



B.S. in Parks, Tourism, and Recreation Management 2022 Assessment Report

MISSION STATEMENT

The mission of the Parks, Tourism and Recreation Management B.S. program is to prepare students for professional positions developing and managing nature-based recreation experiences and park resources for public land management agencies, nonprofit organizations, and the nature-based tourism industry. This mission is achieved through the innovative teaching, research and service of the PTRM faculty who conduct basic and applied state-of-the-art research at various scales from the local to the global.

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

After listing each departmental objective, indicate which of the five [Priorities for Action](#) the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.

1. Foster the professional growth of students to solve an increasingly complex array of parks, tourism, and recreation management problems through a robust curriculum of courses focused on problem solving, creative thinking, communication skills, and real-world application (**PFA 2**)
2. Provide field experiences (domestic and abroad) to give our students first-hand knowledge of real-world problems and how to solve them. This includes a required 400 internship and the option to include a field course or study abroad course as part of the curriculum. In addition, field experiences provide opportunities for the development of good citizenship and leadership skills. Finally, field experiences provide a way to link our students with professionals (**PFA 4**)
3. Provide a student-centered educational experience for our students, by providing a “home” identity and access to professors and professionals in the field. Students benefit from having professors who are both engaged in their field of study (academically and professionally) and with their students. We provide direct lines of communication from students to professionals through guest lectures, internships, and research projects. The ability to engage on both fronts enables students the opportunity to connect into professional networks, learn critical thinking skills, and gain a solid understanding of the science that informs decision-making (**PFA 2; PFA 3**)
4. Provide training and development that prepares students to work at local, regional and/or international scales and to address the problems facing parks, tourism and recreation management. This includes a solid foundation in science, communication, critical thinking, problem solving, and leadership skills. We offer courses focused solely on communication (PTRM 310), leadership (PTRM 380), and problem solving (PTRM 485 and 484). (**PFA 2**)

STUDENT LEARNING OUTCOMES and MEASUREMENT TOOLS

Student Learning Outcomes	PTRM 141/210/217: quiz/exams	PTRM 300/310/380: creative application of content	PTRM 451/482: written & verbal communication	PTRM 484/485: planning and project-based assignments	PTRM 498: Internship and professional development
Discipline specific knowledge 1. Understand the relationship between society, the environment, and economy in the context of PTRM 2. Explain theories related to recreation behavior, sustainable tourism, leadership, and visitor management 3. Evaluate social, economic, cultural, and environmental impacts associated with recreation and tourism 4. Apply principles and practices of sustainability to natural resources in a PTRM context.	X	X	X	X	X
Critical thinking skills 5. Ability to evaluate the quality of science and information about PTRM issues		X	X	X	
Writing and verbal communication skills 6. Ability to communicate to a variety of audiences 7. Ability to create visual displays for the purpose of natural resource and cultural interpretation		X	X	X	
Preparation for careers in PTRM 8. Acquire knowledge about professional opportunities 9. Training through internships and applied projects		X	X	X	X

RESULTS and MODIFICATIONS

Student Learning Outcomes results	Modifications made to enhance learning
Understand the relationship between society, the environment, and economy in the context of PTRM: PTRM 141 Exam Questions (87% and 84% of students had correct answers for two questions)	For both introductory courses, students take exams in addition to applying content to a creative project to reach a diversity of learning styles.
Explain theories related to recreation behavior, sustainable tourism, leadership, and visitor management: PTRM 217 Exam Questions (90% and 94% of students had correct answers to two questions)	Stabilized course by integrating course into a faculty member's permanent teaching rotation and linked the course with the first year seminar in PTRM.

Student Learning Outcomes results	Modifications made to enhance learning
Evaluate social, economic, cultural, and environmental impacts associated with recreation and tourism: PTRM 210 Nature-Based Tourism Reading Assignment (74% of students received an A or B on the assignment)	The course has been in a rotation with different faculty teaching it, but now with a new Director of the Institute for Tourism and Recreation Research, the course will have a permanent instructor and be integrated with the professional connections of the Institute.
Apply principles and practices of sustainability to natural resources in a PTRM context: PTRM 485 Recreation Planning Assignment (58% of students received an A or B on the assignment)	With a new hire in the past two years, this course has been revitalized and transformed to have real planning application for students which can be challenging, but extremely important for students in their professional skills.
Ability to evaluate the quality of science and information about PTRM issues: PTRM 300 Recreation Behavior Assignment (77% of students received an A or B on the assignment)	This course provides a theoretical foundation for students to assess scientific studies and core theories in PTRM that is critical for the application of this science in the PTRM 484 and PTRM 485 courses.
Ability to communicate to a variety of audiences: PTRM 451 Final Paper (70% of students received an A or B on the assignment) and PTRM 482 Manifesto Assignment (100% of students received an A or B on the assignment)	Through these two courses, students are able to gain writing skills to diverse audiences on relevant and emerging topics in the PTRM field.
Ability to create visual displays for the purpose of natural resource and cultural interpretation: PTRM 310 Written Interpretive Product Assignment (71% of students received an A)	The PTRM 310 course has implemented field trips and guest lectures with professionals to learn about interpretation and then has students develop their own programs and products for interpretation.
Acquire knowledge about professional opportunities: PTRM 484 Capstone Final Report (100% of students received an A on the assignment)	The Capstone integrates different PTRM topics and professional partners for a semester long project where students conduct field work, analyze data, produce a technical report, and give a professional presentation.
Training through internships (100% of students complete an internship and 100% of students stated their internship expanded their overall skillset and strengthened their employability)	In the PTRM program, we are developing career pathways for our students and exercises through ElevateU to integrate in our classes and guide students in preparing for their careers.

FUTURE PLANS FOR CONTINUED ASSESSMENT

1. We sent a short questionnaire to PTRM professionals to get input on the key skills needed for students to be prepared and competitive in the job market. We are currently re-evaluating our curriculum to assess how our coursework aligns with the skills our students need.
2. We are exploring the opportunity for a Professor of Practice to join the faculty as a way to bring professional expertise into our classes and enhance experiential learning for our students and strengthen the connections to professional partners that can provide career pathways to our students.
3. We are exploring the idea of exit interviews or feedback from students when they are graduating to better understand their experience and also explore options to stay connected to alumni to understand where our students are working when they graduate and further into their career.

APPENDICIES

1. Curriculum Map for PTRM
2. Assessment Results

APPENDIX 1: CURRICULUM MAP FOR PTRM

I = introduced

D = developed/reinforced, with opportunities to practice

M = mastery that is demonstrated

Required course	#1 Discipline specific knowledge	#2 Critical thinking skills	#3 Writing and verbal communication skills	#4 Preparation for careers in PTRM
PTRM 150 (First Year Seminar in PTRM)				I
College Writing (WRIT 101W)			I	
Biology (BIOB 170, BIOE 172, or BIOO 105)	I			I
Nature Montana (NRSM 121) OR National Parks (PTRM 141)	I, A			I
Math (M115)	I	I		I
Social Science general (PSYX 100 or SOCI 101)	I			I
Communication (COMX 111A OR THTR 120A)	I		I	
Economics (ECNS 201S OR ECNS 202S)		I		I
Nature Based Tourism (PTRM 210)	D, A	D	I	D
Parks and Outdoor Recreation Mgmt (PTRM 217)	D, A	D	I	D
Accounting (ACTG 201 and ACTG 202)	I			
Statistics (SOCI 202, STAT 216 or FORS 201)	I			
Soils (NRSM 210)	I			I
Skills (ECP120, NRSM 379, BKMT 325 or FORS 250)	I	I	I	I
Interpretation (PTRM 310)	I		D, A	I
Forest Ecology (FORS 330)	D	I		D
Administration and Leadership (PTRM 380)	D	D	D	D, A
Recreation Behavior (PTRM 300)	D,A	D, A	D	M
PTRM Theory and upper division writing (PTRM 482 or PTRM 451)	M	M	M, A	M
PTRM Capstone (PTRM 484)	M	D	M	M, A
Recreation Planning (PTRM 485)	M	M, A	M	M
Natural Resource Policy (NRSM 422)	M	M		D
Internship (PTRM 498)	M	M	M	D, A

Appendix 2: Assessment Results

Discipline -specific Knowledge

1. Understand the relationship between society, the environment, and economy in the context of PTRM
2. Explain theories related to recreation behavior, sustainable tourism, leadership, and visitor management
3. Evaluate social, economic, cultural, and environmental impacts associated with recreation and tourism
4. Apply principles and practices of sustainability to natural resources in a PTRM context.

PTRM 141 National Park & American Culture Exam Questions

The strategy of early administrators of the National Park Service included everything BUT:

- a. Emphasizing indigenous heritage in the parks
- b. Building and maintaining constituency/supporters
- c. Establishing business and political relationships
- d. Partnerships with railroads
- e. Enhancing infrastructure for cars
- f. Creating a favorable image of the agency

Grade Breakdown:

Correct Response	95
Incorrect Response	14

Of all units managed by the National Park Service, national parks are the most numerous.

Select one:

True

False

Grade Breakdown:

Correct Response	92
Incorrect Response	17

PTRM 210: Nature- Based Tourism (example of reading assignment)

For your first reading assignment, answer the following questions in a separate typed document, which you will then submit via Moodle. The topics of the readings cover everything up to this date and all readings are on Moodle. Make sure to answer all aspects of the question and to answer clearly and fully.

- 1) What are four categories in the "tourism system" as discussed in the book chapter? Provide an example of each.
- 2) What are THREE influencing factors or trends of nature-based tourism and ecotourism?
- 3) What is the difference between an "ethic of use" and an "ethic of nature"? How can your worldview influence nature-based tourism/ecotourism?
- 4) What are five characteristics of the ecotourist in comparison to the mass tourist?
- 5) Pick one of the breakout boxes (3.4, 3.5, or 3.6) in chapter 3 "Consuming Nature and Environmental Ethics". What is the ethical issue? In your perspective, how should this ethical issue be addressed?

Grade Breakdown:

A	19
B	10
C	6
D	4
F	0

PTRM 217 Outdoor Recreation Management: both questions are from the final exam in Fall 2021.

Question 1 (89.86% of students answered correctly):

Total impact for either the social or environmental setting is the function of:

- a. Intensity of Impact
- b. Area of Impact
- c. Centroid of Impact
- d. Both A and B
- e. All of the above

Grade Breakdown:

Correct Response	62
Incorrect Response	7

Question 2 (94.20% of students answered correctly):

A mandatory shuttle bus in a park (i.e., a policy that makes you ride the bus and doesn't allow you to drive your personal vehicle in the park) is an example of what two types of management?

- a. Indirect and unobtrusive

- b. Direct and unobtrusive
- c. Direct and obtrusive
- d. Indirect and obtrusive

Grade Breakdown:

Correct Response	65
Incorrect Response	4

PTRM 300 Recreation Behavior Assignment

Part 1: Introduction

What is a major issue facing PTRM? Why is it important to study this specific topic? Be sure to cite sources here. This is a great place to present the issue and how it relates to PTRM. You may want to do this with the use of statistics. For example “given that the hunting population has declined by 3% over the past five years, managers should be concerned about hunting recruitment and retention” (US Fish and Wildlife Survey, 2011). I encourage you to look at demographic, census, and other statistical data to help build your argument. At the end of your introduction I expect to see a well formulated research question. For example, what are the major constraints that female face in hunting?

Part 2: Literature review

What literature already exists on this topic? You should use at least 10 academic sources in your literature review. Many of you only presented a portion of the literature in your annotated bibliography. I expect you to continue to focus on your topic and weed out the irrelevant literature. For example, if you are examining recreation conflict between horses and mountain bikers, I expect to see some general conflict literature, but then more focused articles relevant to your user groups. The literature review is not just cut/copy/paste of your annotated bibliography. I want you to demonstrate areas where there are similarities and differences between the articles.

Part 3: Justification for a study

What is missing from the literature? What else needs to be studied on this topic? This is where you can make your own research questions and identify the gaps in the literature. A key aspect to theory and research is being able to identify what is missing. This is the crux of this assignment and the semester. In this section some students focus on specific details of how a study might be conducted (think methods section), while others prefer to discuss potential research ideas at a broader level.

Grade Breakdown:

A	22
B	8
C	0
D	0
F	5

Critical thinking skills

5. Ability to evaluate the quality of science and information about PTRM issues

PTRM 300 Recreation Behavior Assignment

Please critique the methods and results of the following hypothetical study. Describe what sections of the study are appropriate and what sections are not and why. Please be sure to describe each critique or success of the study with detail:

Researchers at Montana State University conducted a study of landowners in the Western United States. They were interested in learning about attitudes and beliefs towards elk management. To have a representative sample of landowners in the west, researchers worked with the Montana Stock Growers Association to obtain their membership list. Sixty five percent of members had an associated phone number and therefore a telephone survey method was used. A total of 600 people were contacted which resulted in a 35% response rate.

A portion of the survey examined motivations for hunting elk. Fifteen items that measured the latent construct of Recreation Experience Preference were used (Manfredo et al., 1996). To reduce the data, a factor analysis was conducted and a reliability analysis was used to test how well the items 'fit' together. Below are the reliability coefficients (Cronbachs alpha) for each construct.

Construct	α
Being in nature	.77
Relaxation	.56
Sport and challenge	.81

Grade Breakdown:

A	20
B	7
C	2
D	1
F	5

PTRM 485 Recreation Planning: Example Assignment

For context, from syllabus: Mt. Jumbo Planning Project

Students will work in combined Forestry-PTRM groups of 4-5 students to gather and analyze data to assist the City of Missoula in current/upcoming planning efforts that consider the interaction between vegetation management efforts and public recreation on city-managed open space lands on Mt. Jumbo

Mt. Jumbo Planning Project: Group Literature Review

This assignment consists of a 3 to 5 page (double-spaced) literature review that includes, at minimum, discussion based on 3 citations that establish forest management context (25%), discussion based on 3 citations that establish recreation management context (25%), and discussion of 2 past studies describing public opinion of the group's chosen topic area (25%). Papers will be graded for quality of writing (25%).

Grade Breakdown:

A	7
B	4
C	3
D	5
F	0

Writing and verbal communication skills

6. Ability to communicate to a variety of audiences
7. Ability to create visual displays for the purpose of natural resource and cultural interpretation

PTRM 451: Tourism and Sustainability: Final Paper Assignment

Paper Outline Purpose: The purpose of this assignment is to help students with the organization and logical flow of their final papers. Students will learn how to organize and outline a research paper, including an introduction, background, literature review, and analysis/conclusions sections. Students will also learn about how to create a logical flow through their papers by tracing (through their outline) the steps necessary to conduct a sustainability analysis. The purpose of this assignment is to have the students review the relevant literature in order to achieve two goals. 1) To provide a conceptual framework for the study and 2) assess the literature related to the topic or region of study. The paper outline and literature review will be graded and returned with comments. Students will be able to refine both the outline and the literature review based on comments.

Grade Breakdown:

A	9
B	7
C	6
D	0
F	1

PTRM 310

For this project you will choose any state park in Montana to develop a written interpretive product. This creative task is riddled with discovery, and you will not only be graded on the final product, but the process of reaching that product. You will get to choose one of the three options below. Each option is designed to highlight your knowledge and abilities in interpretive writing, visual design, and theme development. For all of the options you will need to have a theme and corresponding text. The interpretive text for all products should include at least 4 separate paragraphs with 6-8 sentences per paragraph.

Written Interpretive Product Options

Wayside Exhibit

*If exterior interpretive panels are your jam, this is the option for you! Think trailside, riverside, roadside, (**outdoor**) interpretive panels.*

For this option, develop **two** interpretive panels. You should use no less than four graphic elements in the total project (photos, text box, map, art piece, etc). Your presentation of the panels in class should be roughly the size of posterboard. You will need to present a finished, to-scale, full-color version of the panels. You can divide your text requirements between the two panels.

Interior Exhibit

Panels found inside a visitor center, museum or interpretation hub have different constraints and opportunities than those found outside... If you love to geek out in a climate controlled space during a sweltering summer day or chilly fall deluge, this may be the option for you!

For this option, develop **two** interpretive panels. You should use no less than four graphic elements in the total project (photos, text box, map, art piece, etc). Your presentation of the panels in class should be roughly the size of posterboard. You will need to present a finished, to-scale, full-color version of the panels. You can divide your text requirements between the two panels.

Site Publication

Are you more interested in equipping visitors for self-guided discovery? Then you may want to choose a self-guided hike brochure, activity booklet, or some other on-site interpretive publication.

Your publication should explore at least 4 features (these may be points of interest, features of your resource, activities, etc (think Trail Guide or Junior Ranger Booklet). You need to include at least four graphic elements in the total project (photos, text box, map, art piece, etc). For this option, finished product must be at least equivalent to the front and back of a letter-sized piece of printer paper.

Local Site Options

You can choose any State Park in Montana

The Process

Five Steps! All are important, and mandatory.

- Visit your chosen site, explore it! Then record thoughts via notes or journal reflection (at least a page worth).
- Develop Themes and Subthemes (You will likely have one central theme and no more than three subthemes).
- List your media (and credit where appropriate!) that's included in your interpretive product.
- Write a "Designer's Statement". This is similar to artist statements you see at gallery showings. It should be no more than one page of self-reflection on your process and how your finished product effectively interprets your resource.
- Present your finished interpretive product in class

Grading rubric

Name	Points max
Application of interpretive principles (TORE) Effective communication of your message	12
Design and visual flow	12
Preparation materials – journal entries, designer statement, references	12
Presentation and public speaking	4

Grade Breakdown:

A	17
B	5
C	2
D	0
F	0

PTRM 482 Wilderness and Protected Area Management: Manifesto Assignment

Manifesto Assignment (250 points)

We will read a number of wilderness and other related manifestos this semester. In turn, you are asked to write your own manifesto, drawing from the stylistic guidelines we have discussed and reviewed during class. Your manifesto can be about anything you like related to wilderness or protected area management, but it should be something you take seriously, and it should advance a cause you are passionate about in some way. Try to make it specific, forceful, creative, thought-provoking, and interesting. This project is as much about practicing your “voice” in the manifesto as it is about the subject matter. Consider what potential impact the manifesto can have if it is circulated. Try hard to step outside of traditional modes of communication, paper writing, or argumentation. Rather, you are writing a sweeping document of wildland reform that should sound urgent and compelling. Build a case for the necessity of the change you seek.

To write this manifesto, you must first understand in a deep and sustained way what a manifesto is and what it does. The writings of Hanna will be invaluable to you in understanding the sort of literary device that is the manifesto, while the manifestos we read throughout the semester by Lopez, Frazier, Williams, Gessner, Abbey, Stegner, and Irvine should inspire (or revolt) you to understand what you personally want to write about. This is a reckless, take-no-prisoners genre that invokes the collective “we”. Citations will be key to build on previous work found in course readings and other readings you will find on your own. We will work together to ensure that you’re on the right track when I see your rough drafts. Pay close attention to Hanna’s pieces for the *style* of manifestos and what counts as a manifesto.

Your manifesto can be any length but you should aim for no less than 10 pages double -spaced. It is likely that you will need more space to fully develop your manifesto. You will select a topic in week 6 of the semester and should complete the manifesto by the due date listed in the syllabus.

The grading criteria are: 1) The degree to which you write your manifesto using a style and tone that meets the standard for a manifesto rather than simply a typical argument made in a college paper; 2) The creativity and intensity of your writing; 3) The usefulness of your ideas to wilderness and protected area management and the extent to which you thoughtfully and forcefully build your case; 4) The extent to which the manifesto compels others to read it; 5) Your manifesto's consideration of a new social/personal/political ethic; and 6) Grammar, spelling, and writing style meeting standards of excellence.

	Points	Excellent	Good	Fair	Poor
Manifesto Form	30	Uses either a numbered list or narrative format with a dramatic introduction and demands at the conclusion. At least 2500 words (30 pts.)	Uses either a numbered list or narrative format, but with a less-than-dramatic introduction demands at the conclusion. At least 2500 words (27 pts.)	Uses either a numbered list or narrative format, but with a less-than-dramatic introduction AND no demands at the conclusion. At least 2000 words (23 pts.)	Does not use a numbered list or narrative format and fails to have a dramatic introduction and demand. Less than 2000 words (15 pts.)
Writing Quality	30	Both highly creative and intense, with no passive voice (30 pts.)	Both creative and intense, with minimal passive voice (27 pts.)	Both somewhat creative and intense, with some passive voice (23 pts.)	Neither creative or intense, with some to much passive voice (15 pts.)
Relevance	30	Directly related to protected area <i>or</i> wilderness management AND sufficiently specific (30 pts.)	Somewhat related to protected area <i>or</i> wilderness management AND sufficiently specific (27 pts.)	Somewhat related to protected area <i>or</i> wilderness management AND insufficiently specific (23 pts.)	Not related to protected area <i>or</i> wilderness management (0 pts.)
Command	40	1) Uses the collective "we" effectively to engage the reader, 2) conveys seriousness and urgency, and 3) builds an effective case (40 pts.)	Fails at one of the three items: 1) Uses the collective "we" effectively to engage the reader, 2) conveys seriousness and urgency, and 3) builds an effective case (36 pts.)	Fails at two of the three items: 1) Uses the collective "we" effectively to engage the reader, 2) conveys seriousness and urgency, and 3) builds an effective case (31 pts.)	Does not use the collective "we" effectively to engage the reader, does not convey seriousness and urgency, and fails to build an effective case (25 pts.)
Spelling and Grammar (not counting punctuation)	20	No errors (20 pts.)	One or two errors (18 pts.)	Three to five errors (15 pts.)	More than five errors (10 pts.)

Grade Breakdown:

A	16
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B	9
C	0
D	0
F	0

Preparation for careers in PTRM

8. Acquire knowledge about professional opportunities
9. Training through internships and applied projects

PTRM 380: Administration and Leadership

Please write 1-2 pages, double-spaced that describe why communication is important for effective leadership. Specifically address the functions of communication and how they pertain to leadership. Also address active listening, describe what it is, active listening skills and how these can be applied to be a more effective leader.

Grade Breakdown:

A	17
B	11
C	2
D	1
F	3

PTRM 484: PTRM Capstone

Capstone Project Final Report Guidelines

Throughout the semester, students will be working in groups on a project that is based on a real issue or need facing professionals in the parks, recreation, and tourism field. Students will produce a professional technical report at the completion of the project that provide in-depth explanation of the topic or issue, how they worked with professional partners, the data collection process, analysis and key findings, and conclude with key recommendations for the professional partners.

Section of Report	Points
Introduction to the issues/topics, need for project; objectives of project; literature on topic	20
Methods	15
Results	25
Solutions/Recommendations	25
Reflections and Limitations	5
Professionalism of report	10
Total	100

Grade Breakdown:

A	16
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B	0
C	0
D	0
F	0

PTRM 498: Internship

Internships provide undergraduate students a means to integrate classroom learning with practical job experience. It allows you to get hands-on experience in Parks, Tourism & Recreation Management. PTRM 498 fulfills the internship learning requirement in the PTRM Program and can span hundreds of possible positions from being a ranger for the park service, interpretive guide for Montana Fish, Wildlife, and Parks a lead guide for a NBT company, to a camp leader for a municipal recreation program. Criteria in approving your internship: 1) there is a leadership component to your experience; 2) your two written learning objectives show a knowledge gain (new challenges) for you during this internship (you must convince your advisor of the depth and stretch this experience will provide you); 3) it provides a minimum of 400 internship work hours.

After your internship, students write a 4,000 word paper that will cover and reflect on the overall experience of the internship, personnel and leadership they worked with, an administrative issue, leadership issues, and resource management issues they experienced in the internships, and reflections on their own performance and how this connects with their long-term professional goals.

100% of students complete the internship in PTRM prior to graduating. The following sections display the responses from the student evaluation and supervisor evaluations surveys provided through Handshake.

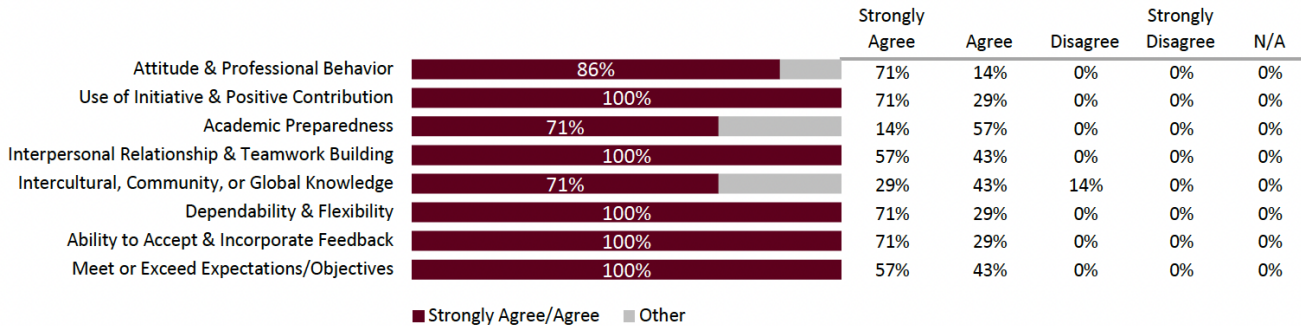
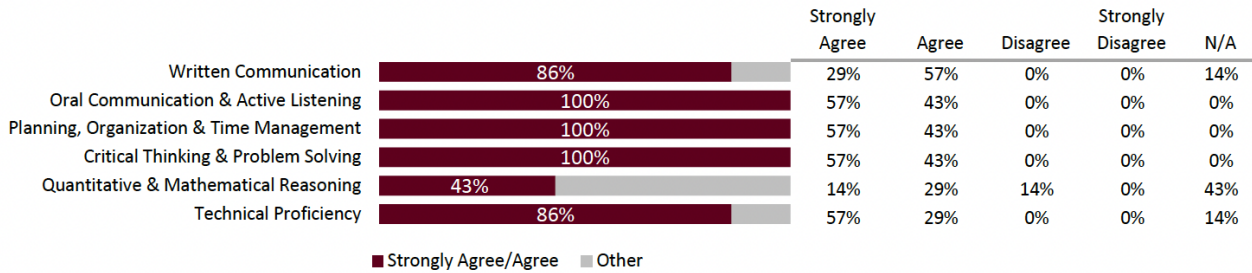
2021 Data

ELCS developed two surveys to gather information from student interns and their employers. Students evaluated their satisfaction with their experience in an internship setting and supervisors evaluated intern performance. Surveys were launched for 387 internships spanning summer 2020, fall 2020 and spring 2021. Respondents were invited via e-mail to take the online survey at the end of each semester. Of those invited, 321 interns responded, a 83% response rate. 316 supervisors responded, a 82% response rate.

2021 Student Response Data:

OUTCOMES

SKILL IMPROVEMENT Charts represent interns who reported that they exhibited skill improvement or personal/professional growth in the following areas (Strongly agree or Agree):

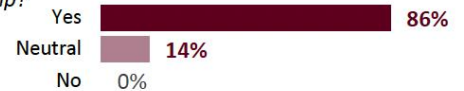


OVERALL INTERNSHIP EXPERIENCE

Has this internship expanded your overall skill set? (Strongly agree/Agree)



Was your faculty advisor supportive during the internship?



Has this internship strengthened your employability? (Yes)



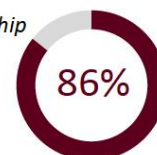
How would you rate your internship experience? (Very high/High quality)



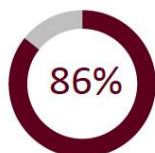
Did this internship encourage your commitment to complete your academic program? (Strongly agree/Agree)



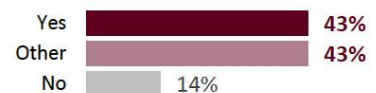
Would you recommend this internship to a fellow student? (Yes)



Did this internship offer an opportunity to connect & engage with the local or global community? (Strongly agree/Agree)



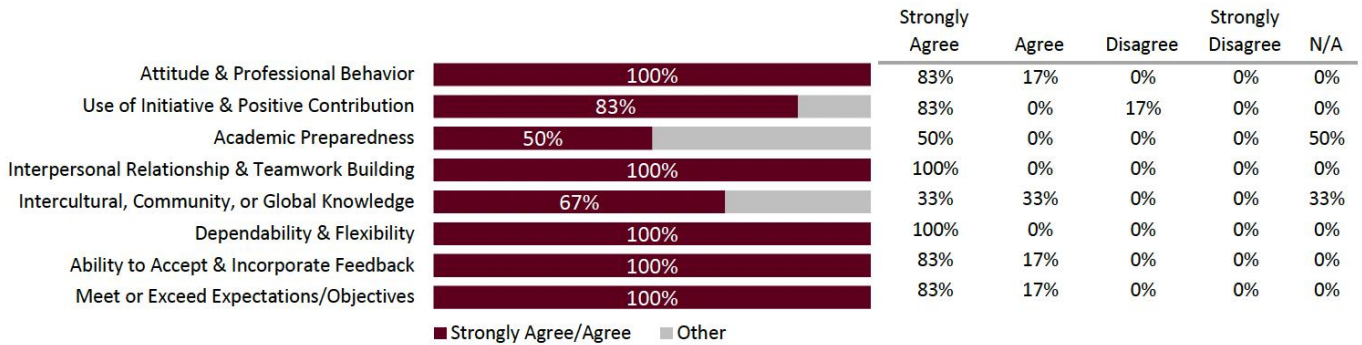
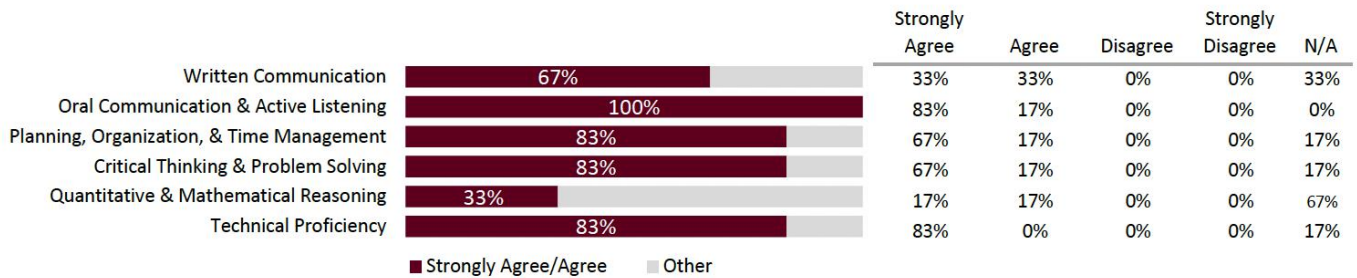
Did your internship employer offer you employment at the completion of your internship?



2021 Supervisor Response Data

OUTCOMES

SKILL IMPROVEMENT Supervisors reported their interns exhibited improvement or personal/professional growth in the following areas (Strongly agree or Agree):



OVERALL INTERNSHIP EXPERIENCE

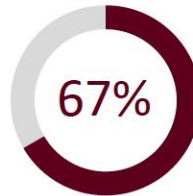
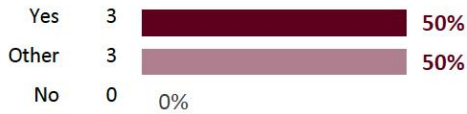


Did the internship improve the intern's employability? (Strongly agree/Agree)



How would you rate the overall internship experience? (Very high/High quality)

Was the intern offered employment at the end of the internship?



Based on this experience, would you hire additional interns in the future? (Yes)

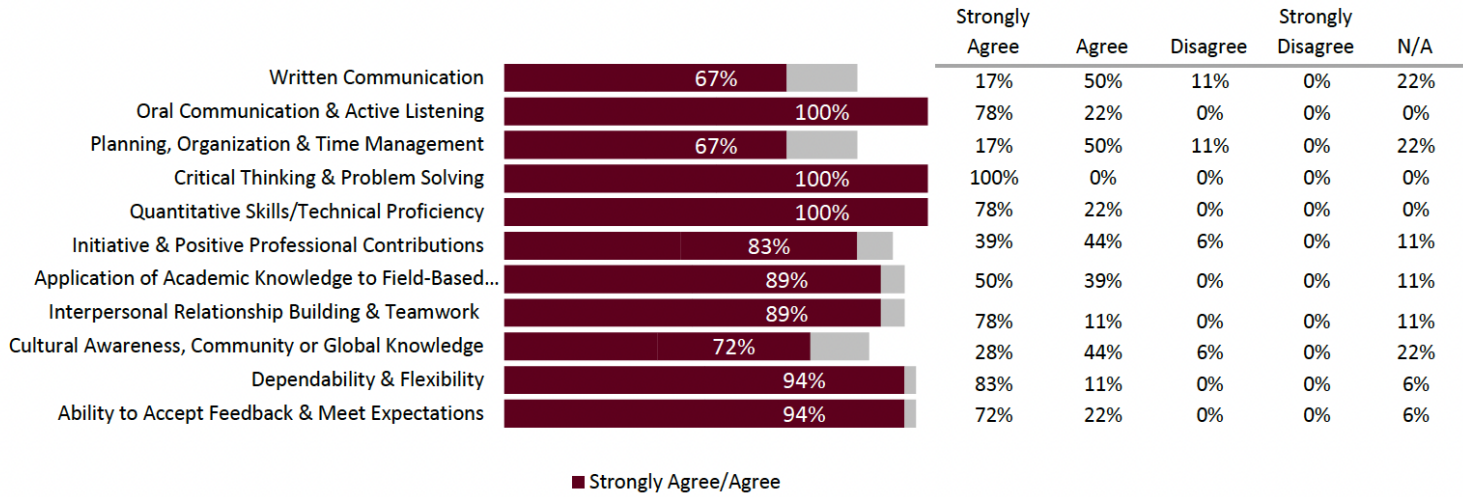
2022 Data

ELCS developed two surveys to gather information from student interns and their employers. Students evaluated their satisfaction with their experience in an internship setting and supervisors evaluated intern performance. Surveys were launched for 459 internships spanning summer 2021, fall 2021 and spring 2022. Respondents were invited via e-mail to take the online survey at the end of each semester. Of those invited, 353 interns responded, a 77% response rate. 360 supervisors responded, a 79% response rate.

2022 Student Response Data:

OUTCOMES

SKILL IMPROVEMENT Charts represent interns who reported that they exhibited skill improvement or personal/professional growth in the following areas (Strongly agree or Agree):

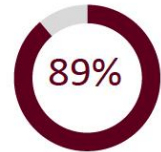


OVERALL INTERNSHIP EXPERIENCE

Has this internship expanded your overall skillset? (Strongly agree/Agree)



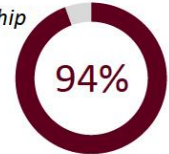
How would you rate your internship experience? (Very high/High quality)



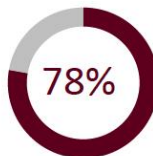
Has this internship strengthened your employability? (Yes)



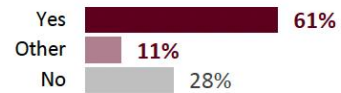
Would you recommend this internship to a fellow student? (Yes)



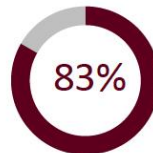
Did this internship encourage your commitment to complete your academic program? (Strongly agree/Agree)



Did your internship employer offer you employment at the completion of your internship?

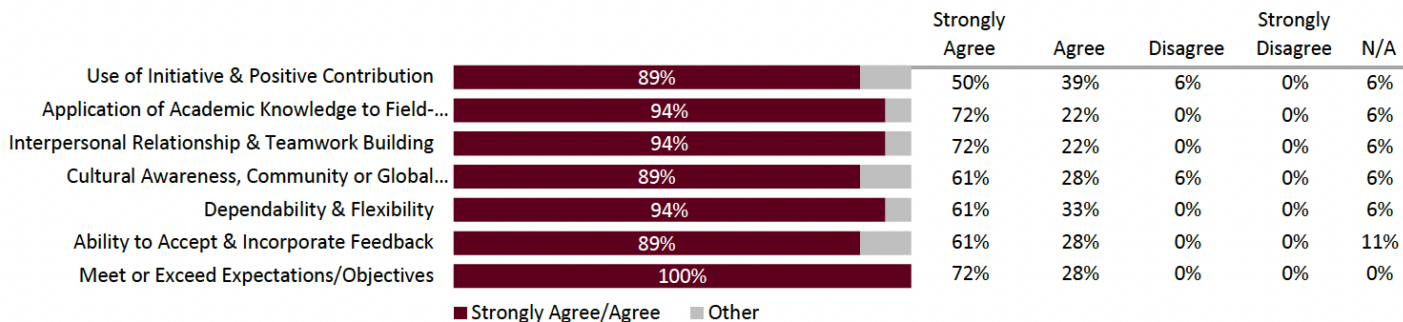
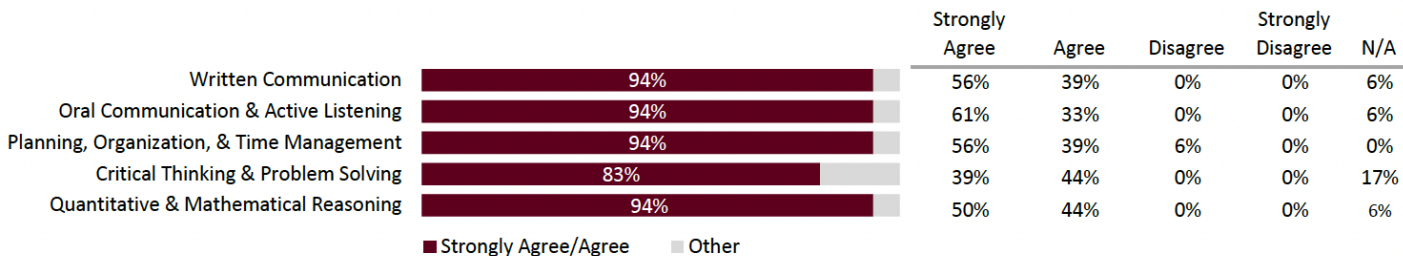


Did this internship offer an opportunity to connect & engage with the local or global community? (Strongly agree/Agree)

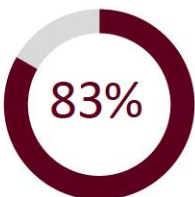


OUTCOMES

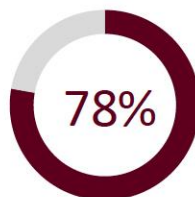
SKILL IMPROVEMENT Supervisors reported their interns exhibited improvement or personal/professional growth in the following areas (Strongly agree or Agree):



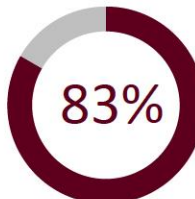
OVERALL INTERNSHIP EXPERIENCE



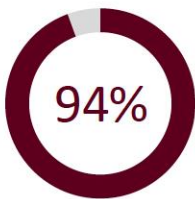
Over the course of this internship, has the intern become more hireable? (Strongly agree/Agree)



How would you rate your experience supervising/mentoring this intern? (Very high/High quality)



If resources permitted, would your organization offer this intern employment at the completion of the internship? (Yes)



Based on this experience, would you hire additional interns in the future? (Yes)

Was the intern offered employment at the end of the internship?

