reports, available on the Ohio Cooperative Education Association website at www.ohioco-op.com.

Building and Growing a Co-op or Internship Program

10 Big Ideas for Quick Wins:

№1 Define and articulate what your organization hopes to accomplish by building a program. **What does success look like?**

№2 Organizations report a higher ROI with hiring co-ops and interns when adopting the mindset of **building a recruitment pipeline** — rather than sporadic or overload hiring.

№3 Academic calendars and timelines don't always directly align with those in industry. It is typically best to think about **planning for co-op and intern hiring at least 3 months prior** to the season you plan to hire for. Recruitment, hiring, and evaluating is an ongoing process, so it is possible to **build in recurrent or cyclical activities**.

№4 On-boarding and training are often underserved — companies or organizations usually offer something short on day one, but **"ongoing on-boarding"** or training in small segments throughout the semester can have a strong impact.

№5 Building an impactful relationship between universities and companies that hire co-ops/interns requires **ongoing brand-building and multiple touch points** beyond a career fair or on-campus presentation.

№6 A **well-written company and job description** are the most effective first line of "initial screening" to get the right candidates.

№7 A standard **"welcome packet"** with general policies, expectations, program goals, and a company map or seating chart for all co-ops/interns can be a simple but powerful tool for getting them up and running quickly.

№8 Assigning both a supervisor AND a mentor (with different roles) is a great way to increase on-the-job performance throughout the term; students may informally develop mentorship from other sources, but **an assigned mentor creates a "safe-space"** if informal mentorship does not happen organically.

№9 Conducting simple **"exit research"** with co-ops/interns (formal or informal) to measure how the experience met their expectations can be a great tool for continuous improvement of a company's program.

№10 **Staying engaged with former co-ops/interns** between semesters has a strong impact on their potential to return for another semester (and re-integration when they return).

ENVISIONING YOUR PROGRAM

Start with "why," and envision your program before the recruiting begins. What does your organization hope to accomplish by hiring co-ops/interns? What would it take for you to end the semester saying it was a success? This is also the perfect time to think about realistic expectations based on the hours a student will work, the level of students you are recruiting, and the learning curve of your particular industry or company. When thinking about who to recruit, an emphasis on student skills (not just their major) can translate to a stronger pool of candidates.

BUILD YOUR BRAND ON CAMPUS — TELL (SELL) YOUR STORY

Building relationships with the people sending the candidates' resumes (professors, career services staff, etc.) will better equip them to promote your company to students, and you will feel more comfortable asking questions or reaching out if there is a concern. Campus visits are great for brand building, but multiple touch points and visits throughout the year are more valuable than one "big" visit. Consider engaging with events on campus beyond career fairs through participation in class visitations as a panelist or guest speaker, hosting a "lunch and learn" on professional topics relevant to your industry, or serving as a mock interviewer.

JOB DESCRIPTIONS AND INTERVIEWING

A well-crafted and engaging company and job description are typically the most powerful first line of screening to attract the right candidates. If boilerplate descriptions have not been updated in awhile, it might be time to draft a new version that describes the advantages your company offers to prospective candidates. When screening candidates, remember that involvement in extracurricular activities can often paint a better picture of the student than GPA alone. When it comes to setting up interviews, on-campus interviewing is easier for students, but on-site at your organization gives them a chance to experience company culture first-hand, and may be easier for involving multiple interviewers.

PRE-HIRE ENGAGEMENT

Engaging with students prior to their start date can help them build anticipation and begin the process of feeling like part of the team. A few simple touch points can make their actual first day a lot smoother, and their first week a lot more productive. Consider sending a "welcome pack" with company information, first-day paperwork, and a branded company gift to their home via mail prior to start date. Something as simple as an invitation to any social outings such as company celebrations, holiday parties, lunch and learns, etc. clearly communicates that you are looking forward to getting to know them better.

STUDENT ONBOARDING

The simplest way to make the first day a great day for everyone is to make it obvious that "we knew you were coming." This can be as simple as having a designated place to sit (including a chair and a desk that is not littered with outdated copies of employee manuals or promotional materials from the 1990s). If a computer is required to do the job, make sure there is one ready for them, including a working login, access to necessary files/servers, and a designated email address (even if it is an alias like "intern@yourcompany.com"). Remember to send a company or department wide e-mail introducing the new co-op(s) or intern(s). Including some details about their school, year and major, who they will primarily be working with, and a few "fun facts" about them will help start conversations when meeting new people. Any orientation (formal or informal) for co-ops and interns will benefit from discussion of "unwritten" policies like dress code, company culture, and lunchtime habits, along with traditional orientation topics like formal policies and procedures.
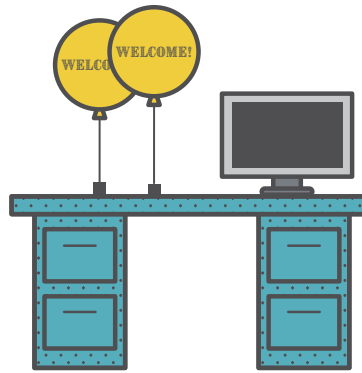
FOUNDATIONS FIRST

Take time early in the semester to set and articulate expectations of a student's work. The more clearly they know what you are hoping for, the easier it is for them to meet your expectations. Most university programs will require the student to set a few goals for their own personal growth or accomplishments throughout the semester, and you will probably have some company goals. Discuss these early, but consider waiting a few weeks to finalize them to help the student better understand the organization and their role, and help you determine what is realistic.
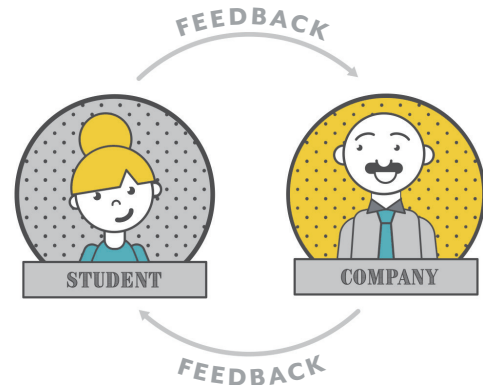
REAL-TIME FEEDBACK

Negative feedback at the end of the semester without prior awareness of an issue is a common frustration voiced by both students AND employers. A weekly or bi-weekly briefing and/or "mini-assessment" can help both parties track progress, and make the end of semester evaluation much easier. Regular check-ins for formal and informal feedback makes it much easier to have a mid-semester course correction if expectations are not being met (on either side).

GET CONNECTED

Regular lunch & learns across the company (both on- and off-sight) are any easy way to facilitate connections and foster professional development for both the students and full-time employees. Similarly, establishing a "cohort" of recent hires and co-ops/interns can build a sense of camaraderie and informal sharing of experiences.

END OF TERM EVALUATIONS

An end of term summarizing/capstone presentation to company leadership can benefit everyone involved. With the right guidance and invitations, students reflect on and articulate what they have accomplished and gained, co-op/intern supervisors have tangible evidence of accomplishments to help inform the final evaluation, and senior management, HR, and others in the organization can see first-hand what an asset co-ops and interns can be to the organization. When it comes to documenting evaluation feedback, some companies prefer to use the same review documents and procedures they would for a full-time employee, while others prefer a simple exit interview with a few questions about what the student liked/disliked the most, their biggest "takeaways," their perception of culture, etc. Some use both!

Category #3 Future Planning

SO LONG, OR SEE YOU NEXT TIME?

A formal exit interview provides the perfect forum for feedback (both ways), and a more serious conversation about the potential of future opportunities. If possible, scheduling a few "transition days" with overlap between the outgoing and incoming co-ops/interns can make for a much smoother hand-off, even if they are just a few hours of part-time work before or after the term from either party. And just because the work-term is over, that doesn't have to be the end of the conversation. Invitations to company events (holiday party, company events, etc.) after the student returns to campus are an easy way to stay in touch if you see a future for the relationship.

EDUCATOR BEST PRACTICES

Having opened the door for deeper conversations between educators and employer partners, the resulting dialogues became a healthy forum for honest conversations about what works well and what could work better. The original intention of the focus groups was gathering and sharing best practices for co-op and internship employers, with employers as the obvious audience. Yet after processing more than 1250 qualitative comments compiled from session notes, feedback forms, and after-session e-mail messages, there were simply too many valuable insights for educator "issues" to be ignored. It was evident that an additional report — one focused on feedback and findings targeting university faculty and staff working to building and grow co-op and/or internship programs—was necessary. The breadth of findings for this audience was equally as enlightening as those for employer partners, but focused more on the identification of challenges employers face when attempting to interface with co-op and internship programs and universities in general. The authors distilled and refined this chorus of difficulties into an additional infographic-styled report titled "Straight Talk with Co-op and Internship Employers," including a "wish list" identified by external partners, suggestions for short-term solutions to elicit change, and ideas for long-range plans to address identified challenges. As with the preceding employer-focused summary, the summary includes notable findings from our research, again with the fully-curated results available in the full-length report.

THE PAIN POINTS

Pain Point #1: Building Buy-In

- The **logistics and requirements** of starting and running a program can scare off some members of management and/or HR departments.

- The **time investment of recurrent training** with each onboarding is a stumbling block, especially for potential co-op/intern supervisors.

- **Learning curves during transitions** between students causes a loss of time and productivity.

- The budget for co-op and internship salaries is a real expense, and it can be **difficult to prove a long or short-term return on investment**, even if funding is available.

Pain Point #2: Student Skills and Preparation

- **Not all students have the basic skills** needed to work in a professional environment, especially first-time co-ops or interns without any prior work experience.

- Students **often lack the "soft skills"** that can not easily be taught with on-the-job training, such as time management, interpersonal communication, and general work ethic.

- There is often a **disconnect** between what is being taught on campus (curriculum) and the technical skills needed for success on the job.

- Some students have an **over-inflated view of the work they will be doing** as a co-op or intern and do not understand they need to work their way up.

Pain Point #3: Program Logistics

- **Managing multiple contacts** at every university, department, program, etc. is a hassle. Getting in touch with the right person without multiple handoffs is difficult, and many schools have different program expectations, systems with logins, etc.

- **University calendars, deadlines, and timelines** don't always align with company needs or "seasons."

- Students are often applying to multiple companies, and then sometimes hold out to **"play the field"** when an offer comes. Nobody wants to know they are the "backup" internship.

- **University evaluations and other paperwork/ forms**, etc. are often lengthy and redundant.

Pain Point #4: Getting the Right Candidates

- **Sorting through candidates** who do not meet basic job requirements or appear to just be randomly applying to any job without direction is time consuming.

- **Building brand recognition on campus** is a struggle when you are not a household name; this is especially true when trying to get students to attend company presentations.

- **Location, location, location**: some students want to leave their hometown for an internship or co-op, and applying to a job in town does not seem as exciting. Some don't want to leave their hometown and will not consider an offer elsewhere.

- Students often work for one semester and then decide they do not want to return. Much of the first term is training, so there is a **big investment of time during the first semester with no guarantee it will work out**.

MAKE A WISH — THE WISH LIST

Having aired some frustrations about what could be done better, the conversation turned to steps that could create the "ideal" co-op or internship program:

Wish List Item #1: Streamlined Programming and Communication

- A simple **"getting started" website or document** that answers common questions in plain language.

- More **frequent site visits** from co-op/internship faculty and/or staff to see what students are doing first-hand.

- A **centralized co-op and internship program** at the college/university and a **single contact or representative** at the college/university for general questions and help with the process.

- An easily accessed and regularly updated **central calendar** of on-campus employer events.

Wish List Item #2: Campus Presence and Student Access

- **More frequent communication and opportunities to meet** with college/university faculty and staff running co-op and internship programs.

- **Opportunities to engage with students** beyond a career fair, in an environment where we can see them in action and get to know their personality.

- **Help with building company brand** on campus and getting students interested in what we do (and working for us).

- **Document templates and suggested activities** for on-boarding, orientation, progress reports, exit interviews, etc.

Wish List Item #3:
Simplified Evaluations and Assessments

- A **feedback loop of student input** about our company from the university. We evaluated their performance: what they did well, how they can improve, etc. What did they say about us?

- A **streamlined evaluation of reasonable length**; if it is too long, it probably will not get completed.

- **Permission to substitute our company's existing evaluation** for the university version; sometimes they cover the same topics (or more).

- Access to the official student evaluation BEFORE the student starts; **knowing what they are expected to accomplish** makes it a lot easier to incorporate the right experiences along the way.

Wish List Item #4:
Insights and Advice

- Clear documentation or evidence of the financial ROI of hiring co-ops and/or interns. **Show proof that it is a good investment**.

- **Recommendations on how to keep a student** for future semesters and eventually convert them to full-time hires if they are a fit.

- **Tips for taking a program from good to great**. What are the next steps after you get a program started or hire your first student?

- **Training sessions** for potential or new employers, including specific sessions for managers/supervisors, mentors, human resources, etc.

THE BEST PRACTICES

Having met with an overwhelmingly enthusiastic array of educators and employer partners over the course of nearly two years, and processing the deluge of input on what is working and what could be done better, a few big ideas for quick wins in the short term, and bigger picture goals for long-range planning materialized. These included:

Who are we? Co-op or internship (or both)?

While our educational partners in industry often interchange these titles, our academic institutions need specific definitions as the requirements and implications towards degree are important. Therefore, begin with defining what your institution considers a co-op vs. an internship. If your institution plans to facilitate both, what are the expectations and requirements of each, and what makes them different?

Formalize it!

Establish formal policies and procedures for participation in your program. Researching institutions with existing programs should yield a plethora of resources to build from. Most programs welcome the opportunity to consult and share their best practices.

Clarify it!

Employers may want some help understanding university definitions and expectations for learning objectives, evaluations, assessment, etc. This is everyday language for educators, yet may be completely foreign to an employer that is generally focused on running a business day-to-day.

Simplify It!

The logistics, forms, and supervisory expectations of starting or running a co-op/internship program can seem intimidating, especially for small- to medium-sized companies where it likely will not be someone's sole responsibility. Creating a set of templates for co-op or internship supervisors with tips and recommendations for setting co-op/intern goals, orientation topics, first-day or first-week activities, etc. can ease the tension and help you create consistency across companies.

Equalize It!

Career fairs are a tried and true method for recruitment, but the scope and size of the event can get overwhelming for students, and cause smaller or lesser-known companies to get lost in the shuffle. Consider a series of smaller events geared specifically to certain majors or industry clusters to target the right mix of companies and students for optimal matchmaking.

CONCLUSION

Even though cooperative education and internship programs present their own set of challenges for both employer partners and university educators and staff, the realized benefits outweighed the realized challenges. Educators often cite their frustrations with the coordination-heavy activities needed to run a successful co-op/internship program. Subsequently, an ill-informed employer may not be aware of the educational objectives of a co-op/internship and view students purely as a solution to a labor-shortage problem. However, when constructed correctly, research by Cook, Parker, and Pettijohn (2004)

Once the journey of hiring has begun, employer partners can be coached on pre-hire, on-boarding, supervision/mentoring, and activities/special project best practices.

concluded that internship experiences improved students' abilities to ultimately work alongside a greater variety of people and conclude whether they have made the correct career choice (Yiu & Law, 382).

The process of building and growing a co-op or internship program is not unlike embarking on a journey. There is the expectation and build-up as employer partners strive to build their brands and make the most of their on-campus visits. Likewise, educators/advisors strive to prepare students with resumes and perhaps portfolios that will appropriately target the correct employer audience, practice mock interviews, and acquire the skills to research companies thoroughly.

Once the journey of hiring has begun, employer partners can be coached on pre-hire, on-boarding, supervision/mentoring, and activities/special project best practices. Conversely, educators/advisors want to create a teaching pedagogy that will focus on student reflection: what, so what, now what.

As the co-op/internship journey concludes and the "ride comes to an end," employer partners are tasked with evaluations and perhaps an offer to return for a subsequent quarter or semester. Yet more often

than not what an employer is truly focused on is a potential conversion to full-time hire. By leveraging these field-tested learnings, educators, advisors, and employer partners can work together to make the journey as memorable, smooth, thrilling, and "worth the wait" for everyone involved.

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