

A COMPARATIVE ANALYSIS OF BUSINESS AND HOSPITALITY MAJORS -
SUMMER COOPERATIVE AND FIELD WORK EXPERIENCES

by

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ABSTRACT

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This study examined UW-Stout's student work programs by understanding student interns' perceptions. Cooperative education and field experience were two types of the student work programs used in this research, that integrate career-related work experience with academic course work. General Business Administration (BA) and Hotel, Restaurant, & Tourism Management (H&T) students who enrolled for the 2001 summer work experience were the ones evaluating the programs. The comparison of the students' perceptions of the two majors were investigated. The specific objectives of the study were: 1) To explore Business and Hotel students' perceptions of their cooperative education and field experiences; 2) To compare the perceptions of students of both departments towards their work experiences; and 3) To identify areas for improvement in the student work programs.

The web survey was used as the primary data collection instrument for this study. Two kinds of questionnaires, one for co-op and the other for field experience respondents. The survey was distributed to 190 respondents via email connecting to an electronic online survey rate of 41.6%. The return rate was 73.7%. Of the total respondents, BA interns were 65.8%, while H&T interns were 33.3%. Some statistical adjustments were made to compensate for group differences.

The major findings were as follows: 1) BA interns had more positive and affirmative perceptions than H&T interns; 2) For the statistically significant difference of the interns' perceptions between the two majors, BA interns had higher levels of agreement than H&T interns on the following perceptions: BA interns were satisfied more with work conditions and environment at the company, they felt more strongly that their company was able to keep high quality associates, and also agreed more that their work experience helped them decide on their future career. On the other hand, H&T interns believed more that the work experience was valuable in increasing their ability to work effectively with diverse groups; 3) Areas for improvement identified by BA interns were a training program from an employer, the department report writing guidelines, and the Co-op report writing guidelines. Areas for improvement identified by H&T interns were their jobs during their internships, the UW-Stout Co-op services, and the fact that the work experience helped them decide on their future careers.

The findings of this study were intended to aid in the design and implementation of quality internship programs. The ultimate results could be more motivated student interns, more satisfied business participants, more experienced and qualified graduates, and more effective internship programs.

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CHAPTER 1

INTRODUCTION

This is an introduction to the study and the problem under investigation. Included in this section are: (1) overview, (2) cooperative education program (co-op), (3) experiential learning with industry programs, (4) comparison of the internship programs, (5) need for the study, (6) statement of the problem, (7) research objectives, and (8) definition of terms.

Overview

The combination of learning and experience is an extremely old form of teaching. The practice of inexperienced students learning from experts continues nowadays in many different forms, ranging from on-the-job training to various styles of classroom teaching. Today, this form of learning has been described as experiential learning (Montgomery and Van Dyke, 1993).

Kiser and Partlow (1999) indicated that one of the most common applications of experiential learning is the internship, which is also known by other terms such as externship, field experience, practicum, work-study program, and cooperative education or “co-op”. Their objective is the same – to enhance students’ learning by integrating practical work experience and classroom instruction (Welch, 1984). Cooperative education was founded in the United States at the University of Cincinnati in 1906 by Herman Schneider, an engineering college faculty member (Deigton, 1971).

Gross (1981, p.2) stated, “An internship is a practical learning experience outside the educational institution in an organization that deals with the line of work you hope to enter”. Internships are work-based, educational experiences, which require the cooperation of academic programs, employers, and students to be successful. Internships, which are an integral part of an academic degree program, require some level of agreement, understanding, or congruence among these three parties regarding this cooperative endeavor (Henry, Rehwaldt, and Vineyard, 2001).

As common as internships were a generation ago, these days have seen an explosion among students and employers alike in the popularity and perceived significance of internship programs. Today, three out of four students complete internships before graduation. In many schools, an internship is considered not as an opportunity but as a necessity, and it is not unusual for highly motivated students to experience several internships in their college careers (Toncar and Cudmore, 2000).

Cooperative Education Program (Co-op)

The cooperative education program is centrally coordinated through the Placement and Co-op Services Office in cooperation with the various majors, minors and concentrations of the university. Faculty provided support and mentorship for the 465 students enrolled in the co-op program during 1999-2000. Employers have also shown steady support for the program, with more than 300 employers providing job sites. There is important information for a student and an employer in the following parts.

Information for a student

The UW-Stout's Placement and Co-op Services (2001, p. 4-5) describes the cooperative education program for a student. The information for a student can also be found in the Co-op office's web page: <http://www.uwstout.edu/place/coopinfo.html>. The information includes the following topics and descriptions:

Introduction

Cooperative Education enhances academic course work by providing a realistic look at a chosen field and adding relevancy to classroom studies. Outcomes include professional skills development, maturity and increased motivation. A successful co-op experience also greatly increases employment opportunities upon graduation.

Internship

The term "internship" may be preferred or traditionally used with some employers or agencies. In most cases the guidelines described here are applicable to a co-op or internship and the terms are synonymous. In some programs there is a difference and students should check with their adviser or program director. Internships handled through the Co-op Office will operate under the guidelines that follow.

Benefits

Earn credits and salary.

Co-op/intern students receive paid work experience and earn credits toward a degree.

View careers.

Working in the field helps to strengthen and refine career goals. Frequently, the realistic work experience will point out the usefulness of additional courses or the pursuit

of a minor which could improve employability.

Build a strong resume.

In-depth work experiences are invaluable in building a strong resume and identifying references. The opportunity to meet and work with professionals is extremely helpful in job search and networking activities. Many students are offered full-time positions by the co-op employer following graduation.

Strengthen interpersonal skills.

Important aspects of any job include developing the ability to work cooperatively with others, learning when to listen and when to speak, dealing with pressure, and developing effective communication and supervisory skills. Professionalism and maturity are additional benefits.

Gain insight into the hiring process.

Co-op students learn about hiring procedures including job openings, interviewing, networking, personnel policies, fringe benefits and employment issues.

Co-op Registration and Selection: UW-Stout

Interested students need to:

1. Register with the Placement and Co-op Services via the web.

To get started a student must have his or her Student ID validated and be assigned an access code at the Placement and Co-op Services office. This registration allows a student to apply for co-op openings in his or her major or concentration for which he or she qualifies. Student applicants are selected for co-op positions by the co-op employer.

2. Study the Cooperative Education materials in the Placement and Co-op Services Office.

Counselors are available to assist students with career goals which relate to co-op experiences.

3. Check with an appropriate program director or co-op mentor for specific requirements. (Requirements vary by major or concentration.)

Co-op Scheduling

1. A co-op experience is usually a full-time position, one semester and/or summer in length. A summer can be combined with the previous or following semester. Some employers prefer six-month positions, such as January through June, or July through December.

2. Co-op/intern students are paid. Pay varies depending on the skill and experience of the student, as well as the type of business or agency.

3. Some students complete two or more co-op experiences with the same employer at upgraded levels, alternating with a semester on campus. Experience with different employers is often preferred. The number of co-op experiences varies from one to several.

4. A parallel co-op, consisting of combining part-time work with part-time school, is possible when jobs are within commuting distance of UW-Stout.

Credits

Credits earned per work period range from one to eight depending on length of time and program regulations. One credit per term (semester/summer) of employment is recommended. Students must check with the program director or adviser and the Financial Aid Office regarding their credit load.

Fees

Students must register for a co-op/internship just as they do for any class and pay the per credit fee. A co-op student working 40 or more hours per week retains full-time student status for purposes of loan deferments and health insurance.

Housing

Students must plan ahead to avoid conflict with campus or community rental contracts. Housing and living expenses while on a co-op are the responsibility of the co-op student. Some employers assist with locating housing.

Evaluation of Co-op Experience

Both the university and the employer evaluate the co-op student. It is important to have ongoing communications between the employer's supervisor, the student employee, and the university mentor. The final grade is assigned by the university mentor.

Long Range Impact of Co-op

Program directors must be included in all phases of planning and completing the co-op/intern experience to ensure that program requirements are met. Lengthy or multiple co-op/intern experiences usually extend the time required to earn a four-year degree. The extended time is generally more than offset by the salary earned while participating in a co-op experience. The experience may provide a competitive edge in the job market upon graduation.

Co-op Positions

Currently, more than 300 companies and agencies are enrolled with the co-op program at UW-Stout. Due to supply and demand, positions are not always available for all students, or sometimes not enough students are available for all openings. Students are

encouraged to check with the Placement and Co-op Services Office and register early. University staff help to develop co-op sites and make necessary arrangements; however, students may generate a co-op/intern position through the Placement and Co-op Office (UW-Stout's Placement and Co-op Services, 2001).

Information for an employer

On the Co-op office's web page: <http://www.uwstout.edu/place/empinfo.html>, there is specific information for an employer to follow:

Introduction

The Cooperative Education program at the University of Wisconsin-Stout is an example of a working partnership between employers and an institution of higher learning. This integration of practical experience and academics results in a win-win situation for employer, student and university. UW-Stout has long recognized the value of practical work experience to strengthen university programs. Employer participation is invited.

Cooperative Education at UW-Stout is centrally coordinated through Placement and Co-op Services in cooperation with the various schools (majors, minors, and concentrations) of the university.

Work periods are usually one semester or summer in length. However, a summer can be combined with the previous or following semester. A six-month period may be preferred, such as January through June or July through December. Positions can be established on an annual basis and filled by alternating co-op students.

A "parallel co-op" for students to work part time while attending school part time is possible for employers located within commuting distance of Menomonie.

Benefits to the employer

1. Trained motivated workers.
2. Employees with special skills for projects.
3. Trained employees to meet needs for increased business or seasonal demands.
4. Improved access to special populations.
5. Decreased cost of recruitment and training.
6. Improved employee retention.

UW-Stout benefits through the positive relationship with business, industry, agency, and government employers, resulting in support and advisement for university programs.

Responsibility of the Co-op Employer

1. Provide a supervised work experience related to a program offered by UW-Stout.
2. Provide a position description relating to the program and showing types of earning experiences and responsibilities. UW-Stout administrative staff must approve the position for college credit. While the description can be brief, some specifics are very helpful.
3. Select student employees through interviews or by evaluating applications.
4. Communicate with student employees regarding work schedules, supervision, safety regulations, appearance, personnel policies and other procedures.
5. Supervise and evaluate the work performance of the co-op student.

6. Communicate with university mentors and co-op staff for purposes of evaluation and program improvement, or in the case of dissatisfaction with the student's performance.

Salary

Cooperative Education is a paid work experience. Salaries should be fair, competitive and commensurate with wages paid full-time employees for similar assignments with consideration for training and experience. Additional benefits are also determined by the employer.

Co-op/intern students are exempt from unemployment benefits, there by relieving employers from paying unemployment taxes on the co-op students' wages.

Contract for Services Option

An employer can hire a co-op student, without increasing personnel numbers and payroll/bookkeeping costs, by contracting with UW-Stout to employ the student. The cost to the employer is the hourly wage plus 20 percent for administrative costs. This alternative arrangement can benefit many employers.

Housing

Housing arrangements are the responsibility of the student. Some employers do provide assistance to students (UW-Stout's Placement and Co-op Services, 2001).

Recruitment & Selection Timetable

The UW-Stout Placement and Co-op Services staff is service-oriented and offers cooperation and flexibility to meet employer needs.

For employment to begin:	January	May to September
Interview:	October to December	February to May

Experiential Learning with Industry Programs

Communication is imperative in establishing and maintaining an effective internship program. A three-way agreement between the instructor, on-site supervisor, and intern needs to be established to outline the assignments and expectations of the internship program.

Lack of work experience, unrealistic expectations, and poor written communication skills are perceived by employers as weaknesses of many business school graduates. Internships and projects provide a "real-world" experience and assist students to learn to think and solve problems and develop their communication skills, which are all critical components of an education. In addition, experience helps students grasp the importance of dependability and initiative. "Hands-on" learning experiences joined with the academic skills that students learn in the classroom help to provide business school graduates with a competitive advantage in the workplace (Raymond and McNabb, 1993).

In hospitality education, experiential learning has been a major component, providing a significant connection between the discipline and industry (Kiser and Parlow, 1999). The ability to link theory that is significantly important to the hospitality discipline with the practice that is necessary to make students marketable is a constant challenge for hospitality educators (Montgomery and Van Dyke, 1993). However, as many hospitality programs have implemented new and innovative approaches to experiential learning, there is still concern over the need to balance theory and practice in the hospitality curriculum (Kiser and Parlow, 1999).

The General Business Administration Department (BA) and Hotel, Restaurant, and Tourism Management Department (H&T) of the University of Wisconsin-Stout see

the importance of experiential learning, requiring their students to enroll for either cooperative education experience or field experience in order to complete their degrees.

Comparison of the Internship Programs

From two interviews one on one conducted with a General Business Administration faculty mentor (William Kryshak, personal communication, October 22, 2001) and a Hotel, Restaurant, and Tourism Management faculty mentor (Teresa Schulz, personal communication, October 22, 2001) about their internship programs. The two faculty mentors also consider themselves as co-op coordinators. There are similarities and differences between the two majors as follows:

Items	General Business Administration	Hotel, Restaurant, & Tourism Mgt.
1. Faculty mentor	6 years in this position.	18 years in this position.
2. Work experience requirement	No requirements	A student must have completed 60 credits before the work experience in order to be eligible to register for the credits. In addition, the student must work a minimum of 320 hours and receive a positive evaluation from employer.
3. Who can enroll?	Freshman, sophomore, junior, and senior students can enroll and it can be counted as the work experience requirement. However, junior is recommended.	Freshman, sophomore, junior, and senior students can enroll, but only students who have more than 60 credits can enroll for the work experience requirement.
4. Co-op and Field experience	Field experience is an unpaid job. Co-op is a paid job.	Field experience and Co-op are paid positions. Employers of field experience prefer not to contract with the co-op office, and often offer a one time only work experience to a student.

Items	General Business Administration	Hotel, Restaurant, & Tourism Mgt.
5. Initiation of the contract with employers	It usually starts with the student. The student obtains a job description from an employer to be approved by a faculty mentor. If not qualified, an employer has to add some specific duties that a faculty mentor requests (eg. management supervision skills). Furthermore, 20% of co-op students use the Co-op office and the Career Conference to obtain their work experience.	It usually starts with an employer who attends the university career fair. An employer directly contacts a faculty mentor who considers and classifies work experience offered by an employer.
6. Recruitment of students	Students look for an intern job from the internet and newspaper. In addition, they find an employer near their hometowns. Someone they know may offer or recommend an intern job.	Usually a faculty mentor determines the listing of jobs offered by employers. After an agreement is reached, a list of work experience is posted in the Placement and Co-op Services web page. Then, student, who registers and has a pin number to access the system, can access this web page to view and select a job that they are interested in.
7. Orientation of the interns	An informational meeting is conducted by the Co-op office to explain the procedures of enrolling in the internship programs. There is a package of paperwork that needs to be done. Papers (eg. application) have to be filled and signed. Furthermore, assignments and appraisal processes are described. On the other hand, the field experience student deals directly with a faculty mentor.	
8. Intern academic assignments and appraisal processes	<ul style="list-style-type: none"> - Two short reports, while students are on their work experience. - One final report. - An employer fills out two evaluation forms, mid way through and at the end. - Oral presentation. 	<ul style="list-style-type: none"> - One short report due one month after interns start their work for a summer intern, while two short reports have to be done for a semester intern. - One final report. - An employer fills out one evaluation form for a summer intern and two evaluation forms for a semester intern. - Oral presentation or seminar.
9. Report outline	Open, broad, and flexible.	Uniform, detailed, and fixed.

Items	General Business Administration	Hotel, Restaurant, & Tourism Mgt.
10. Program results	Most of interns have a positive experience. They may not like their jobs, but they have learned a lot. They might have a problem with their supervisor or colleagues, but not a problem that causes them to drop their internships. In conclusion, the majority do like their jobs although some (10-15%) do not. They all find the experience meaningful.	What students get out of their experience is what they put into it. The results of their experience depend on their objectives, their enthusiasm for learning, and how hard working they are.
11. Relationship between a faculty mentor and employers	A faculty mentor has little contact with an employer. Most employers do not want to deal with the faculty mentor. They would like to deal directly with students, because they do not want a lot of paperwork. However, the faculty mentor visits some sites and talk to some employers on request.	Several employers directly contact a faculty mentor, and she visits some properties, especially new sites.

Need for the Study

Students can gain much out of their work experience, but some of them have not. In other words, some students found their work experience very beneficial for them, while some of them expected to receive better experience than what they really obtained. The result depends on several factors. The important stakeholders for the cooperative education/internship experience and field experience are academic programs, students, and employers. According to Coco, “Internships have proven to be one of the most important experiences for a college graduate who wants to secure a job after graduation. An increasing number of employers are using internships as a recruiting tool for employees, and they continue to hire former interns with increasing regularity. Universities see internships as a means of validating and updating their programs and as a catalyst for placing students after graduation. Internships are a win-win situation for

everyone, and the synergistic effect of the relationship among student, host company, and university benefits all participating parties” (2000, p.44). Students are one of the three main indicators that points to an escalating importance and frequency of internships.

From Breiter, Gargill &, Fried-Kline’s study (as cited in Girard, 1999), the hospitality industry has sought to attract and retain hospitality school interns. These interns, if successful, are prime job candidates in the eyes of recruiters. In addition, interns realize the potential of employment through this activity. Consequently, there is no doubt that these experiences are valuable to both employers and interns. “If attracting and retaining future managers from interns is a goal of hospitality companies, wouldn’t an evaluation of internship experiences, by interns, be important?” (Girard, 1999, p.42). Girard’s research was designed to examine interns’ perceptions of their work experience, which can aid in the design and implementation of effective programs.

This study will investigate the cooperative education and field experiences through students’ perceptions. General Business Administration and Hotel, Restaurant, and Tourism Management students who enrolled for those work experiences during Summer 2001 will be the ones evaluating the programs. The two departments are selected because of the similarities in the nature of work. The comparison of the students’ perceptions of the two departments will be examined, as each department may act as a standard to measure the other in order to improve the cooperative education and field experience programs to be most beneficial for the students in both departments.

Statement of the Problem

With several possible benefits of cooperative education and field experience programs, it is appropriate to investigate the quality of the experience. This inquiry will be conducted through the perceptions of students, who are one of three key stakeholders of the student work programs, the others being academic programs and employers. The academic programs in this case are the General Business Administration Department and the Hotel, Restaurant, and Tourism Management Department. The comparison of the students' perceptions of their work experiences will be examined. Such perceptions can then prepare the way for improving internship programs and have the potential to enhance the experiential learning programs for students. The overall result could be a more motivated and experienced student intern, satisfied business participants, and effective internship programs.

Research Objectives

The objectives of the research study are as follows:

1. To explore the General Business Administration and the Hotel, Restaurant, & Tourism Management students' perceptions of their cooperative education and field experiences.
2. To compare the perceptions of students of both departments towards their cooperative education and field experiences.
3. To identify areas for improvement in the cooperative education and field experience programs.

Definition of Terms

To create a more accurate understanding of research, the following terms need to be defined. The definitions are either formal definitions or author interpretations:

Cooperative education (Co-op). Part of a nationwide college/university program that integrates career-related work experience with academic course work (UW-Stout's Placement and Co-op Services, 2001). "Co-op program provides students with certified work opportunities related to their major. Students on a co-op work experience receive academic credit, a salary, and real-world work experience in their field. Students must register with the office to take advantage of this program" (p.3).

Faculty mentor. Assigned by department and follows the guidelines of the department and the Co-op office. The general responsibilities of the faculty mentor are interaction & coordination with the Co-op office, employers, and students, supervision, completion of reports, and evaluation of work performance.

Forms-based web survey. Powerful new method of conducting survey research provided by the Internet. It comprises a hypertext document (web page) placed on the survey administrator's website (Nesbary, 2000).

Field experience education. One type of work experience that a student can enroll for as a requirement for graduation. For the General Business Administration Department, field experience is an unpaid job. On the other hand, for the Hotel, Restaurant, and Tourism Department, this work experience is a paid job and a student may choose to find his/her own position. In this case, employers of field experience students prefer not to contract with the co-op office, and generally offer one time only work experience to a student.

Internship. One of the most common applications of experiential learning. It is also known by other terms such as externship, field experience, practicum, work-study program, and cooperative education (Kiser and Partlow, 1999). Their objective is the same, which is to enhance students' learning by integrating practical work experience and classroom instruction (Welch, 1984).

University Placement and Co-op Services. <http://www.uwstout.edu/place/>
The University managed office to manage and maintain relationships between the university and the various employers of students. The function of this office is to offer placement services to students. These services include matching students to prospective employers, interviewing, and site evaluation during the student's employment.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter is designed to determine what has been published concerning the research question. All areas of research that might deal with the subject area are identified the chapter as follows: (1) experiential learning programs, (2) values of internship programs, (3) business internship programs, (4) hospitality internship programs, (5) evaluation of student interns, (6) recommendations for internship programs, and (7) conclusion

Experiential Learning Programs

“Experiential education provides the opportunity and the environment for students to experience first-hand, outside the classroom, activities and functions which relate directly to the application of knowledge.” (Petrillose and Montgomery, 1997, p.1). One of the ongoing criticisms of experiential education has been the scarcity of any scientifically documented outcomes of the benefits of these opportunities as enhancements to student learning.

Internships, by far the most popular of the experiential learning models, have a long and remarkable history in American higher education. Wildes and Mount (1997, p.1) stated, “Internships serve as one area of experiential learning in which participants can develop competence through active learning. The transition between traditional learning in the classroom and prior placement of students in internship positions provides

a context in which students learn to apply classroom-acquired instruction to professional situations”.

Other uses of experiential learning are food-production laboratories; they create an awareness of the work that goes on in a kitchen operation; Computer simulations provide students with an opportunity to develop business analysis and decision-making skills within a classroom environment; and field projects allow students to analyze and solve real-world problems by working with businesses outside the classroom (Kiser and Partlow, 1999).

Research has found that no matter what they are called practicum, internship, experience, field work or co-op, the experiences share the commonality as the essential field education of students. Research has also learned that there are certain elements of quality present in all successful field experience programs. These components of commitment, partnership with industry and the triangular involvement of students, faculty and employers are available to all field experiences (Pauze, Johnson, and Miller, 1989).

From Raymond and McNabb’s research (1993), there was complete agreement between the students and employers on the methods of teaching that would be the most effective in helping students obtain the necessary skills and abilities. The two groups ranked internships as the most effective method, followed by projects with firms, guest speakers, and cases and simulations. Not only did internships provide practical experience, but they also helped students learn to think and solve problems.

Randall and Good (1991) described that internship programs typically imply that the student works for a company for only one work period (quarter or semester). Students

in internship programs may or may not be paid, and the program is coordinated by a departmental member or specialized office. In addition, internship programs involve some type of substantial academic credit. Academic credit therefore requires the internship coordinator to become highly involved in job assignments, the type of work activities the students perform during the work period, and documenting the student's progress.

Research in 1996 also shows that a typical internship program as being characterized by four criteria as follows: first, a specified number of work hours; second, the work may be paid or unpaid; third, credit is awarded, and fourth, oversight is provided by a faculty coordinator or other university representative and a corporate counterpart (DiLorenzo-Aiss and Mathisen). This research also states that the overall emphasis of an internship program is a meaningful work experience for the student combined with a degree of academic rigor.

However, Cannon and Arnold (1998) stated that the student of today usually sees less "academic" value in the internship than did the student of the mid-1980s. This is evident in the weaker expectations for writing work related papers, required outside reading, being tested on the level of learning during the internship and receiving college credit for the internship. The students of the late 1990s' see the degree related internship not just as a supplement to coursework or extension of the classroom, but rather as a separate component of their preparation for the job market. It is now deemed essential in obtaining post-college employment.

Internship and cooperative education are the two university labels most often used to describe field experience opportunities for students (Thiel and Hartley, 1997).

Internships generally refer to part-time field experiences and encompass a wider variety of academic disciplines and organizational settings. On the contrary, “Co-op” students generally alternate periods of full-time employment with periods of full-time academic study, as cooperative education was originated to enable students in professional programs to finance their education. Compensation is commonly required for co-ops, but may be optional for some intern programs. Academic supervision appears to be provided in both cooperative education and internship programs. Nonetheless, the closeness of the academic supervision appears to be somewhat less for co-op than for interns.

The movement toward an increasingly global curriculum is the trend among business schools and marketing departments (Toncar and Cudmore, 2000) as well as in hospitality majors (Robert, 1998; Van Hoof, 2000). However, the international internship has not received much attention in the literature.

Nowadays, the desire to add an international aspect to academic programs is affecting curricular decisions, faculty hiring practices, student recruitment, and the placement of student interns (Roberts, 1998). Intercultural differences can cause students the most difficulty (Roberts, 1998; Van Hoof, 2000). The critical issues such as language differences and differing beliefs regarding a person’s age, gender, and religion also affected students’ ability to work. Students may benefit more if they receive some form of intercultural training prior to their international internship (Roberts, 1998).

Hall (1999) indicated that cooperative education will be of increasing in importance in the twenty-first century. Students will enter a job market that is fluid and rapidly changing. They will need to experience a wide variety of work situations, preparing them for different and frequently changing jobs. They will need to learn to

work flexibly with teams of workers. They will need to learn adaptability to different situations, varied time frames, and changing groups of people. The most productive co-ops for the twenty-first century will link students with a team of employees assigned to address a certain defined issue or problem. The student may be expected to be physically present at times, but since other members of the project team will be at scattered locations, the most likely collaboration will occur via telecommunications and computer.

Values of Internship Programs

When new university graduates enter the competitive job market, one of the major barriers they primarily face from prospective employers is that they seek someone with some experience. To work with this growing demand and to enhance the educational experience of business students, many business schools and academic departments have now included internship programs into their standing curriculum. These work programs are designed to reduce the dissimilarity between the theory based classroom and the realities of operating business environments (Randall and Good, 1991). Practical work provides students with an environment in which they can learn how to manage different types of situations effectively. A primary goal of practicum programs is to prepare students to become reflective practitioners who can make good real-life decisions in light of sound theory (Ford and LeBruto, 1995).

Results of the research conducted by Knouse, Tanner, and Harris (1999) indicate that internships should improve job skills learned that may translate into better academic skills and into better personal habits such as time management and self-discipline. Students are able to apply theory learned in the class to an actual work situation (Gross,

1981; Knouse, Tanner, & Harris, 1999; Gault, Redington, & Schlager, 2000; Toncar, & Cudmore, 2000; Van Hoof, 2000). Gross (1981) points out that the work world cannot be duplicated in the classroom, and an internship will provide valuable work centered knowledge and key work related experience. It can also indicate whether or not students have what it takes to succeed in the business in terms of aggressiveness and human relations. They will also gain an appreciation of the industry, enhance career evaluation, and obtain sensitivity to lower level employees (Van Hoof, 2000).

Many students note that their internship experience allowed them to work and respond to situations under pressure, and how to manage situations different types of people. “Internships allow students to directly access job sources, to impress potential employers, to build confidence in their job search, to hone their work values, and to build social skills that are beneficial in the employment interview” (Knouse, Tanner, and Harris, 1999). An internship listed on a resume shows students have taken the initiative to obtain working experience, and if they do a good job, they may be able to obtain a valuable letter of recommendation from the person who supervised them (Gross, 1981; Van Hoof, 2000). “A letter from someone in a business stating that you have what it takes to get a job done can do wonders for opening doors” (Gross, 1981).

According to Knouse, Tanner, and Harris (1999)’s study, most business graduates who had had internships found jobs at graduation, whereas most graduates without internships did not find jobs so quickly. Moreover, Gault, Redington, and Schlager (1999) are of the opinion that employers are provided with a known pool of high-quality employees at a significant savings in recruitment costs, and the relationship between the

university and the business community is improved by conducting internship programming.

As most interns are paid a nominal stipend, their take-home pay is usually far less than what it would cost a company to employ someone full-time. According to Morrow's research (as cited in Coco, 2000), internships provide the following benefits for the company: firstly, inexpensive sources of competent assistance without paying fringe benefits; secondly, access to highly motivated and productive employees; thirdly, the release of full-time employees from routine tasks; and fourthly, the opportunity to evaluate and cultivate potential full time employees. For the university that provides the intern; internships assist to validate the university's curriculum in a real-world environment and enhance the university with student placement after graduation. Other side benefits can be monetary support, guest lecturers, and field trips, that can result from successful internships relationships.

Piskurich (as cited in Coco, 2000) stated that perhaps that "synergy" best describe the mutual benefit that the sponsors and the intern bring to one another. The internship program is designed to provide mutual benefits to all parties. Today, companies seek trained-well sensed professionals, even for entry-level positions. It seems that internship programs can provide students with that unique experience to enable employment. The benefits of an internship are both short-term and long-term. With some internships, the benefit is not reflected in just the paycheck but in the overall experience received by working in a dynamic professional environment (Coco, 2000). Another view of benefit, students can use their internship as their own probationary period to check out a potential employer or even their compatibility within a potential career choice. In other words,

Heller (as cited in Coco, 2000) stated that internships are a great way for students to sample a company without committing for life. For those college students undecided on careers, internships are the best way to create or generate a career direction. On the other side, internships allow a company to assess a prospective employee. Work ethic, attitude, and technical competence are more easily assessed during a semester or summer internship than during a one-hour interview of a perspective employee. As a result, many companies hire their most competent interns for full-time positions upon graduation (Coco, 2000).

Business Internship Programs

Both business professionals and business graduates have indicated some dissatisfaction with business education. Because the skills often taught in business schools differ from those that employers believe are necessary, many employees change employment early in their careers. Internships provide a real-world experience and help students learn to think and solve problems and develop their communications skills, which are all critical components of an education (Raymond and McNabb, 1993).

Furthermore, experience continues to be one of the key attributes any entry-level professional can offer a prospective employer, and internships provide one of the best ways for the ambitious to obtain it. Marketing and other business departments are no exceptions in joining with industry to expand their offerings of experiential field internships (Gault, Redington, and Schlager, 2000). Business undergraduates with internship experience reported better preparation in job acquisition skills and obtained their initial employment position more quickly than noninterns.

Three examples of the business internship programs, offered by Ball State University, Robert Morris College, and California State University, Fresno, are as follows:

1) Ball State University

The lack of practical experience usually provided by the academic process, coupled with the increased need for computer competent graduates, helped initiate a unique internship program in the Lab Management Office at Ball State University (Hornsby and Johnson, 1991). The goals of the program are to maximize satisfactory access to university computer equipment and software and to provide experience and support training to student employees in the areas of software/hardware operation, management skills, and public relations.

2) Robert Morris College

“Since 1993, Robert Morris Career Services has assumed the responsibility for monitoring the student application procedures to co-op, the sending of resumes to sites, and the records maintenance function. The effective partnership between Career Services and the management department has resulted in approximately 125 interns being placed from the spring of 1993 to the fall of 1996. This amazing success is directly attributable to willingness to step back and reengineer the process. The process results have proven to be worth the time, effort, attention, and resources” (Thiel and Hartley, 1997, p.23).

3) California State University, Fresno

Real world experience is the goal of students who participate in the Internship Partners Program offered by the Sid Craig School of Business at California State University, Fresno. Qualifying students are paired with local businesses for one semester

of work experience. Scheduled as a regular class, the student is responsible for completing 150 hours of work experience with the selected business partner (Oken, 1999).

Cannon and Arnold (1998) recommended that implications for business schools are obvious. First, consideration should be taken to making certain that the strategic focus of the internship program reflects both the reality of the employment market and what students expect from such programs. Internships that might have initially been structured to extend the student's business education have evolved into vehicles for attaining employment. Change could include fewer papers and tests and less outside reading. Second, business schools should strongly consider allocating additional resources to their internship programs and further supporting student participation. Business school internship administrators should engage in regular and thorough screening of internship sites, concentrating specifically on the training offered by each site for new and returning interns, as well as evaluation of the role of the intern's immediate supervisor. Lastly, business schools need to recognize that their internship programs operate within an increasingly challenging and expensive academic curriculum. Therefore, students expect more flexibility in their internship programs. In conclusion, business schools should ensure that the strategic focus of their internships programs reflects the reality of today's employment market and what students expect from such programs. They should strongly consider allocating extra resources to internship programs, improving programs flexibility, and further encouraging student participation.

Hospitality Internship Programs

Hospitality programs use several forms of experiential learning to enhance the education they provide for hospitality management students. Interactive labs that teach culinary and management skills are the capstone courses for many of the programs. These classes provide an avenue for students to incorporate theory and practice. Other courses employ computer-assisted learning programs, such as the Cornell Restaurant Administration Simulation Exercise (CRASE), to increase experiential learning (Montgomery and Van Dyke, 1993).

It is now a standard that most hospitality programs require an internship experience as part of their curriculum, whereas the quality of experience each student actually receives as part of his/her internship experience is inconsistent across hospitality and tourism programs (Petrillose and Montgomery, 1997).

Three examples of the hospitality internship programs, offered by Cornell University, Penn State University, and University of South Carolina, are as follows:

1) Cornell University

The integration of Cornell University's hotel management program and the Statler Hotel took a step forward during 1993-94 with the establishment of job ladders and specific course experiences in the hotel. The career tracks were developed to enhance the experience of students working at the hotel as part of their hotel school course work (Withiam, 1994). To help the students plan their potential career tracks and to show them how a variety of positions in the hotel fit together, the career tracks constitute a series of jobs that move the student from entry-level positions to management. The students benefit from working with the permanent staff members, who assist to train the students.

The relationship between student trainees and permanent employees is a key factor in the success of integration.

2) Penn State University

The Department of Hotel, Restaurant and Institutional Management (HRIM) at Penn State University began a structured line-level hospitality internship program with the campus-based Nittany Lion Inn and Penn State Conference Center & Hotel. The goal was to increase the quality of the course by providing more structure to the internship learning experience (Wildes and Mount, 1997).

3) University of South Carolina

As recruiters were most pleased with career fairs that were organized and operated by students, the School of Hotel, Restaurant and Tourism Administration at the University of South Carolina decided to use students to plan, organize, and administrate career fairs. The School decided to implement the planning, organizing, and administration of the career fair into a class in order to make the experience one that benefited education as well as improving students' career opportunities.

The success of the internships in the hospitality program depends on the effective coordination and communication of the instructor, on-site supervisor, and interns. A three-way agreement between the three parties needs to be established to outline the assignments and expectations of the internship program, because the hospitality industry is a hands-on business and events do not always go according to plan, the framework must be flexible (Wildes and Mount, 1997).

Evaluation of Student Interns

Girard (1999) investigated interns' perceptions of work, supervision and appraisals within various hospitality organizations' internship programs. The respondents were a total of 69, university senior interns. The 48 items assessing the dimensions of work, supervision, and appraisals, were presented in a Likert-type format. The study suggested that while interns may be highly satisfied with work, and generally satisfied with supervision, appraisals are still an area of concern. "Appraisals provide interns with a clear understanding of their performance. The confusion over appraisals may demonstrate some misunderstanding of the associated job standards and the technical aspects of the work. This may be addressed by clearly identifying development paths and job requirements" (p.45).

Grades for the intern period are usually determined from the quality of academic work the student performs through documenting what he or she learned from the job as it relates to the classroom. Most programs require a student report at the end of the work period and a formal evaluation of the participant's job performance by the sponsoring company (Randall and Good, 1991). Downey and De Veau (1988) also identified that the recruiters preferred a two-tiered report with both written and oral components, while most educators felt that a written report was adequate. However, Wildes and Mount (1997) stated that evaluation of the internship program is a combined effort. The students' final grade is influenced by both work and academic performance. Managers have input through the grading of written assignments. In addition, Cannon and Arnold (1998) recommended that the department should offer grading options from

satisfactory/unsatisfactory for zero-credit-hour internships, to pass/fail and regular grading options for the internships undertaken for credit.

Recommendations for Internship Programs

Raymond and McNabb (1993) stated that faculty and business professionals must keep on providing input through out internships and class projects. This will assist the students to develop their interpersonal skills and help them understand the importance of strong communication skills, dependability, and initiative. More important, faculty should teach students how to think and how to learn. Therefore, business educators will be more successful in serving their two customer groups, the students and the employers.

Research indicates that hospitality educators should reconsider their curricula and course structures to find out if there are any unexplored avenues that would open themselves to an experiential learning exercise. Granted, this is a very time-consuming proposition, but the learning experience it provides for students is unparalleled (Montgomery and Van Dyke, 1993). Hall (1999) recommended some implications for the future of cooperative education programs, which can help increase a budget for the programs. Students in study at a campus will pursue a work-related project for an employer while continuing to be in campus residence. The professor will work with the student in shaping and evaluating the project, acting as a consultant to the project. After a specific project for the employer is completed, financial remuneration for work will be paid to the university in the form of an on-going consulting contract. As a result, the university will use part of these revenues to support financial aid for the student.

Furthermore, “The industry recruiters stated that hospitality programs can improve their internships by providing increased support to the sponsoring company by incorporating the following into their internship curriculum: Better student preparation and coordination, increased rigor to the internship program, greater exposure to and awareness of the important issues confronting the industry (i.e., union relations, diversity, managing older employees, etc.), extending the length (i.e., months/hours) of the internship program, and improved marketing of internship opportunities (i.e., e-mail, Internet, university/college career placement offices, faculty contacts, and on-campus recruitment) (p.50).

Girard (1999) stated that establishing good training programs, giving interns meaningful work to do and empowering them to do it could also play a part. Supervisors need to be aware that interns need explanations for why their suggestions are not implemented. In addition, being a model/mentor for interns is a role that is more important and needs to be strengthened.

In general, a good intern supervisor is someone who authentically likes young people and embraces the opportunity to educate them in the business arena and who enjoys teaching. The supervisor is the main contact during the internship experience and is responsible for guidance and instruction during the working hours. The supervisor can enhance both interests and experiences during the time spent with interns (Wildes and Mount, 1997).

In larger firms there may be an internship program coordinator who can offer training and developmental activities. However, firms without such a coordinator must rely on the supervisor, or perhaps co-workers, for helping students develop as

professionals. If supervisors are reluctant to take on this responsibility, it will be difficult to have a strong, developmental internship program. A formal mentoring component for internship can add an effective and cost efficient, way of involving others beyond the supervisor in student development activities. Sharing developmental responsibilities whenever possible is important – to enrich co-op student experiences and remove the potential obstacle of overburdened supervisors. Designated mentors can help students design more appropriate learning agreements, develop more realistic goals and expectations, and have more meaningful internship experiences (Gibson and Angel, 1995).

Conclusion

Work experience may be structured or unstructured, supervised by faculty or unsupervised, skills oriented or management oriented. The work experience may or may not be for credit, and is given many names, such as “co-op,” “practicum,” “externship,” “apprenticeship,” or “internship.” Some students are paid for their internship hours at the work-site, while others receive little or no compensation for their hours (MacHatton and Owens, 1995).

However, no absolute rules apply to all situations and to all people. Each internship is an individual experience attributable to the fact that the players are hardly the same. Changes in management and different personality types are just two examples of how the dynamics of an internship experience can vary from person to person (Wildes and Mount, 1997). As the pool of interns is a labor market that represents potential management quality employees, it would make sense to have an appreciation of intern

perceptions (Girard, 1999). This study will investigate the University internship programs by understanding student interns' perceptions.

CHAPTER 3

METHODOLOGY

This chapter presents the methodology utilized in this study. This includes the procedures used in collecting the data as follows: (1) population, (2) web survey, (3) instrument, (4) survey administration, (5) data analysis, and (6) limitations.

Population

The population for this study was all the students in the General Business Administration and Hotel, Restaurant, and Tourism Management Departments, who registered for cooperative education experience or field experience during Summer 2001. All were students from the University of Wisconsin – Stout. The total population of 190 students was included in this study. The respondents consisted of 133 students majoring in General Business Administration and 57 students majoring in Hotel, Restaurant, and Tourism. From the total of 133 General Business Administration, five of them registered as field experience, the remainder registered as cooperative education experience (co-op). All of the General Business Administration students were undergraduate students, since this major did not offer a graduate program. Out of 57 Hotel, Restaurant, and Tourism students, 34 students registered as cooperative education experience, while 23 students registered for field experience. From those co-op students majoring in Hotel, Restaurant, and Tourism Management, 5 of them were graduate students, whereas all field experience students were at the undergraduate level.

Web Survey

The survey used in the study is forms-based web survey. It was selected to be the channel for delivering the questionnaire to the population. Web access was deemed to be easy and convenient for the research respondents. The university provides computer workstations on campus connecting to the Internet and most students have their own computer at home. Students tend to frequently check their email account. For this reason, it seemed to be that this type of survey tool could capture this group of respondents' attention and it was certain that the questionnaire itself would reach them faster than other survey types.

In this research, based on email instructions, the respondents located the survey website and completed the questionnaire. Web survey provided the added flexibility and power of database entry and analysis. Web survey responses were entered and stored in database format. The data was automatically coded, saving considerable time and effort on the part of the researcher (Nesbary, 2000).

Web survey employed the following methodology:

1. Potential respondents were identified.
2. An initial email was sent to potential respondents notifying them of the web location of the survey. A hyperlink to the survey form was included in the email.
3. The respondents answered the survey and returned it by clicking a "submit answer" button.
4. The researcher coded data received.

Instrument

The research methodology used was a combination of quantitative and qualitative techniques, but the majority of the data collected would be described as quantitative. Questions of descriptive design were used as the primary data collection instrument for this study. The sources for the questions were based on the UW-Stout placement and co-op services' post-work experience survey for a co-op student and Marriott Denver Tech Center's property specific mini-associate opinion survey. The UW-Stout placement and co-op services survey was utilized for the parts that pertain to perceptions on how valuable their work experiences are to them by viewing through several components as well as some general perceptions towards employers, while Marriott Denver Tech Center's associate survey detailed the interns' opinions of their employers. Furthermore, the UW-Stout co-op survey-based instrument was used for all student interns after their work experience. There was some validity as this questionnaire is used year to year with changes as needed. The combination of the two questionnaires key generated the first draft of the instrument. The researcher added questions corresponding to the research objectives to the survey as appropriate.

The survey was divided into three parts. First, the 18 statements assessing the dimension of employer, academic program, and student's learning, were presented in a Likert-type format. Respondents stated their agreement or disagreement with each statement on a five-point scale from strongly agree to strongly disagree. Second, the open-ended question was developed to elicit comments regarding what could have made the respondents' work experiences more meaningful. Third, the last part was demographic questions, which asked the respondents regarding their major, type of

experience, academic level, hours worked/week, and length of work experience.

One of the two kinds of questionnaires was for co-op respondents (Appendix C), the other for field experience respondents (Appendix D). The differences were only two questions regarding the placement and co-op services, not related to field experience respondents. The questionnaires asked the respondents to respond to statements about their work experiences using a Likert Scale to indicate their agreement with the statement. The respondents were also asked to answer one open-ended question. Finally, the respondents were asked to provide basic demographic information about themselves and their work experiences.

Survey Administration

The survey was distributed to the respondents at their Stout email addresses on October 15, 2001 by electronic mail during the mid-part of the Fall semester. The cover email (Appendix A) contained an introduction of the researcher, the purposes of the study, a hyperlink to the survey form, and the researcher thanked the respondents. Since the research instrument was created in two versions, there were two types of cover letters for the co-op and the field experience respondents. The placement and co-op services sent out the instrument to 162 co-op students, while faculty mentor of the department sent the instrument to 26 Hotel, Restaurant, and Tourism Management students who enrolled in field experience, and 5 General Business Administration students were emailed the instrument by their faculty mentor. All respondents were guaranteed confidentiality, the researcher was not informed of individual names. A reminder email (Appendix B) including the hyperlink was delivered to the respondents a week after the initial email.

Two weeks after sending out the reminder message, the researcher closed the data collection site to retrieve the data.

Data Analysis

The SPSS (Statistical Product and Service Solutions) software package was used to analyze and compute these data, with the exception of the open-ended question. Frequency counts, percentage distributions, mean, t-test, and cross-tabs will be calculated and analyzed. The data was analyzed to assess the work experiences of the students during Summer 2001 and to compare General Business Administration and Hotel, Restaurant, and Tourism Management students' perceptions in order to evaluate their experiential learning programs.

Limitations

1. The population in this study was limited to General Business Administration and Hotel, Restaurant, & Tourism Management students at the University of Wisconsin - Stout who enrolled in cooperative education experience or field experience programs for Summer 2001. Therefore, the results can only be applied to those who were under these programs.
2. As the persons who sent out the web survey were co-op coordinator and faculty mentors who were also evaluated in the study and knew the respondents, some of them may be biased or worry about being identified. For this reason, it might affect some student responses.

3. One weakness of web survey was security. Without password protection, any person happening across the web survey can respond (Nesbary, 2000). In other words, there may be no way of identifying the survey respondents. In other cases, some respondents may submit their responses twice.

4. Since some students had never activated their Stout email accounts or obtained their access pin number, the web survey would not be able to reach them. In other cases, some students did not check their Stout email account frequently. By the time they checked out and responded to the survey, the time period of collecting the data would have ended. Furthermore, some students did graduate and would no longer use Stout email.

5. Due to the confidentiality of the respondents, even the researcher was not able to reach or to know the names and addresses of the student respondents. The cooperative education coordinator and faculty coordinators were the individuals who emailed out the electronic survey. If there were any errors in the email lists, it was beyond the researcher's control.

CHAPTER 4

DATA ANALYSIS

This chapter discusses the analysis of the data collected by the method described in Chapter Three. The results of the data were determined in the following order:

1. Population and Response Rate
2. Respondent Profile
3. Analysis: Descriptive Statistics and Frequency Distributions
4. Analysis: T-test
5. Analysis: Cross-tabs
6. Analysis of Open-ended Question

Population and Response Rate

The survey was distributed to the respondents' Stout email addresses on October 15, 2001 by electronic mail and 79 responses were obtained, for a return rate of 41.6%. The second reminder message was emailed to all the respondents one week later. On the fourth week after the first message was sent, the researcher stopped accepting additional responses. As a result, the return rate was increased to 58.9% (112 respondents). However, two responses were investigated because they were identical; so one response was deemed unusable. The researcher assumed that respondent may have hit the submit button twice. The adjusted return rate is 58.4% (111 respondents). Nonetheless, the UW-Stout Technology and Information Services stated that 20% of Stout students did not check or use the university email account. Finally, if this is still proved to be true, the return rate is adjusted into 73.7%.

Respondent Profile

Respondents were asked about their demographic data for 6 questions. The first two questions, which are “employer name” and “position title”, asked the respondents to type in their answers. “Employer name” is not revealed in this research, but is in the survey for the advisor and researcher to better understand the respondents’ answers. “Position title” is presented in Appendix E with the qualitative responses from the respondents. However, some of the respondents did not volunteer to identify their employer name and/or their position title. The next questions allow the respondents to select an answer. Those four questions are “academic level”, “major”, “hours worked/week”, and “length of work experience”. The last part of demographic did not appear in the questionnaire. Since there were two types of the questionnaires (for cooperative education and field experience students), the survey programmer concealed the indication of two types of questionnaires. As a result, without asking “type of experience”, the researcher could identify the type of work experience. The data of each item was computed, tabulated, and presented as follows:

Table 1

Academic level

Academic Level	Number	Percent %
Freshman	2	1.8
Sophomore	2	1.8
Junior	17	15.3
Senior	85	76.6
Graduate Student	5	4.5
Total	111	100.0

From a total of 111 respondents, only 2 were freshman (1.8%), also 2 were sophomores (1.8%), 17 were juniors (15.3%), 5 were graduate students (4.5%). The majority of the respondents were seniors, which are 85 (76.6%), as presented in Table 1.

Table 2

Major

Major	Number	Percent %
General Business Administration	73	65.8
Hotel, Restaurant, & Tourism Management	37	33.3
Missing	1	0.9
Total	111	100.0

The majority of the respondents were General Business Administration students (65.8%). The rest of them were Hotel, Restaurant, and Tourism Management students (33.3%). There was one missing data (0.9%). See Table 2.

Table 3

Hours worked/week

Hours Worked/Week	Number	Percent %
20-30	6	5.4
31-40	52	46.8
41-50	43	38.7
51 or more	10	9.0
Total	111	100.0

From a total of 111 respondents, the majority of respondents (46.8%) worked 31-40 hours per week, 38.7% of them worked 41-50 hours per week. Nine percent worked 51 or more than 51 hours per week and only 5.4% worked 20-30 hours per week, as illustrated in Table 3.

Table 4

Length of work experience

Work Period	Number	Percent %
3 months	94	84.7
4-6 months	12	10.8
7-9 months	2	1.8
10 months or longer	3	2.7
Total	111	100.0

The data regarding the length of work experience were presented in Table 4. The majority of the respondents (84.7%) worked for 3 months. The next range was 4-6 months (10.8%). Only 5 of respondents (4.5%) did their work experience 7 months or

more.

Table 5

Type of work experience

Type of Work Experience	Number	Percent %
Cooperative Education	93	83.8
Field Experience	18	16.2
Total	111	100.0

From a total of 111 respondents, the majority of them (83.8%) enrolled their work experience as cooperative education, while only 16.2% took their credits as field experience.

Analysis: Descriptive Statistics and Frequency Distributions

In this section, the percentage of responses from 18 questions were tabulated and analyzed with a five-point scale or Likert scale by summarizing the percentage into a table from descriptive statistics and frequency distributions. The survey questions provided a Likert scale for the interns to respond to their level of agreements with 18 statements for co-op interns and 16 statements for field experience interns. The Likert scale was quantified by equating strongly disagree with a value of 1, tend to disagree with a value of 2, neutral with a value of 3, tend to agree with a value of 4, and strongly agree with a value of 5. The statements were grouped into three categories: employer related questions, academic program related questions, and student's learning related questions.

Table 6-1

Percentage distributions: Employer questions

Variable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I was satisfied with on-site orientation.	0.9	5.4	13.5	47.7	32.4
I received adequate information from a training session of the company to do my job well.	0.9	13.5	16.2	42.3	27.0
I was satisfied with work conditions and environment at the company.	0.9	3.6	9.0	34.2	52.3
I was satisfied with my job at this company.	3.6	8.1	6.3	39.6	42.3
My contributions were recognized at this company.	0.9	3.6	13.5	36.0	45.9
This company was able to keep high quality associates.	1.8	5.4	15.3	42.3	35.1
I received adequate assistance from my immediate supervisor.	0.9	9.0	10.8	28.8	50.5
This work experience provided insight into my employer's business or operation.	0.0	1.8	3.6	37.8	56.8
I would recommend this employer for future placements.	1.8	9.0	16.2	32.4	40.5

In the first category, employer related questions (Table 6-1), the majority state that they either agreed or strongly agreed with the statement. For the highest percentage of satisfaction, 94.6% of the interns either agreed or strongly agreed that their work experience provided insight into their employer's business or operation. Other five statements that the majority rated "strongly agree" were "I was satisfied with work conditions and environment at the company." (52.3%), "I received adequate assistance from my immediate supervisor." (50.5%), "My contributions were recognized at this

company.” (45.9%), “I was satisfied with my job at this company.” (42.3%), and “I would recommend this employer for future placements.” (40.5%). The next three statements that the majority appeared to agree with were “I was satisfied with on-site orientation.” (47.7%), “I received adequate information from a training session of the company to do my job well.” (42.3%), “This company was able to keep high quality associates.” (42.3%). However, Almost 30% of the respondents were either neutral or disagree with the statement “I received adequate information from a training session of the company to do my job well.” Although the majority of the interns tended to recommend this employer for future placements by stating that they strongly agreed with the statement, 27% of them were neutral, agreed, or strongly disagreed. In addition, it should be noted that 3.6% of the respondents strongly disagreed with the statement “This company was able to keep high quality associates”, while the majority strongly agreed with this statement. However, none of the interns strongly disagreed on the statement “This work experience provided insight into my employer’s business or operation”.

Table 6-2

Percentage distributions: Academic program questions

Variable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I received adequate assistance from my faculty mentor.	0.9	1.8	26.6	28.4	42.2
I received adequate assistance from the UW-Stout Co-op services.	1.1	13.2	23.1	30.8	31.9
The department writing guidelines helped me to benefit more from this work experience.	4.5	12.7	32.7	33.6	16.4
The Co-op report writing guidelines helped me to benefit more from this work experience.	6.5	15.1	33.3	28.0	17.2

The second classification of the statements was “academic program related questions” (Table 6-2). The majority (42.2%) strongly agreed with “I received adequate assistance from my faculty mentor.” Thirty-two percent and thirty-one percent of the respondents agreed and strongly agreed respectively on the statement “I received adequate assistance from the UW-Stout Co-op services.” The majority (66.3%) was neutral or agreed with the statement “The department writing guidelines helped me to benefit more from this work experience.” However, the majority (33.3%) appeared to be neutral towards the statement “The Co-op report writing guidelines helped me to benefit more from this work experience.” For those who disagreed or strongly disagreed with academic programs related questions, the highest percentage for these was the statement “The Co-op report writing guidelines helped me to benefit more from this work experience.” which represented 15.1% of those respondents listing disagree and 6.5% of those that strongly disagree.

Table 6-3

Percentage distributions: Student's learning questions

Variable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This work experience applied, integrated, or made relevant the knowledge gained from my courses.	3.6	7.2	11.7	46.8	30.6
This work experience helped me learn new skills or techniques.	1.8	1.8	6.3	39.6	50.5
This work experience clarified my future educational goals.	2.8	4.6	11.0	40.4	41.3
This work experience helped me decide on my future career.	3.6	4.5	18.0	36.0	37.8
The work experience was valuable in increasing my ability to work effectively with diverse groups.	0.0	7.2	17.1	36.0	39.6

For the last group of questions “student’s learning related questions” (Table 6-3), surprisingly the majority strongly agreed on 4 out of 5 statements. Those four statements were “This work experience helped me learn new skills or techniques” (50.5%), “This work experience clarified my future educational goals” (41.3%), “The work experience was valuable in increasing my ability to work effectively with diverse groups” (39.6%), and “This work experience helped me decide on my future career” (37.8%). The majority (46.8%) agreed that their work experience applied, integrated, or made relevant the knowledge gained from their courses. However, some of the respondents disagreed (7.2%) and strongly disagreed (3.6%) with this statement. Interestingly, none of the respondents strongly disagreed with “The work experience was valuable in increasing my ability to work effectively with diverse groups.”

Analysis: T-test

The t-test procedure for independent samples was used in this case to determine whether there is a significant difference between the means of BA and H&T interns' level of agreement towards 18 statements.

Three tables below show t-test analysis of comparison between the BA and H&T students' perceptions towards their Summer 2000 work experience. A significant relationship at the .05 level was found for the following statements: (1) I was satisfied with work conditions and environment at the company, (2) This company was able to keep high quality associates, (3) This work experience helped me decide on my future career, and (4) The work experience was valuable in increasing my ability to work effectively with diverse groups. A comparison of the mean scores of BA students and H&T students, on these variables identifies the exact manner in which the two groups differ.

Table 7-1

T-test: Employer related questions

Variable	Major	N	Mean	Sig.
I was satisfied with on-site orientation.	BA	73	4.11	.439
	H&T	37	3.97	
I received adequate information from a training session of the company to do my job well.	BA	73	3.85	.563
	H&T	37	3.73	
I was satisfied with work conditions and environment at the company.	BA	73	4.47	*.017
	H&T	37	4.05	
I was satisfied with my job at this company.	BA	73	4.21	.088
	H&T	37	3.84	
My contributions were recognized at this company.	BA	73	4.33	.064
	H&T	37	4.00	
This company was able to keep high quality associates.	BA	73	4.16	*.032
	H&T	37	3.76	
I received adequate assistance from my immediate supervisor.	BA	73	4.32	.053
	H&T	37	3.92	
This work experience provided insight into my employer's business or operation.	BA	73	4.55	.287
	H&T	37	4.41	
I would recommend this employer for future placements.	BA	73	4.11	.161
	H&T	37	3.81	

* Correlation is significant at the 0.05 level

From Table 7-1, there were two significant statements in “employer related questions”. Interns from the two majors agreed that they were satisfied with work conditions and environment at the company, as the mean of BA interns is 4.47 and the mean of H&T interns is 4.05. However, BA interns tend to be satisfied with work conditions and environment more than H&T interns.

BA interns appeared to agree that the companies they worked for were able to keep high quality associates, while H&T interns tend to have neutral opinions about this issue, as considering from the mean score of 4.16 and 3.76 for BA and H&T interns respectively.

Table 7-2

T-test: Academic program

Variable	Major	N	Mean	Sig.
I received adequate assistance from my faculty mentor.	BA	71	4.18	.118
	H&T	37	3.89	
I received adequate assistance from the UW-Stout Co-op services.	BA	71	3.82	.668
	H&T	20	3.70	
The department writing guidelines helped me to benefit more from this work experience.	BA	72	3.39	.481
	H&T	37	3.54	
The Co-op report writing guidelines helped me to benefit more from this work experience.	BA	73	3.26	.172
	H&T	20	3.65	

From Table 7-2, there were no statistically significant differences between the two majors in academic program related questions.

Table 7-3

T-test: Student's learning

Variable	Major	N	Mean	Sig.
This work experience applied, integrated, or made relevant the knowledge gained from my courses.	BA	73	3.90	.645
	H&T	37	4.00	
This work experience helped me learn new skills or techniques.	BA	73	4.45	.058
	H&T	37	4.14	
This work experience clarified my future educational goals.	BA	71	4.21	.285
	H&T	37	4.00	
This work experience helped me decide on my future career.	BA	73	4.15	*.044
	H&T	37	3.73	
The work experience was valuable in increasing my ability to work effectively with diverse groups.	BA	73	3.92	*.013
	H&T	37	4.38	

* Correlation is significant at the 0.05 level

BA interns seemed to agree that their work experience helped them decide on a future career (mean = 4.15), whereas H&T interns registered neutral on this issue (mean = 3.73) because H&T interns have already made a career choice by degree title.

From four statements that show a significant difference between BA and H&T interns, BA interns appeared to perceive their work experience to be more satisfying than H&T interns, according to the three higher means of BA interns. However, the last statement shows that H&T interns appeared to agree (4.38) that the work experience was valuable in increasing their ability to work effectively with diverse groups, while BA interns tended to be neutral (3.92) towards this issue. As most of H&T interns needed to deal with guests who came from diverse groups, in this statement, H&T interns perceived more than BA interns that it increased their skills in dealing with people from different

backgrounds. Samenfink (1999) stated that by being exposed to different cultures, H&T students will have a better understanding of their international guests' needs.

Analysis: Cross-tabs

This section provides a question-by-question analysis and display of each quantitative survey question by using cross-tabs to compare a difference between BA and H&T majors. Thus, the results of survey questions 1 to 18 will be reviewed. A table will be provided for all questions, while a graph will be provided only for the survey questions in which a statistically significant relationship was found between the two majors. Graphs for the questions that did not have a statistically significant relationship are in the appendix. It should be noted that there is at least 1 missing data in every question, as 1 respondent did not identify what major she/he was in. For Question 9 "I received adequate assistance from the UW-Stout *Co-op* services." and Question 11 "The *Co-op* report writing guidelines helped me to benefit more from this work experience", there are at least 19 missing data (1 no identification of major and 18 field experience interns), as field experience students dealt directly with a faculty mentor and did not interact with the University Co-op services.

Table 8

Cross-tabs: Satisfied with on-site orientation

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	0	4	9	35	25	73
	0.0%	5.5%	12.3%	47.9%	34.2%	100.0%
H&T	1	2	5	18	11	37
	2.7%	5.4%	13.5%	48.6%	29.7%	100.0%
Total	1	6	14	53	36	110
	0.9%	5.5%	12.7%	48.2%	32.7%	100.0%

Table 8 represents the response from the first survey question, illustrates that the majority of the respondents tended to agree with the statement “I was satisfied with on-site orientation” no matter what majors they were in. There is no significant difference between the two majors of the interns’ perceptions towards on-site orientation. By using a 5-point Likert scale, responses from BA interns tended to be more on “strongly disagree” (BA-34.2% and H&T-29.7%) and “tend to disagree” (BA-5.5 and H&T-5.4), while the other three levels of agreement had more H&T interns signify their answers, which were “tend to agree” (BA-47.9% and H&T-48.6%), “neutral” (BA-12.3% and H&T 13.5%), and “strongly disagree” (BA-0% and H&T-2.7%). It is noted that none of the BA interns strongly disagreed with the statement.

Table 9

Cross-tabs: Received adequate information from a training session

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	1	10	10	30	22	73
	1.4%	13.7%	13.7%	41.1%	30.1%	100.0%
H&T	0	5	8	16	8	37
	0.0%	13.5%	21.6%	43.2%	21.6%	100.0%
Total	1	15	18	46	30	110
	0.9%	13.6%	16.4%	41.8%	27.3%	100.0%

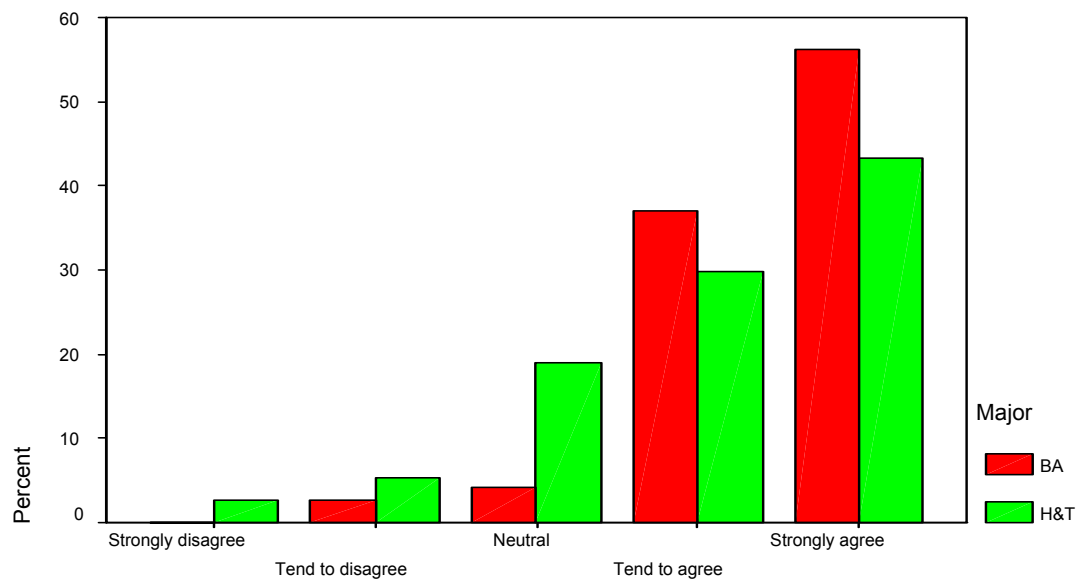
Table 9 was developed from the data collected in survey question number 2. The respondents were asked to rate their level of agreement with the statement: I received adequate information from a training session of the company to do my job well. The level of agreement is high, with the majority of the interns responding that they tended to agree with the statement. There is no significant difference between two majors of the interns' perceptions towards the training program from an employer. H&T interns were neutral (BA-13.7% and H&T-21.6%) and tended to agree (BA-41.1% and H&T-43.2%) with the statement more than BA interns, whereas BA interns appear to strongly disagree (BA-1.4% and H&T-0.0%), tend to disagree (BA-13.7% and H&T-13.5%), and strongly agree (BA-30.1% and H&T-21.6%) with the statement more than H&T interns. It is noted that none of H&T interns strongly disagreed with the statement regarding a training program provided by their employer.

Table 10

Cross-tabs: Satisfied with work conditions

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	0	2	3	27	41	73
	0.0%	2.7%	4.1%	37.0%	56.2%	100.0%
H&T	1	2	7	11	16	37
	2.7%	5.4%	18.9%	29.7%	43.2%	100.0%
Total	1	4	10	38	57	110
	.9%	3.6%	9.1%	34.5%	51.8%	100.0%

Graph 1



The results of survey question 3 are depicted in Table 10. Graph 1 provides a graphic display of the data collected from this question. The question asked the respondents to rate their level of agreement, on a 5-point Likert scale, with the following statement: I was satisfied with work conditions and environment at the company. As there is a significant difference between two majors of the interns' perceptions towards work conditions and environment at the company, this is presented graphically to clearly observe the difference. BA interns obviously tended to agree (BA-37.0% and H&T-29.7%) and strongly agreed (BA-56.2% and H&T-43.2%) with the statement more than H&T interns. On the other hand, H&T interns united more than BA interns on strongly disagree (BA-0.0% and H&T-2.7%), tend to disagree (BA-2.7% and H&T-5.4%), and neutral (BA-4.1% and H&T-18.9%). Interestingly, none of BA interns strongly dissatisfied with work conditions and environment at the company they worked for during their internship.

Table 11

Cross-tabs: Satisfied with my job

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	1	5	5	29	33	73
	1.4%	6.8%	6.8%	39.7%	45.2%	100.0%
H&T	3	4	2	15	13	37
	8.1%	10.8%	5.4%	40.5%	35.1%	100.0%
Total	4	9	7	44	46	110
	3.6%	8.2%	6.4%	40.0%	41.8%	100.0%

The results of survey question 4 are displayed in Table 11. Utilizing a 5-point Likert scale, the respondents were asked to rate their level of agreement with the following statement: I was satisfied with my job at this company. The results show that the majority of the respondents majoring in BA strongly agreed (45.2%) with the statement, while the majority of H&T (40.5%) tended to agree with the statement. Nonetheless, there is no significant difference between two majors of the interns' perceptions towards their job at the company. H&T interns strongly disagreed (BA-1.4% and H&T-8.1%) and tended to disagree (BA-6.8% and H&T-10.8%) with the statement more than BA interns.

Table 12

Cross-tabs: My contributions were recognized

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	0	3	6	28	36	73
	0.0%	4.1%	8.2%	38.4%	49.3%	100.0%
H&T	1	1	9	12	14	37
	2.7%	2.7%	24.3%	32.4%	37.8%	100.0%
Total	1	4	15	40	50	110
	.9%	3.6%	13.6%	36.4%	45.5%	100.0%

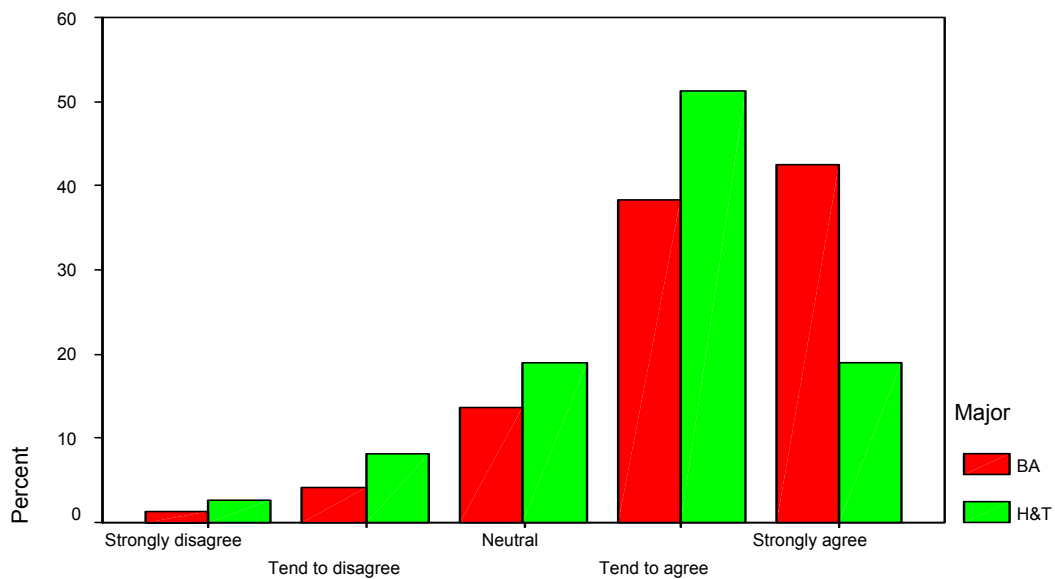
Table 12 was developed from the data collected from survey question number 5, which asked the respondents to rate their level of agreement, on a 5-point Likert scale, with the following statement: My contributions were recognized at this company. The results show that the majority from both majors, BA-49.3% and H&T-37.8%, of the interns strongly agreed with the statement. There is no significant difference of the interns' perceptions between two majors. BA interns either tended to agree (BA-38.4% and H&T-32.4%) or strongly agree on the statement more than H&T interns. Nonetheless, BA interns tended to disagree (BA-4.1% and H&T-2.7%) more than H&T interns. H&T obviously had more responses than BA interns on neutral (BA-8.2% and H&T-24.3%). None of BA interns strongly disagreed, while 2.7% of H&T interns strongly disagreed with the statement.

Table 13

Cross-tabs: This company was able to keep high quality associates

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	1	3	10	28	31	73
	1.4%	4.1%	13.7%	38.4%	42.5%	100.0%
H&T	1	3	7	19	7	37
	2.7%	8.1%	18.9%	51.4%	18.9%	100.0%
Total	2	6	17	47	38	110
	1.8%	5.5%	15.5%	42.7%	34.5%	100.0%

Graph 2



Survey question 6 asked the respondents to rate their level of agreement, on a 5-point Likert scale, with the following statement: This company was able to keep high quality associates. Graph 2 provides a graphic display of the data collected. Table 13 depicts the results of this question, in which the majority, 51.4%, of the H&T interns stated that they tended to agree with the statement, while the majority of BA interns (42.5%) strongly agreed with the statement. There is significant difference of the interns from the two majors on this perception. H&T interns strongly disagreed (BA-1.4% and H&T-2.7%), tend to disagree (BA-4.1% and H&T-8.1%), and were neutral (BA-13.7% and H&T 18.9%) more than BA interns to the statement.

Table 14

Cross-tabs: Assistance from immediate supervisor

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	0	6	6	20	41	73
	0.0%	8.2%	8.2%	27.4%	56.2%	100.0%
H&T	1	4	6	12	14	37
	2.7%	10.8%	16.2%	32.4%	37.8%	100.0%
Total	1	10	12	32	55	110
	0.9%	9.1%	10.9%	29.1%	50.0%	100.0%

The results of survey question 7 are displayed in Table 14. Here the respondents were asked to rate their level of agreement, on a 5-point Likert scale, with the following statement: I received adequate assistance from my immediate supervisor. The majority of the interns from both majors strongly agreed with the statement. However, BA interns (56.2%) had apparent higher responses on this scale than HT interns (37.8%). There is no significant difference of the interns' perceptions between two majors. H&T interns tended to disagree (BA-8.2% and H&T 10.8%), were neutral (BA-8.2% and H&T-16.2%), and tended to agree (BA-27.4% and H&T-32.4%) more than BA interns. Interestingly, none of BA interns strongly disagreed, while 2.7% of HT interns strongly disagreed with the statement.

Table 15

Cross-tabs: Assistance from faculty mentor

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	0	0	19	20	32	71
	0.0%	0.0%	26.8%	28.2%	45.1%	100.0%
H&T	1	2	10	11	13	37
	2.7%	5.4%	27.0%	29.7%	35.1%	100.0%
Total	1	2	29	31	45	108
	0.9%	1.9%	26.9%	28.7%	41.7%	100.0%

Survey question 8 (Table 15) asked the respondents to rate their level of agreement with the following statement: I received adequate assistance from my faculty mentor. The results show that the majority strongly agreed with the statement no matter what majors they were in (BA-45.1% and H&T-35.1%) There is no significant difference of the interns' perceptions between two majors towards this statement. There is not much difference between the interns from each major on the number of the responses on neutral and tend to agree. However, none of BA interns either strongly disagreed or tended to disagree with the statement regarding their satisfaction on the assistance from their faculty mentor, while 3 responses (8.1%) of H&T interns either strongly disagreed or tended to disagree with the statement.

Table 16

Cross-tabs: Assistance from UW-Stout Co-op services

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	1	9	16	21	24	71
	1.4%	12.7%	22.5%	29.6%	33.8%	100.0%
H&T	0	3	5	7	5	20
	0.0%	15.0%	25.0%	35.0%	25.0%	100.0%
Total	1	12	21	28	29	91
	1.1%	13.2%	23.1%	30.8%	31.9%	100.0%

Table 16 was developed from the data collected from survey question 9, which asked the interns to rate their level of agreement, on a 5-point Likert scale, with the following statement: I received adequate assistance from the UW-Stout Co-op services. The results show that the majority of BA interns strongly agreed (BA-33.8% and H&T-25.0%) with the statement, while the majority of H&T interns tended to agree (BA-29.6% and H&T-35.0%) with the statement. There is no significant difference of the interns' perceptions between two majors towards this statement. H&T interns tended to disagree (BA-12.7% and H&T-15.0%) and were neutral (BA-22.5% and H&T-25.0%) more than BA interns with the statement regarding the UW-Stout Co-op service. It should be noted that none of H&T interns strongly disagreed, whereas one BA intern (1.4%) strongly disagreed with the statement.

Table 17

Cross-tabs: Department writing guidelines helped me benefit

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	5	9	22	25	11	72
	6.9%	12.5%	30.6%	34.7%	15.3%	100.0%
H&T	0	5	14	11	7	37
	0.0%	13.5%	37.8%	29.7%	18.9%	100.0%
Total	5	14	36	36	18	109
	4.6%	12.8%	33.0%	33.0%	16.5%	100.0%

The results of survey question 10 are displayed in Table 17. The question asked the respondents to rate their level of agreement on a 5-point Likert scale with the following statement: The department writing guidelines helped me to benefit more from this work experience. The results show that the majority of H&T interns were neutral (BA-30.6% and H&T-37.8%), where as the majority of BA interns agreed (BA-34.7% and H&T-29.7%) with the statement. There is no significant difference of the interns' perceptions between two majors towards this statement. Seven of 37 H&T interns (18.9%) strongly agreed with the statement, which were more than BA interns (15.3%). Comparing the responses of the interns from each major, there was not much difference on the second level of the Likert scale (tend to disagree), as BA-12.5% and H&T-13.5%. Interestingly, none of H&T interns strongly disagreed, while 5 of 72 BA interns (6.9%) strongly disagreed with the statement.

Table 18

Cross-tabs: Co-op report writing guidelines helped me benefit

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	6	13	22	20	12	73
	8.2%	17.8%	30.1%	27.4%	16.4%	100.0%
H&T	0	1	9	6	4	20
	0.0%	5.0%	45.0%	30.0%	20.0%	100.0%
Total	6	14	31	26	16	93
	6.5%	15.1%	33.3%	28.0%	17.2%	100.0%

Table 18 displays the data obtained from the eleventh survey question. A Likert scale, ranging from strongly disagree to strongly agree, was employed for the interns to indicate their level of agreement to the statement: The Co-op report writing guidelines helped me to benefit more from this work experience. The majority of the two major interns were neutral with the statement (BA-30.1% and H&T-45.0%) There is no significant difference of the interns' perceptions between two majors towards this statement. H&T interns either tended to agree (BA-27.4% and H&T-30.0%) or strongly agree (BA-16.4% and H&T 20.0%) with the statement more than BA interns. In contrast, BA interns either strongly disagreed (BA-8.2% and H&T-0.0%) or tended to disagree (BA-17.8% and H&T-5.0%) more than H&T interns. It should be noted that none of H&T interns strongly disagreed with the statement.

Table 19

Cross-tabs: Applied knowledge gained from my courses

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	2	6	8	38	19	73
	2.7%	8.2%	11.0%	52.1%	26.0%	100.0%
H&T	2	2	5	13	15	37
	5.4%	5.4%	13.5%	35.1%	40.5%	100.0%
Total	4	8	13	51	34	110
	3.6%	7.3%	11.8%	46.4%	30.9%	100.0%

The results of survey question 12 are presented in Table 19. The question asked the respondent to rate their level of agreement on a 5-point Likert scale with the following statement: This work experience applied, integrated, or made relevant the knowledge gained from my courses. The results show that the majority of the BA interns tended to agree (BA-52.1% and H&T-35.1%) with the statement, whereas the majority of the H&T interns strongly agreed (BA-26.0% and H&T-40.5%) with the statement. There is no significant difference of the interns' perceptions between two majors towards this statement. H&T interns (13.5%) were neutral with the statement more than BA interns (11.0%). While more interns majoring in BA tended to disagree (BA-8.2% and H&T-5.4%), there were more H&T interns stating that they strongly disagreed (BA-2.7% and H&T 5.4%) with the statement.

Table 20

Cross-tabs: Experience provided insight into employer's business

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	0	0	3	27	43	73
	0.0%	0.0%	4.1%	37.0%	58.9%	100.0%
H&T	0	2	1	14	20	37
	0.0%	5.4%	2.7%	37.8%	54.1%	100.0%
Total	0	2	4	41	63	110
	0.0%	1.8%	3.6%	37.3%	57.3%	100.0%

Table 20 displays the data obtained from the thirteenth survey question. This question asked the interns to rate their level of agreement, on a 5-point Likert scale, with the following statement: This work experience provided insight into my employer's business or operation. The data collect shows that the overwhelming majority of the respondents (BA-95.9% and H&T-91.9%) from both majors either tended to agree or strongly agreed with the statement. There is no significant difference of the interns' perceptions between two majors towards this statement. Surprisingly, none of the interns from the two majors strongly disagreed with the statement, and none of the BA interns tended to disagree while only 2 of 37 H&T interns (5.4%) tended to disagree with the statement.

Table 21

Cross-tabs: Experience new skills or techniques

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	0	0	5	30	38	73
	0.0%	0.0%	6.8%	41.1%	52.1%	100.0%
H&T	2	2	2	14	17	37
	5.4%	5.4%	5.4%	37.8%	45.9%	100.0%
Total	2	2	7	44	55	110
	1.8%	1.8%	6.4%	40.0%	50.0%	100.0%

The results of survey question 14 are presented in Table 21. The question asked the respondent to rate their level of agreement on a 5-point Likert scale with the following statement: This work experience helped me learn new skills or techniques. The data collect shows that the overwhelming majority of the respondents (BA-93.2% and H&T-83.7%) from both majors either tended to agree or strongly agreed with the statement. There is no significant difference of the interns' perceptions between two majors towards this statement. None of the BA interns either strongly disagreed or tended to disagree, while 4 of 37 H&T interns (10.8%) either strongly disagreed or tended to disagree with the statement.

Table 22

Cross-tabs: Clarified my future educational goals

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	1	3	7	29	31	71
	1.4%	4.2%	9.9%	40.8%	43.7%	100.0%
H&T	2	2	4	15	14	37
	5.4%	5.4%	10.8%	40.5%	37.8%	100.0%
Total	3	5	11	44	45	108
	2.8%	4.6%	10.2%	40.7%	41.7%	100.0%

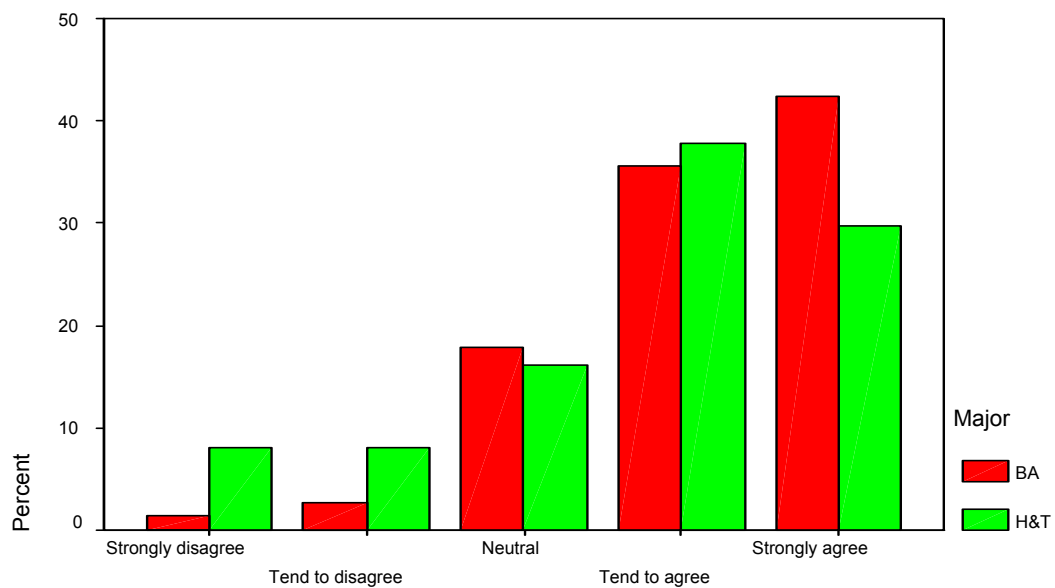
Table 22 displays the data obtained from the fifteenth survey question. This question asked the interns to rate their level of agreement, on a 5-point Likert scale, with the following statement: This work experience clarified my future educational goals. The majority of the BA respondents strongly agreed (BA-43.7% and H&T-37.8%) with the statement, while the majority of H&T respondents tended to agree (BA-40.8% and H&T-40.5%) with the statement. There is no significant difference of the interns' perceptions between two majors towards this statement. H&T interns strongly disagreed (BA-1.4% and H&T-5.4%) and tended to disagree (BA-4.2% and H&T-5.4%) more than BA interns with the statement.

Table 23

Cross-tabs: Helped me decide on my future career

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	1	2	13	26	31	73
	1.4%	2.7%	17.8%	35.6%	42.5%	100.0%
H&T	3	3	6	14	11	37
	8.1%	8.1%	16.2%	37.8%	29.7%	100.0%
Total	4	5	19	40	42	110
	3.6%	4.5%	17.3%	36.4%	38.2%	100.0%

Graph 3



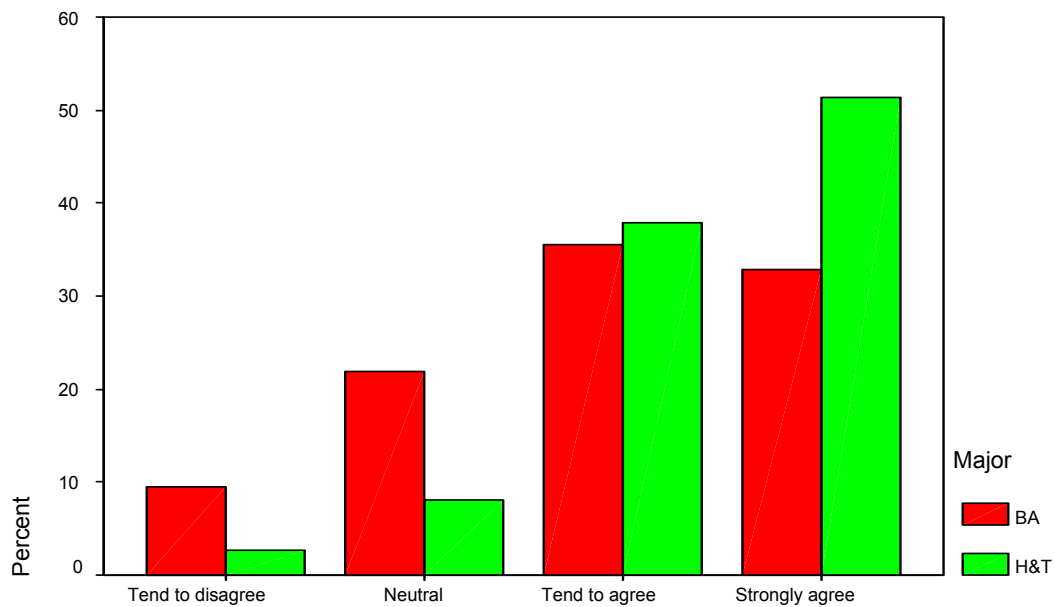
The results of survey question 16 are presented in Table 23. The question asked the respondent to rate their level of agreement on a 5-point Likert scale with the following statement: This work experience helped me decide on my future career. Graph 3 provides a graphic display of the data collected. The results show that the majority of the BA respondents strongly agreed (BA-42.5% and H&T-29.7%) with the statement, while the majority of H&T respondents tended to agree (BA-35.6% and H&T-37.8%) with the statement. There is a significant difference of the interns' perceptions between two majors towards this statement. BA interns (17.8%) appeared to be neutral more than H&T interns (16.2%) with the statement. On the other hand, H&T interns strongly disagreed (BA-1.4% and H&T-8.1%) and tended to disagree (BA-2.7% and H&T-8.1%) more than BA interns.

Table 24

Cross-tabs: Work effectively with diverse groups

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	7	16	26	24	73	7
	9.6%	21.9%	35.6%	32.9%	100.0%	9.6%
H&T	1	3	14	19	37	1
	2.7%	8.1%	37.8%	51.4%	100.0%	2.7%
Total	8	19	40	43	110	8
	7.3%	17.3%	36.4%	39.1%	100.0%	7.3%

Graph 4



Survey question 17 is displayed in Table 24. The question asked the interns to rate their level of agreement on a 5-point Likert scale with the following statement: The work experience was valuable in increasing my ability to work effectively with diverse groups. The data collected is also portrayed in Graph 4. The results show that the majority of the H&T respondents strongly agreed (BA-32.9% and H&T-51.4%) with the statement, while the majority of BA respondents tended to agree (BA-35.6% and H&T-37.8%) with the statement. There is a significant difference of the interns' perceptions between two majors towards this statement. It should be noted that none of the respondents from each major strongly disagreed with the statement. Only 4 of 37 H&T interns (10.8%) either tended to disagree or were neutral with the statement, whereas 31.5% of BA interns either tended to disagree or were neutral with the statement.

Table 25

Cross-tabs: I would recommend this employer

Major	Strongly Disagree	Tend to Disagree	Neutral	Tend to Agree	Strongly Agree	Total
BA	2	5	11	20	35	73
	2.7%	6.8%	15.1%	27.4%	47.9%	100.0%
H&T	0	5	7	15	10	37
	0.0%	13.5%	18.9%	40.5%	27.0%	100.0%
Total	2	10	18	35	45	110
	1.8%	9.1%	16.4%	31.8%	40.9%	100.0%

The results of the last survey question are presented in Table 25. The question asked the respondent to rate their level of agreement on a 5-point Likert scale with the following statement: I would recommend this employer for future placements. The majority of the BA respondents strongly agreed (BA-47.9% and H&T-27.0%) with the statement, while the majority of H&T respondents tended to agree (BA-27.4% and H&T-40.5%) with the statement. There is no significant difference of the interns' perceptions between two majors towards this statement. Interestingly, none of H&T interns strongly disagreed, while 2.7% of BA interns strongly disagreed with the statement. In contrast, H&T interns (32.4%) either tended to disagree or were neutral more than BA interns (21.9%).

Analysis of Open-ended Question

This section will display and discuss the data collected from the qualitative research question, which asked the respondents what could have made their work experience more meaningful. The survey allowed the respondents to type up any answer they would like. The researcher categorized the data by putting similar responses together and summing the responses in each category. A few of the respondents' answers fell into more than one category, and these multiple category responses were recorded.

Retrieving the qualitative responses from the data collection table obtained by the web survey, there were 50 respondents from the total of 111 respondents filling answers for the open-ended question. However, one respondent did not identify her/his major, so the total valid respondents in this case were 110 respondents. One of 50 respondents was not useable, as the statement was "No comments". Therefore, it can be concluded that 45% (49 respondents) of the total 110 respondents answered the qualitative question. The summation of all the responses totals 61; in other words, the 49 respondents gave 61 answers, for they were allowed to write about as many different things as they desired. From 73 BA interns, forty-two percent of them responded to the open-ended question, while 51% of 37 H&T interns responded to the open-ended question. Sixty-one responses were categorized into 8 different themes; and 7 responses, were put into "Others" group, could not be fit into any themes. Thus, there were a total of 9 groups of responses as follows; "seeking more job tasks and work responsibilities", "positive reflections", "better training program from an employer", "unprepared employer", "problems related to a supervisor", "internship academic assignment", "length of work experience", "poor work environment" and "others".

Each table below represents a theme, which has 4 columns, including E#, major, position, and response. E# or E-number was a random number generated and assigned automatically by the computer to the respondents according to when they responded to the survey. E# was included in the following tables; because it is able to prevent the confusion that may occur, as responses from an individual holding one E# may be classified into more than one category. The next column is a major of the respondent, which is General Business Administration (BA) or Hotel, Restaurant, and Tourism Management (H&T). The name of the major is shortened by using the initial. The major of the student respondent is included in a table, as it is attributed to one of the research objectives, “To compare the perceptions of students from the two departments towards their work experience”. The internship position is indicated in the third column. It is important to include this column, because answers from the respondent will be more understandable and apparent to a reader. When the position of intern, mostly indicating their work and department, is known, the response description in the last column will make more sense. Finally, Response represents an answer from a respondent having an individual ID. Since answers from a respondent may fall into different themes, the researcher condensed each part or point that matched a particular theme in order to make it clear and reduce the confusion. The Position column and Response column are quoted word for word from what the respondents typed in the web survey. Nonetheless, since some words were misspelled, the spelling check program was used to correct and revise those words. Furthermore, according to maintain the confidentiality, the Company Name column was omitted as well as an individual person mentioned by the respondents.

Table 26

Seeking more job tasks and work responsibilities (16)

E#	Major	Position	Response
20	H&T	Varied-Buffer Worker/Banquets	I think learning more about what the manager does and different meetings and things would have helped. Also working more with the director of the department would have helped in learning about where I may want to go in the future of my career.
23	H&T	Front Desk Agent	Just being able to work more with the General Manager of the place.
28	H&T	Front Desk Cashier, Resort Guest Services	Being allowed to experience other areas of the resort including concierges, catering, meeting planning, etc.
33	BA	Caddie Master	More duties.
41	H&T	Intern	Appreciated as an employee manager and not just as a low paid person who gets handed all of the bad Jobs. Hardly a learning experience. If at all it affirmed that I paid money for an internship which was meaningless and I could have spent my money on other more useful classes.
44	BA	Product Manager	If I were able to work on a variety of different projects, rather than just focusing on one, which I did during my intern.
46	BA	Phonathon Coordinator	Be involved in more business meetings.
64	H&T	Front Desk Intern	If I would have had more variety in my duties and also if there were an opportunity to shadow the manager for a period of time to see exactly what they do.
66	H&T	Banquet Intern	I would have gotten more out of my co-op if I could have done more of a rotation throughout the department. I did the same thing all summer. I did learn useful information, but it only took a couple weeks. It would have been nice to see more of the other aspects of the banquet department, not just the serving side. I wanted to go more towards sales and catering.

E#	Major	Position	Response
71	BA	Assistant Manager	More involvement in financial aspects.
77	H&T	Reservationist/Intern	If I could have received a greater variety of experience. I only was able to take reservations and a little bit of front desk and sales work.
82	H&T	Assistant Manager	I would have liked a little more responsibility.
83	H&T	Housekeeping Supervisor	If I would have been able to work in different departments other than housekeeping like I was told I was going to be doing.
86	BA	Intern	If I was given higher and more demanding work at my job.
105	H&T	Assistant Manager	More responsibility.
108	BA	Rooms Division Intern	More responsibility!

The first theme “seeking more job tasks and work responsibilities” is displayed in Table 26. From the total of 61 responses, sixteen responses (26%) indicated that the work experience would have been more meaningful if the interns were assigned more job tasks and work responsibilities; for example, greater variety of tasks or rotation, more responsibilities or involvement, and more opportunities to shadow their managers. Forty percent of H&T responses and 17% of BA responses fell into this category. One respondent who worked as Banquet Intern in a resort stated, “I would have gotten more out of my co-op if I could have done more of a rotation throughout the department. I did the same thing all summer. I did learn useful information, but it only took a couple weeks.”

Table 27

Positive Reflections (10)

E#	Major	Position	Response
6	BA	Management Trainee	Nothing, I had a really great experience.
9	BA	Summer Management Intern	My work experience was meaningful , I just did not like the fact that it was required by my major. I also did not like the fact that I sent my papers via email, and never received any sort of validation that they were received.
13	BA	Sales and Marketing Intern	Overall I had a fabulous experience. In the first few weeks, I did feel like I was not given much responsibility, but as time went by my level of responsibility increased.
34	H&T	Human Resource Assistant/Intern	Couldn't have been any better , unless the school year was changed so that I could have stayed longer.
37	BA	Sales Associate	My experience was very refreshing in that I found good people to guide me as I learned.
50	BA		I now know that it is my goal to enter the sales profession, I would like the opportunity to do another co-op in sales.
63	H&T	Intern of the Rooms Division	Leadership and communication that I used and learned through working with associates in the housekeeping department were really valuable for my future.
65	BA	Crew Leader	Not much it was very good experience.
70	BA	Purchasing Assistant	I don't know if I could have I had a great time and liked my work and learned a lot.
79	BA	Campus Leader/Student Manager	Nothing, it was the most challenging, yet rewarding experiences I've had.

Table 27 represents the second themes “positive reflections”, including good, challenging, and refreshing experiences that the interns gained. Learning a lot from the work experience and having good people guiding the interns were also categorized in “positive reflections” theme. Furthermore, in this case the positive reflections can be identified as helping the interns in defining and achieving their professional goals. In another case, an intern specified that her/his leadership and communication skills from the internship experience were valuable for her future career. Ten responses of the 61 responses (16%) identified that they as a summer intern has a meaningful work experience. Twenty-two percent of BA interns and 8 percent of H&T interns, responding to the open-ended question, had positive reflections. It should be noted that one of BA intern responding to this theme was unwilling to reveal her/his internship position, although she/he gave a positive reflection towards her work experience. The example from the response of a BA intern, who worked for a company as a student manager during the summer internship, answered the question, “It was the most challenging, yet rewarding experience I've had.”

Table 28

Better training program from an employer (8)

E#	Major	Position	Response
15	H&T	Trainee	If there was a specific training program. If the employer was aware/prepared for our arrival. If the language barrier wasn't a problem. How do you send someone to another country and not require them to know their language and expect you to communicate effectively with your supervisors, managers, co-workers, and guests when you don't know the language and they don't speak ENGLISH!!!!!!
18	H&T	Front Desk Agent	More intensive training and more team-building activity among workers.
25	BA	Intern	I would have appreciated a better training at the beginning of the internship.
26	BA	Planning Engineer	A formal training program to complete the duties and tasks of the job.
43	H&T	Management	The person training me in each department could have had a little more knowledge of what they were suppose to be teaching me.
53	H&T	Front Desk and Reservations Clerk	A better training program would have helped me gain knowledge at a more rapid pace. I was on my own to figure things out quite a bit.
69	BA	Tour Management Department Intern	I worked for a tour operator and I was an intern for the Tour Management Department. If I could have actually gone out on tour as an addition to my training, I think that would have been very beneficial. I also think mandatory sessions that instruct interns on corporate culture and certain mannerisms would have been very helpful.
101	BA	Loan Assistant	This was more of a full time-job rather than a co-op so there was a lot expected of me with little training .

Table 28 provides answers of the respondents matching with the third theme “Better training program from an employer”. Eight responses (13%) of 61 responses indicated that their work experience could have been more meaningful, if the interns attended better training programs. This also included unrealistic expectation from an employer, who did not assign adequate training program for her/his interns. Furthermore, there was no formal training program in some workplaces. In other cases, the existing training programs were not knowledgeable, clear, and thorough. They did not provide enough information for the interns to do their jobs well. In comparing the two majors responding to this theme, 11 percent of BA respondents and 16 percent of H&T respondents, responding to the open-ended question, commented that better training program from an employer could have made their experience more meaningful. For example, a front desk and reservations clerk in one casino hotel suggested, “A better training program would have helped me gain knowledge at a more rapid pace. I was on my own to figure things out quite a bit.” The other example could be about the unrealistic expectations from employers gave little training to interns, which were indicated by a BA intern who worked in a bank and a H&T intern who did her/his internship abroad.

Table 29

Unprepared employer (8)

E#	Major	Position	Response
15	H&T	Trainee	If there was a specific training program. If the employer was aware/prepared for our arrival. If the language barrier wasn't a problem. How do you send someone to another country and not require them to know their language and expect you to communicate effectively with your supervisors, managers, co-workers, and guests when you don't know the language and they don't speak ENGLISH!!!!!!
41	H&T	Intern	Appreciated as an employee manager and not just as a low paid person who gets handed all of the bad Jobs. Hardly a learning experience. If at all it affirmed that I paid money for an internship which was meaningless and I could have spent my money on other more useful classes.
42	BA	Assistant Manager at Cedars 94 Apartments	If the company would have taken my work experience more seriously and less office politics.
43	H&T	Management	The person training me in each department could have had a little more knowledge of what they were suppose to be teaching me.
58	BA	Estimator/ Project Management	The company That I worked for had no real set up plan for interns to come in and work. It was more of what ever they could find around the office. It would be nice if the university would set up a packet/program for the companies to follow.
74	BA	Lodge Supervisor	My supervisor could have structured things a little better for me. Nothing was structured just what do you want to do.
83	H&T	Housekeeping Supervisor	If I would have been able to work in different departments other than housekeeping like I was told I was going to be doing.
98	H&T	Public Relations	This company was not ready for us to be there.

Table 29 presents the fourth theme obtained from the respondents' feedback in the open-ended question. In this case, the responses stated that the employers should have been better prepared for the arrival of the interns. Unprepared employers in this theme was defined as they had no real set up plan for interns or no structure for their internship programs. In addition, some employers might promise that an intern would receive an opportunity to experience a specific task, but in fact, those employers were not ready to offer half the promised experiences. As a result, the interns were disappointed and they did not gain much out of it as they expected. Thirteen percent of the total responses of the qualitative question commented on unprepared employers. Eight percent of BA respondents and 20 percent of H&T respondents had the responses matching this theme. The illustration of the unprepared employer quoted from one of BA interns working as Estimator/ Project Management stated, "The company that I worked for had no real set up plan for interns to come in and work. It was more of what ever they could find around the office."

Table 30

Problems related to a supervisor (5)

E#	Major	Position	Response
7	BA	Project Development Associate	Closer work with my supervisor.
29	H&T	Food and Beverage Intern	I would have liked to been able to discuss my job and problems that were occurring with my supervisor more. There were times when I needed to talk to my supervisor and I tried to find him but he would tell me he could not help me and walk away. I would have like to discuss problems with my paycheck, hours I was not paid for and a problem I had in the buffet with him. He was usually not around and when he was it seemed he just did not have the time for me. There were times when my banquets manager would try to get me in to talk to him, since it was almost impossible by myself and I still would not get to talk to him. A message for him to get back to me was even left in plain sight yet he still chose not to call or get into contact with me. I would have liked to go over some of my evaluation with him as well, but he did not seem to care too much about that either. So I feel my experience could have been more meaningful if he had at least tried to stay in closer contact with me and would have been more willing to discuss problems that I was having.
74	BA	Lodge Supervisor	My supervisor could have structured things a little better for me. Nothing was structured just what do you want to do.
92	BA	Loan Administrator Intern	Better communication from my direct supervisor.
97	H&T	Front Desk Intern	I think that the management that I dealt with did not know what they were doing which portrayed onto their workers and communication was TERRIBLE.

The fifth theme “Problems related to a supervisor” is displayed in Table 30. Of the 61 responses, five responses (8%) implied that they had some kinds of problems concerning with their supervisors. In general, an intern expected to work closely with her/his supervisor. They would like to be able to communicate with a supervisor whenever they experience some barriers or problems. In addition, the intern hoped that their supervisor could have something structured for them to do. “Problems related to a supervisor” was commented by 8% of BA interns and 8% of H&T interns. One H&T majored intern working in a resort stated, “I feel my experience could have been more meaningful if my supervisor had at least tried to stay in closer contact with me and would have been more willing to discuss problems that I was having.” In one case, a front desk intern in a hotel indicated, “I think that the management that I dealt with did not know what they were doing.” Even though this statement did not appear to be clear, she/he implied that she/he did not have a good attitude towards the management, who was deemed as her/his supervisor, according to what they were doing.

Table 31

Internship academic assignment (3)

E#	Major	Position	Response
9	BA	Summer Management Intern	My work experience was meaningful, I just did not like the fact that it was required by my major. I also did not like the fact that I sent my papers via email, and never received any sort of validation that they were received.
39	BA	Account Rep.	I didn't think all three reports were necessary. Maybe just two would be adequate.
80	BA	Warehouse Personnel	I don't believe the Co-op presentation should be required after all the work you do and the papers for only 2 credits.

Internship academic assignment was pointed out by three responses (5%), which were illustrated in Table 31. Surprisingly, interns who commented on the internship academic assignment were majoring in BA (8%), while none of the H&T interns criticized this issue. One intern thought that instead of handing in three reports, two reports were adequate. Another intern stated that the presentation after the work experience was not necessary for 2-credit internship, as there were plenty of work and internship academic assignments that an intern needs to do. The other response was different from these two responses. This intern stated, "I also did not like the fact that I sent my papers via email, and never received any sort of validation that they were received." She/He implied that she/he would like some feedback from the faculty mentor or the co-op coordinator.

Table 32

Length of work experience (2)

E#	Major	Position	Response
34	H&T	Human Resource Assistant/Intern	Couldn't have been any better, unless the school year was changed so that I could have stayed longer.
49	BA	Assistant Loan Officer	If I had more than three months to do it.

The seventh theme “length of work experience” is depicted in Table 32. Only 3% (2 responses) from the total of 61 responses gave a feedback about the length of work experience. One response was from the H&T major intern (4%) who commented on the period of the work experience and the other majored in BA (3%). Both of them wish to stay longer in their internships.

Table 33

Poor work environment (2)

E#	Major	Position	Response
42	BA	Assistant Manager at Cedars 94 Apartments	If the company would have taken my work experience more seriously and less office politics.
97	H&T	Front Desk Intern	I think that the management that I dealt with did not know what they were doing which portrayed onto their workers and communication was TERRIBLE.

Table 33 represents the theme “poor work environment”. Three percent (2 responses) from the total of 61 responses indicated that they had a poor work environment during their work experience. One response was from a BA major intern (3%) and the other was the response from the H&T intern (4%). The BA intern

experienced office politics, while the H&T intern commented that communication in her workplace was unacceptable, descending from the management onto their worker.

Table 34

Others (7)

E#	Major	Position	Response
2	BA	Intern	I would have liked to have more training to better prepare me for the Co-op.
9	BA	Summer Management Intern	My work experience was meaningful, I just did not like the fact that it was required by my major. I also did not like the fact that I sent my papers via email, and never received any sort of validation that they were received.
16	BA	Office Coordinator	The Co-Op Office doesn't support those that want to find local jobs, it was like throwing a cat out in the rain. I found my co-op on my own without any support of the office. Poor (local) relations. :(
55	BA	Sales, Administration, and Embroidery Operations	My work experience would have been more meaningful if I had coop with a business in the same field of work I want to work for in the future. It did help me determine some things I don't want to do in my career!
56	BA	Executive Team Leader	If I could have used more of the classes in my major, but I am diverse and quick to learn so I had no problems understanding how to accomplish my tasks on my particular job.
58	BA	Estimator/ Project Management	The company That I worked for had no real set up plan for interns to come in and work. It was more of what ever they could find around the office. It would be nice if the university would set up a packet/program for the companies to follow.
101	BA	Loan Assistant	This was more of a full time-job rather than a co-op so there was a lot expected of me with little training.

The responses that fall into this category “others” varied into seven different points. They are displayed in Table 34. Seven of sixty-one responses (12%) could not be matched with the eight existing themes of the qualitative question. Surprisingly, BA interns seemed to have various comments, accounted for 19% of the total BA interns answering the qualitative question, while there was no response from any H&T intern falling into this category.

Four responses were unclear. The researcher is not certain whether her interpretations are consistent with what the respondents really desired those statements to be meant. The four responses are as follows:

First, this response was stated by a BA intern working for a council of churches, “I would have liked to have more training to better prepare me for the Co-op.” This can be interpreted that she/he needed some types of training in school such as a training program during the Co-op orientation at Stout for her/him to be well prepared before she/he actually did the internship.

Second, one management intern majoring in BA who did her work experience in one department store indicated, “I just did not like the fact that it was required by my major.” This statement may be interpreted that this intern felt like being forced to take 2 credits for attending an internship program. Work experience could have attracted her more if it had not been a requirement.

Third, one BA intern’s response to the open-ended question was, “My work experience would have been more meaningful if I had coop with a business in the same field of work I want to work for in the future. It did help me determine some things I don't want to do in my career!” Perhaps this is meant that her work experience helped this

intern in some ways. She/He might get a job that he/she did not like or did not know whether she/he would like it or not, but had no choice, so accepted the offer. Finally, the intern wished she/he should have had an opportunity to work in the same field she/he would like to be in the future.

Lastly, one BA intern who worked in a department store during Summer 2001 stated, "If I could have used more of the classes in my major, but I am diverse and quick to learn so I had no problems understanding how to accomplish my tasks on my particular job." This intern did not mention why she/he could not utilize what he/she learned in the major. The problem cannot be indicated from this response. Other parts of the response were about the qualifications of the intern, which were individual characteristics having nothing to do with the work experience.

The other three responses are summarized in the following sentences. One BA intern who worked in the university commented that the co-op office did not support students that want to find local jobs, and she/he indicated that it was poor local relations. Recommendation was stated by a BA intern who worked as an estimator. This intern suggested, "It would be nice if the university would set up a package/program for the companies to follow." The other BA intern criticized that her/his work experience was more of full time-job rather than an internship.

The below table summarizes the nine categories from the responses of the open-ended question and compare the responses between BA majored and H&T majored.

Table 35

Comparison between BA and H&T of qualitative responses

Theme	BA N	BA % N=36	H&T N	H&T % N=25	From Total N	From Total %
1. Seeking more job tasks and work responsibilities	6	16.7	10	40.0	16	26.2
2. Positive reflections	8	22.2	2	8.0	10	16.4
3. Better training program from an employer	4	11.1	4	16.0	8	13.1
4. Unprepared employer	3	8.3	5	20.0	8	13.1
5. Problems related to a supervisor	3	8.3	2	8.0	5	8.2
6. Internship academic assignment	3	8.3	0	0.0	3	4.9
7. Length of work experience	1	2.8	1	4.0	2	3.3
8. Poor work environment	1	2.8	1	4.0	2	3.3
9. Others	7	19.4	0	0.0	7	11.5
Total	36	100.0	25	100.0	61	100.0

CHAPTER 5

DISCUSSIONS AND RECOMMENDATIONS

This final chapter includes the significant findings and the conclusions of this study. The chapter will start with discussion on findings. Then, the major findings will be summarized. The chapter will continue by providing information and suggestions to interns, academic programs, and employers. The last section will discuss recommendations for future research.

Discussion on Findings

The findings were discussed based on the objectives of the study.

Objective 1: To explore the General Business Administration and the Hotel, Restaurant, & Tourism Management students' perceptions of their cooperative education and field experiences.

This objective was intended to investigate and understand the respondents' perceptions towards their work experiences in general (average values from the total population) and in specific (average values of each major). Three tables below present a mean score of BA and H&T interns' perceptions towards their Summer 2001 work experiences. It also depicts the total mean of each perception as general average value from both majors. The perceptions are discussed in three groups, employer related questions, academic program related questions, and student's learning related questions.

Table 36-1

Comparison of a mean score: Employer

Variable	Mean		
	BA	H&T	Total
I was satisfied with on site-orientation.	4.11	3.97	4.05
I received adequate information from a training session of the company to do my job well.	3.85	3.73	3.81
I was satisfied with work conditions and environment at the company.	4.47	4.05	4.33
I was satisfied with my job at this company.	4.21	3.84	4.09
My contributions were recognized at this company.	4.33	4.00	4.23
This company was able to keep high quality associates.	4.16	3.76	4.04
I received adequate assistance from my immediate supervisor.	4.32	3.92	4.19
This work experience provided insight into my employer's business or operation.	4.55	4.41	4.50
I would recommend this employer for future placements.	4.11	3.81	4.01

In employer related questions (Table 36-1), the general perceptions of the interns, from eight out of nine statements, were “tend to agree”. In other words, commonly the interns, no matter what major they were in, were satisfied with on site-orientation, work conditions and environment, and a job with the company. In addition, they tended to agree that their contributions were recognized, their company was able to keep high quality associates, they received adequate assistance from their immediate supervisor, the work experience provided insight into their employer’s business or operation, and they would recommend the employer for future placements. However, on average, the interns were neutral with a training program their employer provided for them.

In comparison of the first group perceptions, BA interns tended to agree or be satisfied with employer related statements more than H&T interns, as the average of all perceptions in this group for BA interns were higher than for H&T interns. For employer related issues, BA and H&T interns were satisfied in that they were provided insight into their employer's business or operation. Simply put, employers in general revealed their business and operation for interns to understand and view how they do the business and the process of it. They did a good job to make the interns feel that they were a part of the company. Receiving an insight into the employer's business or operation was valuable for the interns, as found in the literature (Coco, 2000) that internships are a great way for students to sample a company without committing for life. The statement, that has the second highest mean for both BA and H&T interns, was "I was satisfied with work conditions and environment at the company." Apparently, no matter what major they were from, interns were satisfied with work conditions and environment at their workplace. However, a training program provided by an employer was considered as the lowest overall mean in this group. The average within each major was also neutral towards this employment issue. It should be noted that this was the only issue that BA interns were neutral about. On the other hand, H&T interns were satisfied only with work conditions & work environment at the company, the recognition from an employer, and insight of employer's business, while neutral was the overall level of agreement regarding other issues as indicated by H&T interns.

Table 36-2

Comparison of a mean score: Academic program

Variable	Mean		
	BA	H&T	Total
I received adequate assistance from my faculty mentor.	4.18	3.89	4.09
I received adequate assistance from the UW-Stout Co-op services.	3.82	3.70	3.79
The department writing guidelines helped me to benefit more from this work experience.	3.39	3.54	3.45
The Co-op report writing guidelines helped me to benefit more from this work experience.	3.26	3.65	3.34

The average mean score of the total interns for academic program related questions (Table 36-2) seemed to fall in “neutral” level of agreement. In other words, the interns were not satisfied and not dissatisfied with the issues related to their academic programs. That includes assistance from the UW-Stout Co-op services, the Co-op report writing guidelines, and the department writing guidelines. Nonetheless, the overall average score by interns indicated that they received “adequate assistance” from their faculty mentor. Interestingly, when comparing majors, the BA interns were consistent with the average; however, the H&T interns were neutral with this issue. In addition, although the BA interns’ perceptions towards employer related questions were higher in level of agreement than H&T interns, for academic program related questions, two perceptions were considered as higher level of agreement by BA interns and H&T interns had higher mean score with the other two perceptions.

The department and Co-op writing guidelines related questions have low mean scores in each major. The researcher included the statements “The department writing guidelines helped me to benefit more from this work experience.” and “The Co-op report

writing guidelines helped me to benefit more from this work experience.” for the respondents in the questionnaire. These statements were selected to better understand how satisfied the interns felt towards their writing guidelines, and whether it helped them to synthesize and analyze their work experience to ease them reaching their internship goal. However, after the researcher obtained the results of these two questions, the overall analysis indicates that the collective score for these questions was low and uniform between each major. Therefore, the researcher wondered whether the interns generally did not quite see the relationship between the writing guidelines and the benefit from their work experience; or they were not quite satisfied with the writing guidelines; or they did not understand the questions clearly, which did not make any sense to them and were not direct to the point. As mentioned earlier, field experience interns were sent a university questionnaire which did not contain these two questions related to Stout Co-op services.

Table 36-3

Comparison of a mean score: Student's learning

Variable	Mean		
	BA	H&T	Total
This work experience applied, integrated, or made relevant the knowledge gained from my courses.	3.90	4.00	3.94
This work experience helped me learn new skills or techniques.	4.45	4.14	4.35
This work experience clarified my future educational goals.	4.21	4.00	4.13
This work experience helped me decide on my future career.	4.15	3.73	4.00
The work experience was valuable in increasing my ability to work effectively with diverse groups.	3.92	4.38	4.08

Even though one statement from student's learning related questions (Table 36-3) was considered as neutral (mean score = 3.90) by the average of the interns' perception, that average mean score almost reached "agree" level of agreement. Therefore, it can be concluded that the interns were generally satisfied with their learning from their work experience. H&T interns tended to agree that their work experience applied, integrated, or made relevant the knowledge gained from my courses more than BA interns. Also, H&T interns also agreed more than BA interns that the work experience was valuable in increasing their ability to work effectively with diverse groups. On the other hand, BA interns appeared to agree more than H&T interns in that this work experience helped them learn new skills or techniques, clarified their future educational goals, and helped them decide on my future career.

From the qualitative responses to the open-ended question and the employer's name part from the questionnaire, it can be concluded that there were two H&T interns employed abroad at the same property. Both of them identified that the employer was not

ready for them. One of them commented about a training program provided by the employer. The false expectation from the employer was also criticized. In addition, the language barrier was the important factor of the problems. The literature made the similar recommendation with one of the interns that intercultural differences can cause students the most difficulty (Roberts, 1998; Van Hoof, 2000). The critical issues such as language differences and differing beliefs regarding a person's age, gender, and religion also affected students' ability to work. Students will benefit more if they receive some form of intercultural training prior to their international internship (Roberts, 1998).

Objective 2: To compare the perceptions of students of both departments towards their cooperative education and field experiences.

As mentioned earlier, BA and H&T were selected because of the similarities in the nature of work. The comparison of the students' perceptions between the two majors was examined, as each department may act as a standard for measurement in order to improve the cooperative education and field experience programs to be the most beneficial for the students in both departments.

From Table 7 (Chapter 4), the t-test procedure was utilized to find and analyze the statistical significance of the interns' perceptions between the two majors. Therefore, it was apparent that BA interns were more satisfied with work conditions and environment at the company than H&T interns. On the other hand, H&T interns appeared to be agreed more than BA interns that the work experience was valuable in increasing their ability to work effectively with diverse groups. Perhaps H&T interns were not highly satisfied with work conditions and environment (including people they worked with and guests they dealt with) when compared to BA interns, so this made and strengthened their abilities to

handle and work effectively with diverse groups more than BA interns. As mentioned earlier, H&T interns had more opportunities to deal with diverse groups, as duties of several H&T interns had to deal with various kinds of guests and international guests of different cultures. Thus, H&T interns strongly felt that their skills in dealing with diverse groups had developed more than BA interns. Nonetheless, BA interns apparently agreed more than H&T interns that the company they worked for was able to keep high quality associates and their work experience helped them decide on their future career.

BA interns tended to agree more than H&T interns that the company they worked for was able to keep high quality associates. As mentioned earlier in the analysis under the objective 1, mostly BA interns appeared to have a higher level of agreement than H&T interns. Since BA interns seemed to be satisfied more in several areas of their work experience, from their evaluation, BA interns were in a higher degree of agreement than H&T interns that their work experience helped them decide on their future career.

Obviously, BA interns had more positive and affirmative perceptions than H&T interns. Perhaps it is due to H&T interns' characteristics in general that they tended not to be easy to satisfy with something or they seemed to criticize things more than BA interns. It may be because the scope of work for students in H&T major is narrower than the scope of work for BA major interns, so H&T interns knew what to expect and their work standards appeared to be higher than BA interns. It may probably be, as the BA faculty mentor stated, that most of BA students found their internship on their own (William Kryshak, personal communication, October 22, 2001), and they had more alternatives since the BA scope of work is bigger than the H&T scope. Simply put, BA interns had more to choose from. For this reason, they tended to locate a variety of employers, which

seemed to offer a better quality internship program. However, these are assumptions the researcher suspects that might be pertinent to the reasons why BA interns tended to have a higher level of agreement than H&T interns, but the H&T interns may be seeking more from their internship work environments.

The qualitative question is “What could have made your work experience more meaningful?” From 73 BA interns, forty-two percent of them responded to the open-ended question, while 51% of 37 H&T interns responded to the open-ended question (Chapter 4). Again, it shows that H&T interns were quick to criticize and more argumentative than BA interns. In addition, Table 35 shows that more BA interns (22%) had positive reflections than H&T interns (8%), as “positive reflections” regarding their internship is one theme of qualitative responses.

From qualitative responses, H&T interns (40%) commented more than BA interns (17%) that they should have had more job tasks and work responsibilities during their internship. This is consistent with the qualitative question, which asked the respondents to rate their level of agreement with the statement: I was satisfied with my job at this company. Table 36 shows that more BA interns with higher mean scores (4.21) were satisfied with their job during their internship than H&T interns (3.84). Training program provided by an employer was criticized more by H&T interns (BA-11% and H&T-16%) in the qualitative answers, and H&T interns (Mean score: BA-3.85 and H&T 3.73) also rated lower than BA interns on this issue in the quantitative question. However, problems related to a supervisor were noted by equal numbers of BA and H&T interns (8%) in the open-ended question, but the mean score shows that BA interns (BA-4.32 and H&T 3.92) were more satisfied with their immediate supervisor than H&T interns. Poor work

environment was criticized more by H&T interns than BA interns in both qualitative (BA-3% and H&T-4%) and quantitative questions, which BA interns listed higher level of agreement than H&T interns (Mean score: BA-4.47 and H&T-4.05). The comparisons of qualitative responses between the two majors in other issues that did not match with the quantitative questions are as follows. H&T interns criticized more about unprepared employers (BA-8% and H&T-20%) and the length of the work experience (BA-3% and H&T-4%) than BA interns. Nonetheless, BA interns appeared to have more variety comments, since the theme “Others” in the qualitative responses were from BA interns’ opinions, while none of H&T interns’ opinions on the open-ended question fell into this category. It may be concluded that since the type of work for interns from BA major tended to be more diverse than the H&T major, their comments were more varied than BA interns. In addition, the work type in the hospitality industry was not much different, so H&T interns had similar comments on their work experience.

Objective 3: To identify areas for improvement in the cooperative education and field experience programs.

After evaluating UW-Stout's cooperative education experience and field experience programs by understanding General Business Administration and Hotel, Restaurant, & Tourism Management students' perceptions towards their 2001 summer work experience, the comparison of the students’ perceptions between the two departments was examined. Such perceptions can prepare the way for improving the internship programs and have the potential to enhance the internship programs to be more beneficial for students in their future careers. The ultimate results could be more

motivated student interns, more satisfied business participants, more experienced and qualified graduates, and more effective internship programs.

Table 37

Comparison of areas for improvement

Variable	BA			H&T		
	Strongly Disagree	Tend to Disagree	Total	Strongly Disagree	Tend to Disagree	Total
Employer related questions						
I was satisfied with on site-orientation.	0.0	5.5	5.5	2.7	5.4	8.1
I received adequate information from a training session of the company to do my job well.	1.4	13.7	*15.1	0.0	13.5	13.5
I was satisfied with work conditions and environment at the company.	0.0	2.7	2.7	2.7	5.4	8.1
I was satisfied with my job at this company.	1.4	6.8	8.2	8.1	10.8	*18.9
My contributions were recognized at this company.	0.0	4.1	4.1	2.7	2.7	5.4
This company was able to keep high quality associates.	1.4	4.1	5.5	2.7	8.1	10.8
I received adequate assistance from my immediate supervisor.	0.0	8.2	8.2	2.7	10.8	13.5
This work experience provided insight into my employer's business or operation.	0.0	0.0	0.0	5.4	2.7	8.1
I would recommend this employer for future placements.	2.7	6.8	9.5	0.0	13.5	13.5
Academic program related questions						
I received adequate assistance from my faculty mentor.	0.0	0.0	0.0	2.7	5.4	8.1
I received adequate assistance from the UW-Stout Co-op services.	1.4	12.7	14.1	0.0	15.0	*15.0
The department writing guidelines helped me to benefit more from this work experience.	6.9	12.5	*19.4	0.0	13.5	13.5
The Co-op report writing guidelines helped me to benefit more from this work experience.	8.2	17.8	*26.0	0.0	5.0	5.0
Student's learning related questions						
This work experience applied, integrated, or made relevant the knowledge gained from my courses.	2.7	8.2	10.9	5.4	5.4	10.8
This work experience helped me learn new skills or techniques.	0.0	0.0	0.0	5.4	5.4	10.8
This work experience clarified my future educational goals.	1.4	4.2	5.6	5.4	5.4	10.8
This work experience helped me decide on my future career.	1.4	2.7	4.1	8.1	8.1	*16.2
The work experience was valuable in increasing my ability to work effectively with diverse groups.	0.0	9.6	9.6	0.0	2.7	2.7

* Top-three areas for improvement for each major

Table 37 presents the comparison of areas for improvement between BA and H&T. The areas for improvement were identified by summing the percentage of strongly disagree and disagree obtained from the cross-tabs tables. The statements that were indicated to be improved for BA major were “I received adequate information from a training session of the company to do my job well”, “The department writing guidelines helped me to benefit more from this work experience”, and “The Co-op report writing guidelines helped me to benefit more from this work experience.” On the other hand, areas for improvement of H&T major were “I was satisfied with my job at this company”, “I received adequate assistance from my immediate supervisor”, and “This work experience helped me decide on my future career.”

In other words, for BA majors, areas for improvement are a training program provided by an employer, the department writing guidelines, and the Co-op report writing guidelines; while areas for improvement of H&T are the interns’ duties and responsibilities during their internship, the UW-Stout Co-op services, and helping interns make decisions on their future career.

For BA, a training program from an employer was indicated less important than for H&T interns in the qualitative question (BA-11% and H&T –16%), but it contradicted the results in quantitative question. Although the writing guidelines from the department and Co-op services cannot be related directly with the open-ended question, they were part of the internship academic assignment and could be linked with one theme of qualitative responses. Eight percent of BA interns criticized the internship academic assignment, while none of H&T interns commented about it.

Satisfaction with a job could be related with the first theme of qualitative responses “Seeking more job tasks and work responsibilities”. Apparently, H&T interns commented and indicated the dissatisfaction on this issue in both qualitative and quantitative questions. The responses from both types of question noted the consistency and emphasis that this issue should be taken into consideration for improvement. As H&T students tended to find their internship through the Co-op services, they saw things needed for improvement regarding the services of the UW-Stout Placement and Co-op office more than BA students, who seemed to find an internship program on their own. There is no written comment in the qualitative question from H&T interns about the Co-op services, but one BA intern criticized that the Co-op office had poor local relations, since it did not support students that wanted to find local jobs. As H&T interns tended to be dissatisfied with their job during their internship more than BA interns, those H&T interns also disagreed more than BA interns that their work experience helped them decide on their future career. Simply put, since they did not like their job, they needed to work in other departments or with other employers to figure out their future profession. They had to have more time to decide on their future career. In contrast, the interns that like their job may figure out their career path faster as they have realized what they like and what they want to do in the future.

Girard (1999) conducted a parallel research with this study, but the population was only H&T senior intern respondents. The title is “Interns perception of internships, a look at work, supervision, and appraisals”. From that research, there were six perceptions that were similar to this study: received recognition, accomplished all of training program, work conditions were excellent, complete outline of training program, treated

well by supervisor, and good relationship with supervisor. In general, responses of interns to these perceptions from both studies mostly were either “agree” or “strongly agree”. However, it should be noted that H&T interns in Girard’s research selected “neutral” as an answer towards these perceptions less than 10%, while H&T interns in this research almost 20% or more indicated their level of agreement as “neutral”. Another point is that when comparing those six perceptions, H&T interns in Girard’s research seemed to “agree” or “strongly agree” with the statements more than H&T interns in this research. Only one statement that Stout H&T interns agreed more than H&T interns in Girard’s research was about work condition.

In analysis of the data and review of the two groups it becomes apparent that there are similarities and differences between the two identified groups. The breakdown of the two groups indicated two unique markers that serve to create a better understanding of the groups and their work experiences.

Business students are perceivably seeking new information or foundation information regarding career options. They tended to accept their working situations with few issues regarding their work, workplace and expectations as an intern.

Hospitality students seemingly were more critical of their work situations. They tended to be more vocal about their workplace, supervision and workplace preparedness. Unlike business students they tended to criticize the employment situation as not as comprehensive as they would like it to be.

The possible rationale is that hospitality students in general have more foundation work experience in the field of their choice whereas business students are seeking career

options and may have an eclectic foundation or limited work experiences in their educational area.

Summary of Findings

Chapter Five covered a summary of the key findings of this study.

1. BA interns had more positive and affirmative perceptions than H&T interns.
2. For the statistically significant difference of the interns' perceptions between the two majors, BA interns had higher levels of agreement than H&T interns on the following perceptions: BA interns were satisfied more with work conditions and environment at the company, they felt more strongly that their company was able to keep high quality associates, and also agreed more that their work experience helped them decide on their future career. On the other hand, H&T interns believed more that the work experience was valuable in increasing their ability to work effectively with diverse groups.
3. Areas for improvement identified by BA interns were a training program from an employer, the department report writing guidelines, and the Co-op report writing guidelines. Areas for improvement identified by H&T interns were their jobs during their internships, the UW-Stout Co-op services, and the fact that the work experience helped them decide on their future careers.

Implications and Suggestions

The findings of this study resulted in recommendations for interns, academic programs, and employers. No absolute rules apply to all situations and to all people. Each internship is an individual experience attributable to the fact that the players are hardly the same. Changes in management and different personality types are just two examples of how the dynamics of an internship experience can vary from person to person (Wildes and Mount, 1997).

Implications for Interns

First, before accepting a job offer from an employer, a student should research an employer. In fact, this action should be done before interviewing with the company. Researching employers enables a student to determine if she/he really wants to work for the employer.

Second, the reasons for selecting an employer should be logical and thoughtful, which are pertinent to what students will learn and benefit from the work experience as well as help them decide on their future career. The final decision on selecting an employer should be approved by a faculty mentor. It is imperative that a student listens to advice from a faculty mentor, who has a tremendous experience in screening and matching an employer with a student.

Third, a student should set clear and defined logical learning objectives of her/his work experience and she/he should put their best effort to achieve her/his goals by being enthusiastic, not hesitating to ask a question, working hard, and adapting herself/himself to a new environment and new people. Furthermore, if a student experiences a problem

and concern, she/he should have a meeting with her/his immediate supervisor or faculty mentor to discuss identified issues.

Implications for Academic Programs

First, Randall and Good (1991) suggested that it would seem appropriate that academic programs employ a variety of tools to scan their local environments in order to implement the most beneficial and workable type of internship program for meeting the specific requirements of the marketplace they are serving (e.g., students and businesses in the market area requiring internships). The feedback and ideas received from frequent communication of a faculty mentor and an internship coordinator with interns and employers are very important to develop quality and qualified internship programs, as Wildes and Mount (1997) stated that communication is vital in establishing and maintaining an effective internship program.

Second, the department report writing guidelines and the Co-op report writing guidelines should be frequently updated and be synchronized with each other. A three-way agreement between the academic program, on-site supervisor, and intern needs to be established to outline the assignments and expectations of the internship program (Wildes and Mount, 1997).

Third, according to identification of areas for improvement from the research findings, the faculty mentors and Co-op coordinators should ensure that BA interns receive adequate information to do their jobs well from a training program provided by an employer, while H&T interns' duties and responsibilities have been clarified by an employer before the interns actually accept an offer. Employers that were unprepared or could not assign work and responsibilities to the interns as they stated in a job

description, should be informed, improve, be reviewed for a contract with the university, and have a contract with the university terminated.

Fourth, from one of the qualitative responses “It would be nice if the university would set up a packet/program for the companies to follow”, the researcher agrees with this recommendation. However, it may be difficult in reality to set up a guideline and implement a program for the employers to follow. First, this may limit experience that an intern will gain. Second, several employers might need the flexibility to develop their own internship programs for a student. If rigid guidelines or packets from academic programs were the requirements for them to follow, they might not be interested in offering an internship program for a student of those academic programs. It is according to what BA faculty mentor stated that most employers do not want a lot of paperwork and conditions (William Kryshak, personal communication, October 22, 2001). Lastly, it seems to be difficult for academic developers, cooperative education coordinators, and faculty mentors to design, establish, implement, and control an internship program following a specific set of guidelines that can effectively match employers’ and interns’ needs. Nonetheless, although employers agree to follow the guidelines, it may be impossible for them to implement and it may be difficult for academic programs to follow up and measure whether employers actually conduct an internship program according to the guidelines. From one theme of the qualitative responses “unprepared employer”, it shows that 13% of interns responding to the open-ended question indicated that employers were not ready for their internships, even though employers were supposed to assign duties and responsibilities to interns according to a job description that both parties agreed upon.

Fifth, as discussed earlier, expectations of some interns had not been met and they sought more job tasks and work responsibilities (one theme of the qualitative responses). It may be useful to classify the level of work into 1 – “initial”, 2-“intermediate”, and 3-“advance”, as it would be apparent to interns which type and level of internships fit their needs, that it would not repeat their previous work experience. Nonetheless, it appears to be difficult to identify skill sets in each level of work. Some interns may consider their work experience as Level 2, but the academic program may categorize it as Level 3. The academic program might be the one who set the criteria, employers need to identify which level of work they are offering for an intern, and a student needs to consult with a faculty mentor which level of work she/he needs and would like to do. However, in order to set up and implement this to academic programs, employers, and students, it may take time to do a research about the possibility of the plan and it may seem to complicate the coordination and communication of the three parties.

Implication for Employers

First, an employer should set up structured internship program for a student by coordinating with the academic program. The employer should be prepared for and aware of an intern’s arrival by setting up everything ahead of time such as assigning a mentor or informing and communicating with an immediate or on-site supervisor to be ready for the intern.

Second, job tasks and responsibilities assigned to an intern should conform to a job description that has been agreed upon. An employer’s expectation should be indicated clearly in the job description.

Third, an employer should establish good training programs, giving interns meaningful work to do and empowering them to do (Girard, 1999).

Fourth, a formal mentoring component for internship can add an effective and cost efficient way of involving others beyond the supervisor in student development activities. Designated mentors can help students design more appropriate learning agreements, develop more realistic goals and expectations, and have more meaningful work experiences (Gibson and Angel, 1995)

Recommendations for Future Research

As a result of the data analysis and the review of related literature, the researcher has the following suggestions for future studies:

1. Other universities in the United States that have BA and H&T majors could duplicate this study to evaluate their internship programs.
2. Similar studies can be undertaken with other methodologies such as qualitative research utilizing a focus group. Discussions among BA and H&T interns encourage and refresh their memories and perceptions of the work experience. Therefore, the comparison between the two departments may be obviously identified. Furthermore, both benefits and areas of improvement would be discussed by participants of the group, and the generic ideas of the perceptions would be formed.
3. This study was intended to understand the interns' perceptions of their work experience, which focused on employer related questions in general and student's learning related questions in general. The further research should be conducted by utilizing more specific questions to evaluate an employer. For instance, questions may be

classified into three categories: work related questions, supervisor related questions, and appraisal related questions. Each category contains several detailed questions, such as motivation and incentives for the work.

4. It would also be recommended to conduct research on a specific internship program with specific procedures. Clear and precise background of the internship program encourages more understanding of the interns' perceptions. In addition, this may provide some answers and further research questions.

5. The future study could be conducted to examine student interns' and employers' identification of the important factors of an internship experience. For items considered critical by employers, it may be necessary to help employers understand why this is important to students and faculty. The information from this study could assist developers in making decisions affecting their internship requirements as they affect both student interns and employers (Henry et al., 2001). This will help industry, academics, and students better communicate via the internship programs.

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APPENDIX A
INITIAL EMAIL

Dear Recent Co-op (Field Experience) Students,

I am asking for your help. I am a graduate student in Hospitality and Tourism, working on my thesis project. The purpose of my study is to evaluate UW-Stout's cooperative education experience and field experience programs by understanding General Business Administration and Hotel, Restaurant, & Tourism Management students' perceptions towards their 2001 summer work experience. The objective of my study is to improve the work experience programs for students in both departments.

Your assistance will only take approximately 4-10 minutes to complete the questionnaire. All responses will be confidential according to the university regulations.

Please simply click on the link:

<http://144.13.214.217/internsurvey/surveycoop.asp>

or

<http://144.13.214.217/internsurvey/surveyfield.asp>

Thank you for your time.

Poy Suriyapee

APPENDIX B
REMINDING EMAIL

Dear Recent Co-op (Field Experience) Students,

Thank you for taking the time to complete the questionnaire. For those of you who have not done it, I would appreciate a few minutes of your time to fill out the survey.

Please simply click on the link:

<http://144.13.214.217/internsurvey/surveycoop.asp>

or

<http://144.13.214.217/internsurvey/surveyfield.asp>

The response from you is valuable. The information will be kept confidential and will be used for improving the internship programs to students.

Thank you,
Poy Suriyapee

APPENDIX C

CO-OP STUDENT QUESTIONNAIRE

I understand that by returning the/this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice NOTE: Questions of concerns about participation in the research or subsequent complaints should be addressed first to the researcher or research advisor and second to Susan Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 HH, UW-Stout, Menomonie, WI, 54751, USA, phone (715) 232-2477

Indicate the number that corresponds to your opinions.

1= Strongly disagree, 2= Tend to disagree, 3= Neutral, 4= Tend to agree, 5= Strongly agree

1	I was satisfied with on-site orientation.	1	2	3	4	5
2	I received adequate information from a training session of the company to do my job well.	1	2	3	4	5
3	I was satisfied with work conditions and environment at the company.	1	2	3	4	5
4	I was satisfied with my job at this company.	1	2	3	4	5
5	My contributions were recognized at this company.	1	2	3	4	5
6	This company was able to keep high quality associates.	1	2	3	4	5
7	I received adequate assistance from my immediate supervisor.	1	2	3	4	5
8	I received adequate assistance from my faculty mentor.	1	2	3	4	5
9	I received adequate assistance from the UW-Stout Co-op services.	1	2	3	4	5
10	The department writing guidelines helped me to benefit more from this work experience.	1	2	3	4	5
11	The Co-op report writing guidelines helped me to benefit more from this work experience.	1	2	3	4	5
12	This work experience applied, integrated, or made relevant the knowledge gained from my courses.	1	2	3	4	5
13	This work experience provided insight into my employer's business or operation.	1	2	3	4	5
14	This work experience helped me learn new skills or techniques.	1	2	3	4	5
15	This work experience clarified my future educational goals.	1	2	3	4	5
16	This work experience helped me decide on my future career.	1	2	3	4	5
17	The work experience was valuable in increasing my ability to work effectively with diverse groups.	1	2	3	4	5
18	I would recommend this employer for future placements.	1	2	3	4	5

What could have made your work experience more meaningful?

Demographic Data

Employer Name:	<input type="text"/>
Position Title:	<input type="text"/>
Academic Level:	<input type="checkbox"/> Freshman <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior <input type="checkbox"/> Graduate Student
Major:	<input type="checkbox"/> General Business Administration <input type="checkbox"/> Hotel, Restaurant, & Tourism Management
Hours Worked/Week:	<input type="checkbox"/> 20-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> 41-50 <input type="checkbox"/> 51 or more
This Work Period was for::	<input type="checkbox"/> 3 months <input type="checkbox"/> 4-6 months <input type="checkbox"/> 7-9 months <input type="checkbox"/> 10 months or longer

[Submit Answers](#)

[Reset Answers](#)

APPENDIX D

FIELD EXPERIENCE STUDENT QUESTIONNAIRE

I understand that by returning the/this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice NOTE: Questions of concerns about participation in the research of subsequent complaints should be addressed first to the researcher or research advisor and second to Susan Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 HH, UW-Stout, Menomonie, WI, 54751, USA, phone (715) 232-2477

Indicate the number that corresponds to your opinions.

1= Strongly disagree, 2= Tend to disagree, 3= Neutral, 4= Tend to agree, 5= Strongly agree

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1 | I was satisfied with on-site orientation. | 1 | 2 | 3 | 4 | 5 |
| 2 | I received adequate information from a training session of the company to do my job well. | 1 | 2 | 3 | 4 | 5 |
| 3 | I was satisfied with work conditions and environment at the company. | 1 | 2 | 3 | 4 | 5 |
| 4 | I was satisfied with my job at this company. | 1 | 2 | 3 | 4 | 5 |
| 5 | My contributions were recognized at this company. | 1 | 2 | 3 | 4 | 5 |
| 6 | This company was able to keep high quality associates. | 1 | 2 | 3 | 4 | 5 |
| 7 | I received adequate assistance from my immediate supervisor. | 1 | 2 | 3 | 4 | 5 |
| 8 | I received adequate assistance from my faculty mentor. | 1 | 2 | 3 | 4 | 5 |
| 9 | The department writing guidelines helped me to benefit more from this work experience. | 1 | 2 | 3 | 4 | 5 |
| 10 | This work experience applied, integrated, or made relevant the knowledge gained from my courses. | 1 | 2 | 3 | 4 | 5 |
| 11 | This work experience provided insight into my employer's business or operation. | 1 | 2 | 3 | 4 | 5 |
| 12 | This work experience helped me learn new skills or techniques. | 1 | 2 | 3 | 4 | 5 |
| 13 | This work experience clarified my future educational goals. | 1 | 2 | 3 | 4 | 5 |
| 14 | This work experience helped me decide on my future career. | 1 | 2 | 3 | 4 | 5 |
| 15 | The work experience was valuable in increasing my ability to work effectively with diverse groups. | 1 | 2 | 3 | 4 | 5 |
| 16 | I would recommend this employer for future placements. | 1 | 2 | 3 | 4 | 5 |

What could have made your work experience more meaningful?

Demographic Data

Employer Name:	<input type="text"/>
Position Title:	<input type="text"/>
Academic Level:	<input type="checkbox"/> Freshman <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior <input type="checkbox"/> Graduate Student
Major:	<input type="checkbox"/> General Business Administration <input type="checkbox"/> Hotel, Restaurant, & Tourism Management
Hours Worked/Week:	<input type="checkbox"/> 20-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> 41-50 <input type="checkbox"/> 51 or more
This Work Period was for:	<input type="checkbox"/> 3 months <input type="checkbox"/> 4-6 months <input type="checkbox"/> 7-9 months <input type="checkbox"/> 10 months or longer

[Submit Answers](#)

[Reset Answers](#)

APPENDIX E

Table 38

Responses of qualitative questions

ID	Major	Position	Response
1	BA	Account Executive	
2	BA	Intern	I would have liked to have more training to better prepare me for the Co-op.
3	BA	Manager in training	
4	BA	Intern	
5	BA	Quality Assurance Intern	
6	BA	Management Trainee	Nothing, I had a really great experience.
7	BA	Project Development Associate	Closer work with my supervisor.
8	BA	Customer Service Rep.	
9	BA	Summer Management Intern	My work experience was meaningful, I just did not like the fact that it was required by my major. I also did not like the fact that I sent my papers via email, and never received any sort of validation that they were received.
10	BA	1st Assistant Manager	
11	BA	Supervisor	
12	BA	Management Intern	
13	BA	Sales and Marketing Intern	Overall I had a fabulous experience. In the first few weeks, I did feel like I was not given much responsibility, but as time went by my level of responsibility increased.
14	BA	Job Supervisor	
15	H&T	Trainee	If there was a specific training program. If the employer was aware/prepared for our arrival. If the language barrier wasn't a problem. How do you send someone to another country and not require them to know their language and expect you to communicate effectively with your supervisors, managers, co-workers, and guests when you don't know the language and they don't speak ENGLISH!!!!!!
16	BA	Office Coordinator	The Co-Op Office doesn't support those that want to find local jobs, it was like throwing a cat out in the rain. I found my co-op on my own without any support of the office. Poor (local) relations. :(
17	BA	Marketing Communications Intern	
18	H&T	Front Desk Agent	More intensive training and more team-building activity among workers.
19	BA	Operations Intern - Trailer Control	

ID	Major	Position	Response
20	H&T	Varied- Buffet Worker/Banquets	I think learning more about what the manager does and different meetings and things would have helped. Also working more with the director of the department would have helped in learning about where I may want to go in the future of my career.
21	BA	Administrative Assistant	
22	BA	Research & Development Intern	
23	H&T	Front Desk Agent	Just being able to work more with the General Manager of the place.
24	BA	HR Coordinator	
25	BA	Intern	I would have appreciated a better training at the beginning of the internship.
26	BA	Planning Engineer	A formal training program to complete the duties and tasks of the job.
27	BA	Office Manager Assistant	
28	H&T	Front Desk Cashier, Resort Guest Services	Being allowed to experience other areas of the resort including concierges, catering, meeting planning, etc.
29	H&T	Food and Beverage Intern	I would have liked to been able to discuss my job and problems that were occurring with my supervisor more. There were times when I needed to talk to my supervisor and I tried to find him but he would tell me he could not help me and walk away. I would have like to discuss problems with my paycheck, hours I was not paid for and a problem I had in the buffet with him. He was usually not around and when he was it seemed he just did not have the time for me. There were times when my banquets manager would try to get me in to talk to him, since it was almost impossible by myself and I still would not get to talk to him. A message for him to get back to me was even left in plain sight yet he still chose not to call or get into contact with me. I would have liked to go over some of my evaluation with him as well, but he did not seem to care to much about that either. So I feel my experience could have been more meaningful if he had at least tried to stay in closer contact with me and would have been more willing to discuss problems that I was having.
30	BA	Intern	
31	BA		
32	BA	Accounting Intern/ Art Intern	
33	BA	Caddie Master	More duties
34	H&T	Human Resource Assistant/Intern	Couldn't have been any better, unless the school year was changed so that I could have stayed longer.
35	H&T	Resort Manager (I was considered "General Help")	
36	H&T	Excel Student Intern	

ID	Major	Position	Response
37	BA	Sales Associate	My experience was very refreshing in that I found good people to guide me as I learned.
38	BA	Sales/Marketing Manager	
39	BA	Account Rep.	I didn't think all three reports were necessary. Maybe just two would be adequate.
40	H&T	Restaurant and Wharf Manager	
41	H&T	Intern	Appreciated as an employee manager and not just as a low paid person who gets handed all of the bad Jobs, Hardly a learning experience. If at all it affirmed that I paid money for an internship which was meaningless and I could have spent my money on other more useful classes.
42	BA	Assistant manager at Cedars 94 Apartments	If the company would have taken my work experience more seriously and less office politics.
43	H&T	Management	The person training me in each department could have had a little more knowledge of what they were suppose to be teaching me.
44	BA	Product Manager	If I were able to work on a variety of different projects, rather than just focusing on one, which I did during my intern.
45	BA	Office Manager's Assistant	
46	BA	Phonathon Coordinator	Be involved in more business meetings.
47	BA	Event Coordinator	
48	BA	Assistant Manager	
49	BA	Assistant Loan Officer	If I had more than three months to do it.
50	BA		I now know that it is my goal to enter the sales profession, I would like the opportunity to do another co-op in sales.
51	H&T	Hospitality Hostess	
52	BA		
53	H&T	Front Desk and Reservations Clerk	A better training program would have helped me gain knowledge at a more rapid pace. I was on my own to figure things out quite a bit.
54	H&T	Food and Beverage Intern	
55	BA	Sales, administration, and embroidery operations	My work experience would have been more meaningful if I had coop with a business in the same field of work I want to work for in the future. It did help me determine some things I don't want to do in my career!
56	BA	Executive Team Leader	If I could have used more of the classes in my major, but I am diverse and quick to learn so I had no problems understanding how to accomplish my tasks on my particular job.
57	BA	Promotions Intern	

ID	Major	Position	Response
58	BA	Estimator/ Project Management	The company That I worked for had no real set up plan for interns to come in and work. It was more of what ever they could find around the office. It would be nice if the university would set up a packet/program for the companies to follow.
59	H&T	Event Catering Manager	
60	H&T	Food and Beverage Management Intern	
61	BA	Restaurant/Bar Supervisor	
62	H&T	Front Office Intern	
63	H&T	Intern of the Rooms Division	Leadership and communication that I used and learned through working with associates in the housekeeping department were really valuable for my future.
64	H&T	Front Desk Intern	If I would have had more variety in my duties and also if there were an opportunity to shadow the manager for a period of time to see exactly what they do.
65	BA	Crew Leader	Not much it was very good experience.
66	H&T	Banquet Intern	I would have gotten more out of my co-op if I could have done more of a rotation throughout the department. I did the same thing all summer. I did learn useful information, but it only took a couple weeks. It would have been nice to see more of the other aspects of the banquet department, not just the serving side. I wanted to go more towards sales and catering.
67	BA	Production Technician	
68	H&T	Waitress	
69	BA	Tour Management Department Intern	I worked for a tour operator and I was an intern for the Tour Management Department. If I could have actually gone out on tour as an addition to my training, I think that would have been very beneficial. I also think mandatory sessions that instruct interns on corporate culture and certain mannerisms would have been very helpful.
70	BA	Purchasing Assistant	I don't know if I could have I had a great time and liked my work and learned a lot.
71	BA	Assistant Manager	More involvement in financial aspects.
72	BA	Head of Scheduling	
73	BA	Marketing/Public Relations Specialist	
74	BA	Lodge Supervisor	My supervisor could have structured things a little better for me. Nothing was structured just a what do you want to do.
75	BA	Marketing/Pin Program Intern	
76	BA	Marketing Intern	
77	H&T	Reservationist/Intern	If I could have received a greater variety of experience. I only was able to take reservations and a little bit of front desk and sales work.

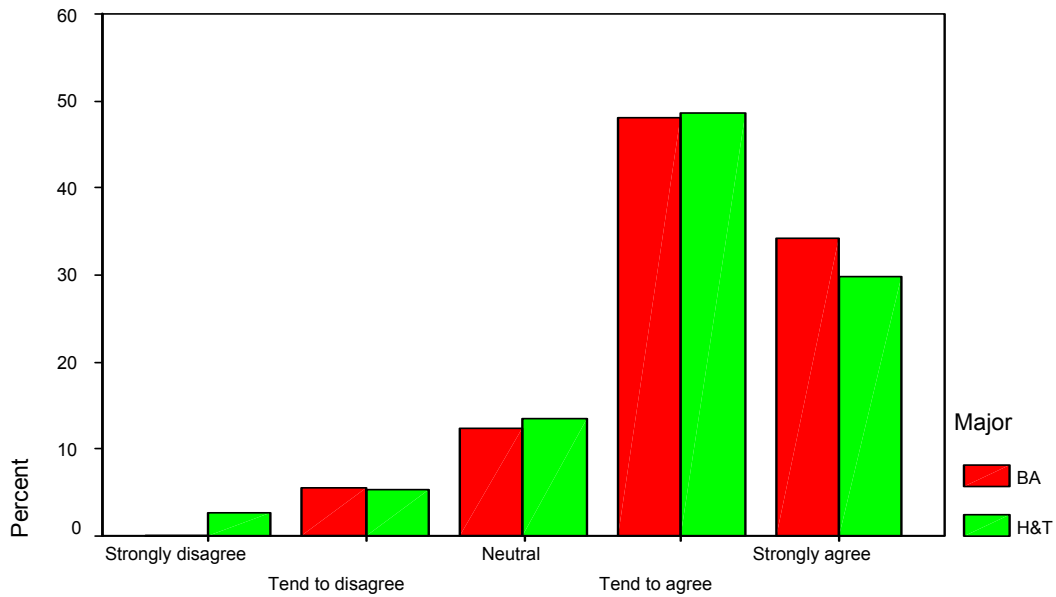
ID	Major	Position	Response
78	H&T	Student Intern	
79	BA	Campus Leader/Student Manager	Nothing, it was the most challenging, yet rewarding experiences I've had.
80	BA	Warehouse Personnel	I don't believe the Co-op presentation should be required after all the work you do and the papers for only 2 credits.
81	H&T	President	
82	H&T	Assistant Manager	I would have liked a little more responsibility.
83	H&T	Housekeeping Supervisor	If I would have been able to work in different departments other than housekeeping like I was told I was going to be doing.
84	BA	Assistant Manager of Shipping and Receiving	
85	BA	Inside Sales/ Customer Service Intern	
86	BA	Intern	If I was given higher and more demanding work at my job.
87	BA	Assistant Client Relations Manager	
88	BA	Specialty Shop Manager/ Sales Associate	
89	BA	Administrative Assistant	
90	H&T	Intern	
91	BA	Sales Manager	
92	BA	Loan Administrator Intern	Better communication from my direct supervisor.
93	BA	College Intern	
94	H&T	GSR	
95	BA	Field Engineer	
96	BA	Quality Technician	
97	H&T	Front Desk Intern	I think that the management that I dealt with did not know what they were doing which portrayed onto their workers and communication was TERRIBLE.
98	H&T	Public Relations	This company was not ready for us to be there.
99		Guest Service Representative	
100	BA	Loan Assistant	This was more of a full time-job rather than a co-op so there was a lot expected of me with little training.
101	BA	Car Salesman	No comments.
102	BA	Management Trainee-Intern	
103	H&T	Rooms Division Intern	
104	H&T	Lead Cook	
105	H&T	Assistant Manager	More responsibility.
106	H&T		Food and Beverage

ID	Major	Position	Response
107	H&T		Suite Attendant, Desk Clerk, Housekeeping Supervisor
108	BA	More responsibility!	Rooms Division Intern
109	BA		
110	H&T		Cook/Assistant Kitchen Manager
111	BA		Accounting Assistant

APPENDIX F
 GRAPHS OF NON-SIGNIFICANT FINDINGS

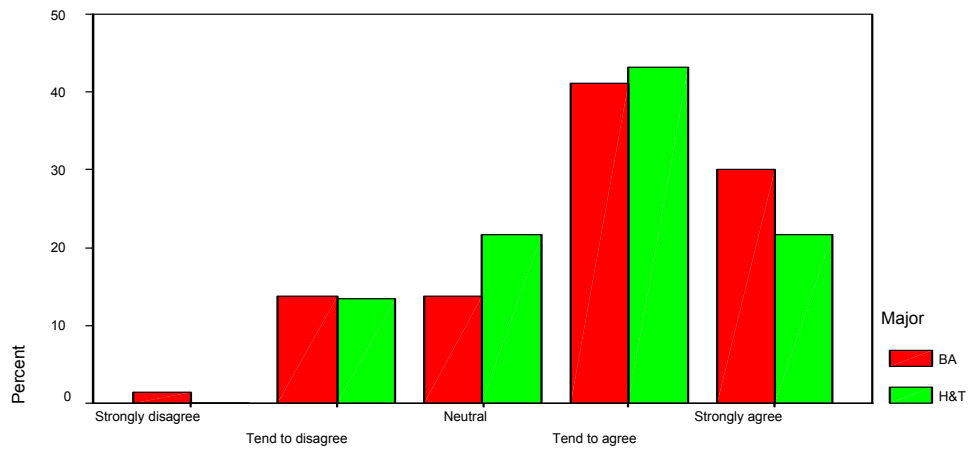
Graph 5

Satisfied with on-site orientation



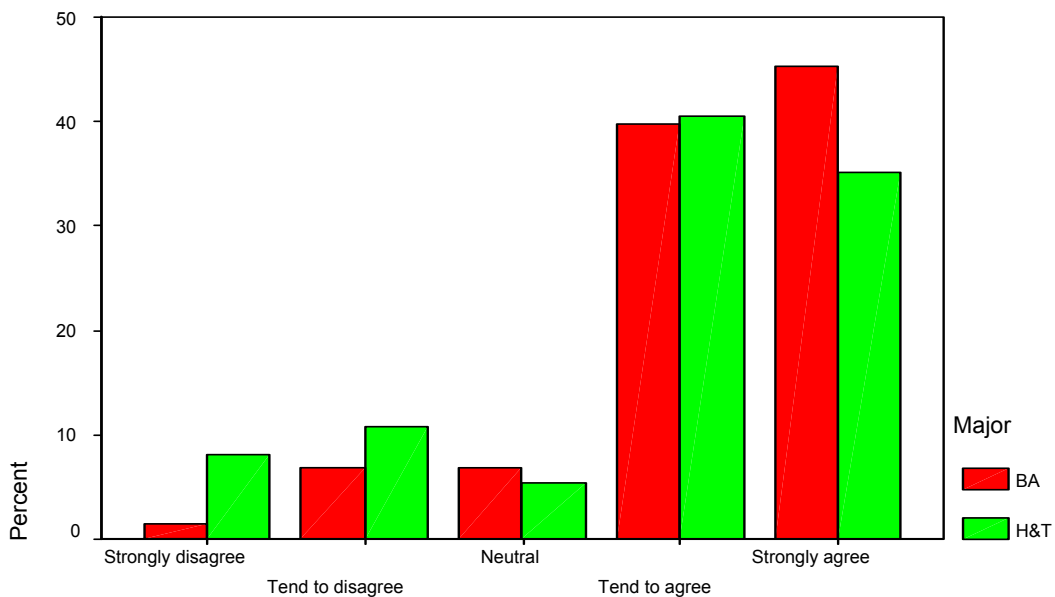
Graph 6

Received adequate information from a training session



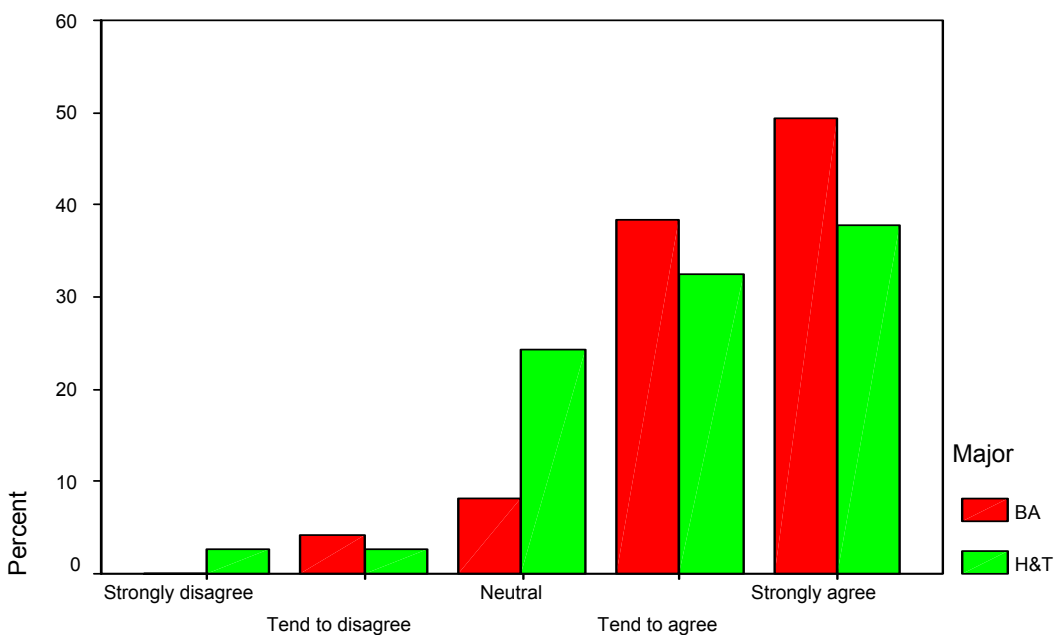
Graph 7

Satisfied with my job



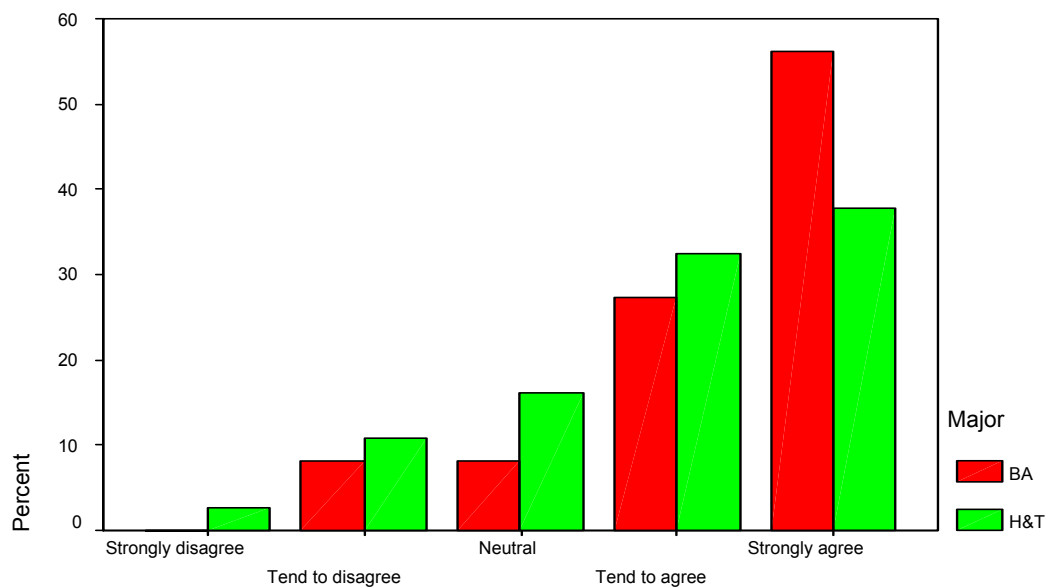
Graph 8

My contributions were recognized



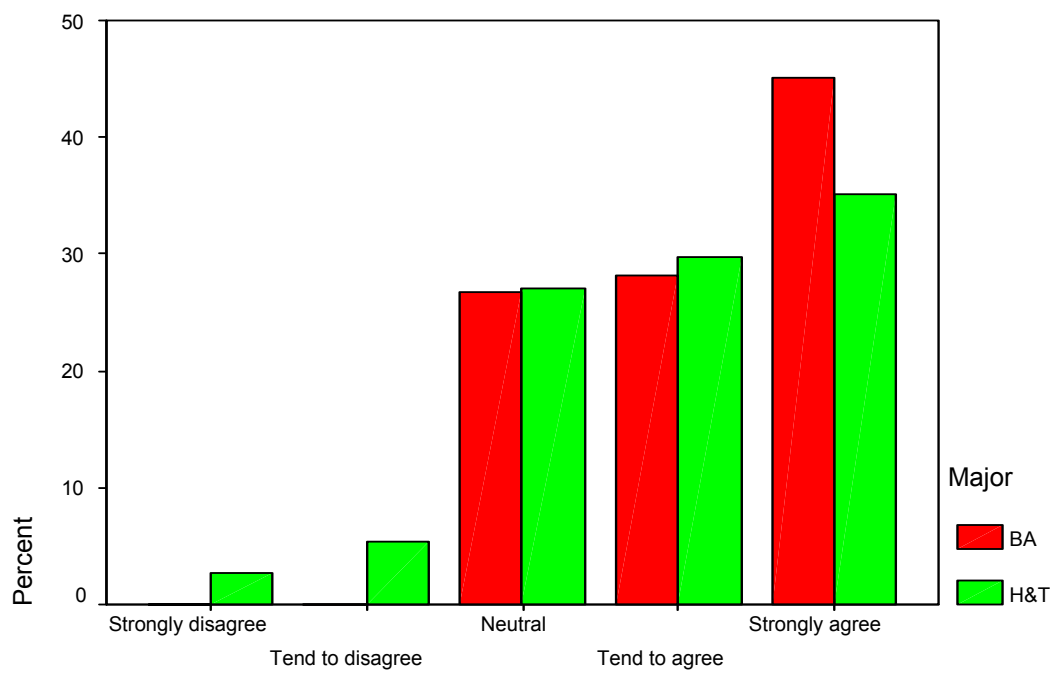
Graph 9

Assistance from immediate supervisor



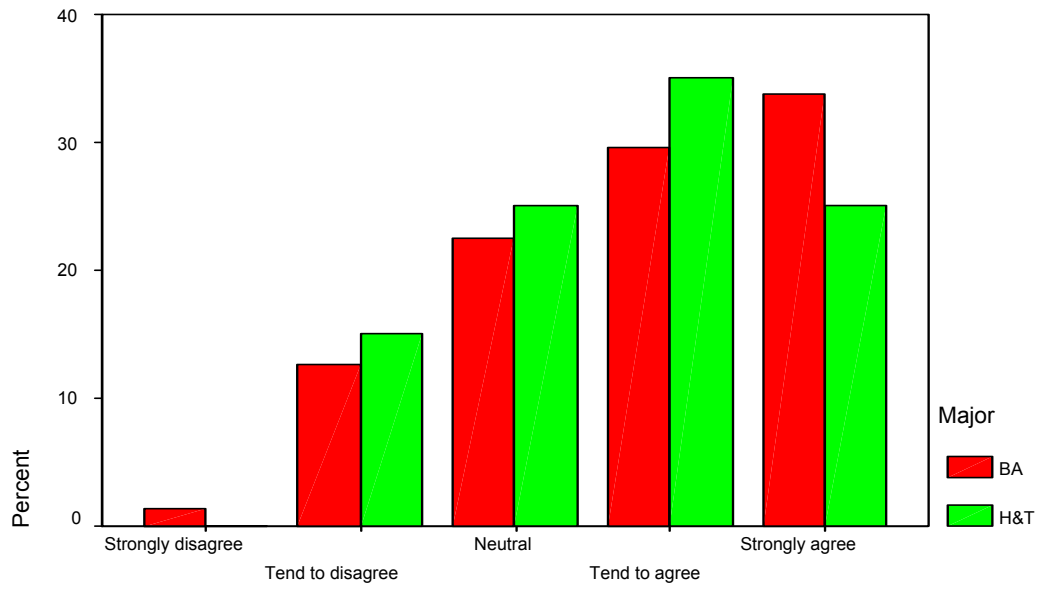
Graph 10

Assistance from faculty mentor



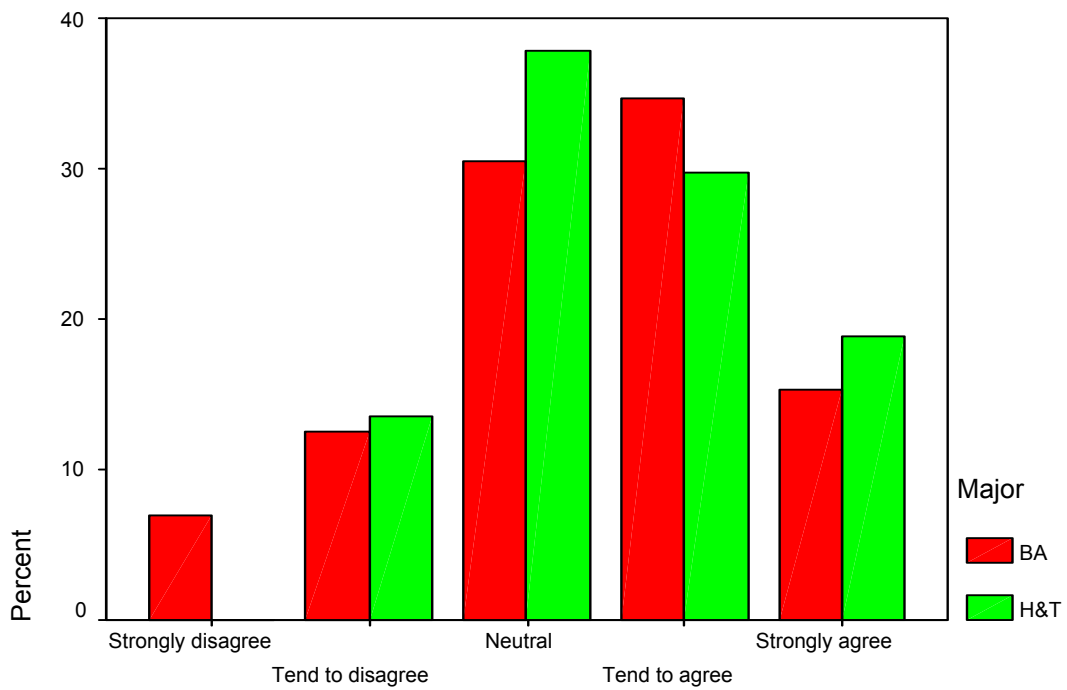
Graph 11

Assistance from UW-Stout Co-op services



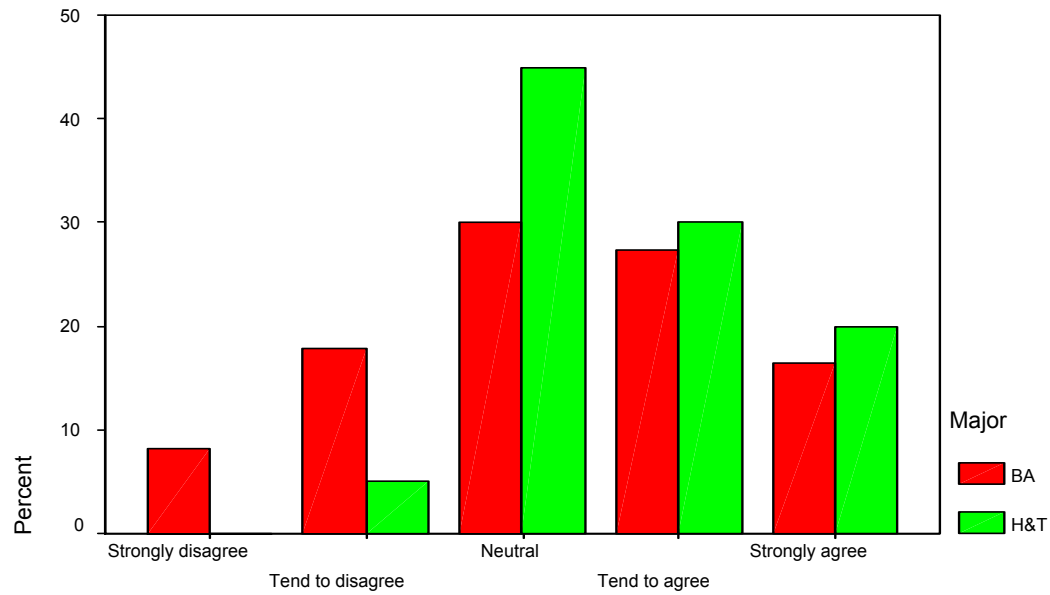
Graph 12

Department writing guidelines helped me benefit



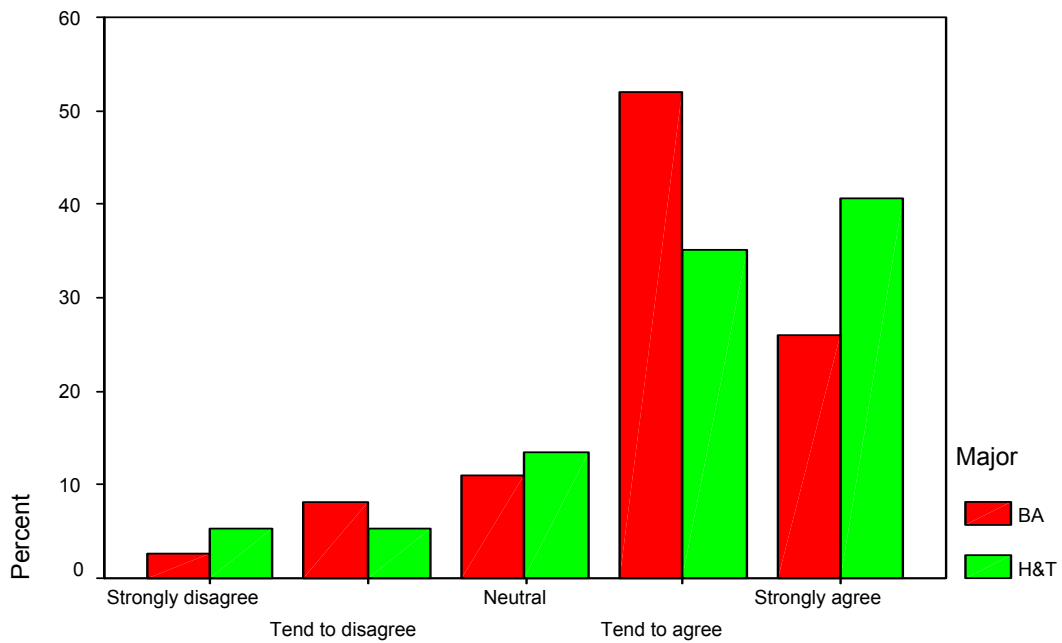
Graph 13

Co-op report writing guidelines helped me benefit



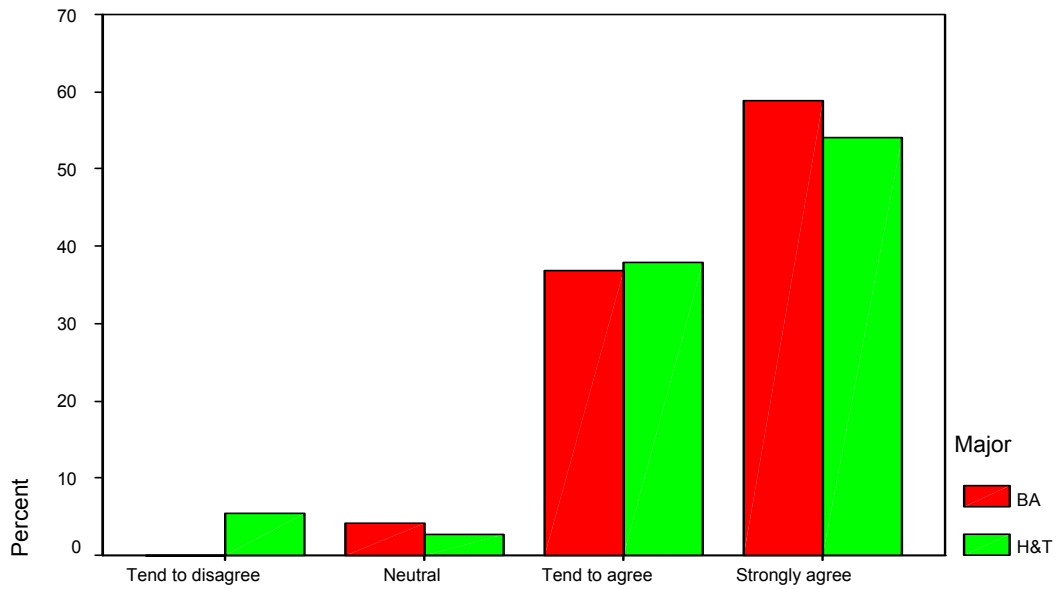
Graph 14

Applied knowledge gained from my courses



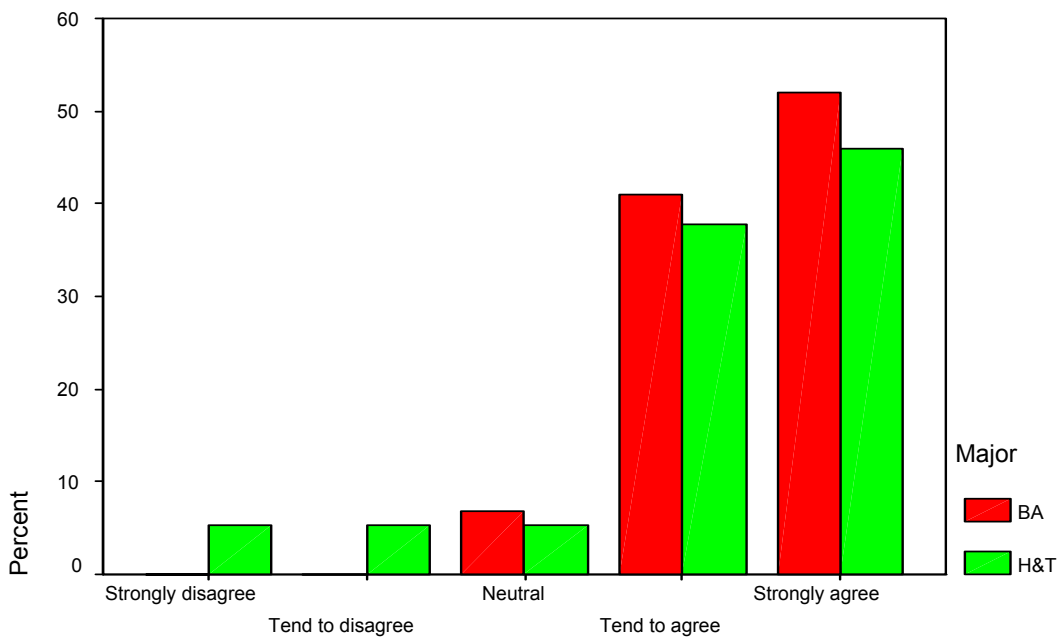
Graph 15

Experience provided insight into employer's business



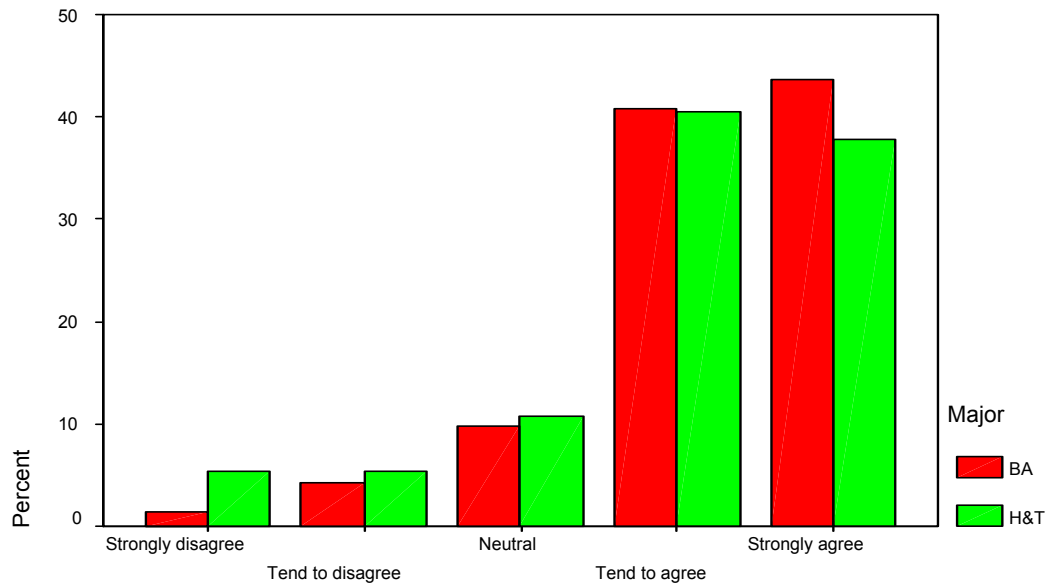
Graph 16

Experience new skills or techniques



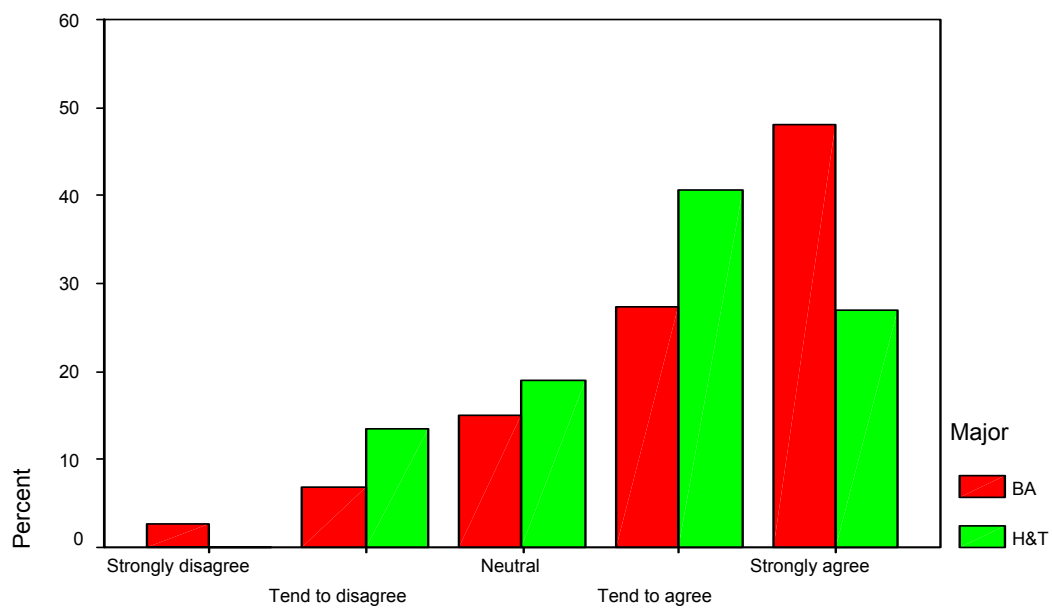
Graph 17

Clarified my future educational goals



Graph 18

I would recommend this employer



APPENDIX G

Table 39

Comparison of the two majors: Likert scale questions

Variable	Strongly Disagree		Tend to Disagree		Neutral		Tend to Agree		Strongly Agree	
	BA	H&T	BA	H&T	BA	H&T	BA	H&T	BA	H&T
Employer related questions										
I was satisfied with on site-orientation.	0.0	2.7	5.5	5.4	12.3	13.5	47.9	48.6	34.2	29.7
I received adequate information from a training session of the company to do my job well.	1.4	0.0	13.7	13.5	13.7	21.6	41.1	43.2	30.1	21.6
I was satisfied with work conditions and environment at the company.	0.0	2.7	2.7	5.4	4.1	18.9	37.0	29.7	56.2	43.2
I was satisfied with my job at this company.	1.4	8.1	6.8	10.8	6.8	5.4	39.7	40.5	45.2	35.1
My contributions were recognized at this company.	0.0	2.7	4.1	2.7	8.2	24.3	38.4	32.4	49.3	37.8
This company was able to keep high quality associates.	1.4	2.7	4.1	8.1	13.7	18.9	38.4	51.4	42.5	18.9
This work experience provided insight into my employer's business or operation.	0.0	5.4	0.0	2.7	4.1	37.8	37.0	54.1	58.9	5.4
I would recommend this employer for future placements.	2.7	0.0	6.8	13.5	15.1	18.9	27.4	40.5	47.9	27.0
Academic program related questions										
I received adequate assistance from my immediate supervisor.	0.0	2.7	8.2	10.8	8.2	16.2	27.4	32.4	56.2	37.8
I received adequate assistance from my faculty mentor.	0.0	2.7	0.0	5.4	26.8	27.0	28.2	29.7	45.1	35.1
I received adequate assistance from the UW-Stout Co-op services.	1.4	0.0	12.7	15.0	22.5	25.0	29.6	35.0	33.8	25.0
The department writing guidelines helped me to benefit more from this work experience.	6.9	0.0	12.5	13.5	30.6	37.8	34.7	29.7	15.3	18.9
The Co-op report writing guidelines helped me to benefit more from this work experience.	8.2	0.0	17.8	5.0	30.1	45.0	27.4	30.0	16.4	20.0
Student's learning related questions										
This work experience applied, integrated, or made relevant the knowledge gained from my courses.	2.7	5.4	8.2	5.4	11.0	13.5	52.1	35.1	26.0	40.5
This work experience helped me learn new skills or techniques.	0.0	5.4	0.0	5.4	6.8	5.4	41.1	37.8	52.1	45.9
This work experience clarified my future educational goals.	1.4	5.4	4.2	5.4	9.9	10.8	40.8	40.5	43.7	37.8
This work experience helped me decide on my future career.	1.4	8.1	2.7	8.1	17.8	16.2	35.6	37.8	42.5	29.7
The work experience was valuable in increasing my ability to work effectively with diverse groups.	0.0	0.0	9.6	2.7	21.9	8.1	35.6	37.8	32.9	51.4

