

Beyond the Classroom

Expanding Postsecondary Internships
and Other Forms of Experiential Learning



THE FLORIDA COUNCIL OF

100

February 2023



Formed in 1961 at the request of Governor Farris Bryant and as the first organization of its kind in the United States, the Florida Council of 100 is a private, nonprofit, nonpartisan organization of business, civic, and academic leaders which exists to promote the economic growth of Florida and a high quality of life for its citizens.

MISSION STATEMENT

To improve the quality of life and economic well-being of all Floridians through the relentless pursuit of better, business-driven public policy.

Introduction

The Florida Council of 100 is a private, nonprofit, nonpartisan organization of business leaders committed to promoting economic growth and improving the quality of life for the people of our state. First established in 1961 by Governor Farris Bryant, for more than six decades, the Council has been charged with providing advice on key policy issues from the business community's perspective to Florida's elected leaders and government officials across the political and ideological spectrum. Today, the Florida Council of 100 represents more than 140 businesses that employ over 1.3 million people throughout Florida.

Since inception, the Council of 100 has had a vital, ongoing interest in improving Florida's postsecondary educational system. We have always fervently held that Florida needs a world-class workforce infrastructure if our citizens are to have the career tools they need to compete and prosper in the ever-changing economy of the 21st century. Empirical research has demonstrated that education is the leading driver of long-term economic growth, driven mostly by achievement, rather than mere attainment.

Over the past two decades, the Council of 100 has issued several position papers relating to higher education in the state, as well as addressing topics relating to the State University System, in comprehensive reports such as: ***The Emerging Catastrophe, Catastrophe Forestalled, and Bursting at the Seams*** in the 1990's; ***We Must Do Better!*** in the 2000's; ***Closing the Talent Gap: A Business Perspective*** in 2010; and ***Project Sunrise: An Economic Competitiveness Strategy for the State of Florida*** in 2018.

While it's no secret that Florida's higher education system has been ranked #1 in the nation by *U.S. News & World Report* for six years running, there is always room for improvement, and the Council of 100's business leaders have spent the last 18 months working with subject-matter experts to study ways by which the State University System could reach even higher. Based on its work with the Florida Department of Education on the topic of work-based learning, in this report the Council of 100's Talent Committee furthers the work of the State University System Board of Governors regarding the expansion of experiential learning including internships at state universities.

“During our discussions, employers repeatedly expressed that internships allowed students an opportunity to apply what they had learned in a real-world environment and practice soft skills needed in the workplace.”

Ken Jones, Chair

*Board of Governor's Task Force on
Academic and Workforce Alignment*

Executive Summary

The Florida Council of 100 has a long history of working to ensure that Florida is educating and training a workforce that aligns with the needs of employers in the modern economy.

While we have made good progress, a gap remains. According to a 2022 survey by the Florida Council of 100, 80% of employers have stated that today's graduates are unable to fill their need for talent. This is further compounded by the fact that grades are compressed, and many students are graduating college with high grade point averages, making it difficult for employers to assess new graduates' absolute and relative skill levels.

Additionally, more than one-third of the businesses stated that they spend additional time or money training or re-teaching new hires skills they should have already learned in school – a perspective more prevalent among businesses that have hired a Florida public university graduate in the past four years.

Importantly, experiential learning (e.g., internships) at state universities is a clear differentiator as employers assess talent. Increasing access to these programs and better preparing students to communicate this work to prospective employers will begin to erode the talent gap.

Experiential learning includes activities such as internships, teaching assistantships, formal research conducted outside of the classroom, volunteering, and study abroad. In Summer 2022, the Florida Council of 100 also conducted a scientific survey of Florida businesses relating to perceptions of the value of experiential learning, especially internships. Overall, 64% of respondents said that a prospective employee having had a college internship makes a significant or meaningful difference in the job candidate's appeal and makes them more employable.

This report builds on the recent work of the State University System Board of Governors to expand internships at state universities. It includes 8 recommendations, which we suggest be implemented over a three-year period. Sample legislation for recommendations 2-8 can be found in Appendix B.

Three-year Development Process

YEAR 1

1. Broaden eligibility for the state's Internship Tax Credit Program
2. Instruct university students on the creation and use of ePortfolios
3. Study the potential for using professional employer organizations (PEOs) to facilitate internships for university students

YEAR 2

4. Provide university students with co-curricular transcripts
5. Provide university students with official documentation of non-degree credentials earned while enrolled
6. Fund university administration of a critical thinking capstone exam

YEAR 3

7. Enhance the breadth of job and internship opportunities available to university students (internship clearinghouse)
8. Make experiential learning a State University System performance-based funding metric



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The Importance of Experiential Learning

At the top of most recent graduates' resumes is their grade point average. The intent is to communicate their abilities, both in absolute and relative terms, to prospective employers. How useful is such information, though, to employers?

Nationally, grade distributions are increasingly getting compressed. A normal distribution of course grades would result in relatively small numbers of A's and F's, higher numbers of B's and D's, and most students earning a C. That's not what we're seeing, though. Across the nation and in Florida, most students are earning A's and B's.

While many students accepted into universities are typically good students to begin with and instruction in most courses could be highly effective, there's also the potential for external pressures to affect grading practices. As New York University associate chemistry professor Stephanie Lee noted on the recent firing of renowned chemist Maitland Jones, "Students fear that one low grade will derail their future careers. Faculty fear on one hand that we are sending our students into the world unprepared and on the other hand that our jobs are only as secure as our course eval scores."

However, given the academic and societal realities relating to grade distribution compression, the practice is unlikely to change any time soon. Students at universities without compression fear the perceived employment repercussions of earning lower grades than their counterparts at universities where compression exists. And it is unlikely that the aforementioned NYU dynamic will disappear. Some universities have experimented with the use of contextualized transcripts on which a student's course grade is compared to the average grade for the course, but this

Compressed Grade Distributions

All Majors

	A+B	A	B	C	D	F
UF	88%	65%	24%	8%	2%	2%
FSU	85%	57%	28%	10%	2%	3%
FIU	82%	57%	25%	11%	2%	5%
USF	81%	54%	27%	11%	3%	4%
UCF	81%	52%	30%	12%	3%	3%
FAU	80%	49%	31%	14%	3%	3%
FGCU	79%	49%	30%	14%	3%	5%
UWF	79%	49%	29%	14%	3%	5%
UNF	75%	46%	29%	15%	3%	7%
FAMU	73%	43%	30%	16%	4%	7%
FPU	68%	40%	28%	16%	6%	9%

ENGINEERING

	A+B	A	B	C	D	F
UF	89%	63%	25%	8%	2%	2%
FGCU	82%	45%	37%	13%	2%	3%
FSU	80%	42%	38%	15%	3%	2%
UCF	79%	46%	33%	15%	4%	3%
FAU	78%	45%	33%	16%	3%	4%
UWF	76%	51%	26%	17%	3%	4%
UNF	75%	37%	39%	18%	3%	3%
FIU	75%	45%	31%	16%	4%	5%
USF	74%	42%	32%	17%	4%	5%
FPU	73%	46%	27%	14%	5%	8%
FAMU	57%	19%	38%	24%	8%	11%

SOCIAL SCIENCES

	A+B	A	B	C	D	F
UF	88%	63%	24%	8%	2%	3%
UCF	82%	53%	30%	11%	2%	4%
UWF	82%	54%	27%	10%	3%	5%
USF	81%	54%	27%	11%	3%	5%
FIU	81%	52%	29%	11%	2%	6%
FSU	80%	47%	33%	14%	2%	4%
FGCU	79%	46%	32%	14%	3%	4%
FAU	77%	41%	36%	17%	4%	2%
UNF	77%	48%	29%	12%	3%	8%
FAMU	73%	40%	33%	16%	3%	7%
FPU	73%	42%	31%	18%	4%	4%

Source: Analysis of data provided by the State University System Board of Governors for Fall 2020

practice has generally proven to be unpopular and technically difficult to implement.

So if classroom-based grade point averages don't necessarily signal ability to employers, what can? One way is for students to participate in experiential learning, or the process of learning by doing. In other words, if students can prove that they can succeed outside of the classroom, especially in real-world situations, the impact of a lack of course grade variation can be mitigated.

In Summer 2022, the Florida Council of 100 conducted a scientific survey of Florida businesses relating to perceptions of the value of experiential learning, especially internships. We found that having had a college internship makes students more employable. Overall, 64% of respondents said that a prospective employee having had a college internship makes a significant or meaningful difference in the job candidate's appeal. This was reported by 54% of those with fewer than 10 employees, 66% among mid-sized businesses, and 75% among Florida's largest businesses. Additionally, approximately half of businesses responded that study abroad, formal research with a professor, volunteering, and teaching assistantships were about the same as internships when it comes to making students more employable. That said, 54% of businesses responded that a student having had a job makes them more employable than having had an internship (34% about the same). A full summary of the survey results can be found in Appendix A.

The following pages outline the Council of 100's Talent Committee key recommendations for increasing the impact of experiential learning for postsecondary students.



Experiential Learning

Experiential learning includes activities such as internships, teaching assistantships, formal research conducted outside of the classroom, volunteering, and study abroad. When students participate in experiential education opportunities, they gain:

- A better understanding of course material
- A broader view of the world and an appreciation of community
- Insight into their own skills, interests, passions, and values
- Opportunities to collaborate with diverse organizations and people
- Positive professional practices and skill sets
- The gratification of assisting in meeting community needs
- Self-confidence and leadership skills
- How to work in teams

Kent State University. (2023). "What is Experiential Learning and Why Is It Important?" <https://www.kent.edu/community/what-experiential-learning-and-why-it-important>

Recommendation #1

Broaden eligibility for the state's Internship Tax Credit Program

Florida currently has a state internship tax credit program to incentivize businesses to host student interns. Unfortunately, the program has never been used due to certain provisions severely restricting eligibility for and use of the credits:

- A student intern must earn at least 60 credits before eligibility.
- A business must have at least 20% of its employees be former student interns with the business.
- A small business must have an employee who is a former student intern.
- An intern must have at least a 2.0 grade point average.
- A credit carryforward limit of 2 years.
- A business cannot transfer the credits. This is especially important because very few businesses, especially small businesses, have significant corporate tax liability.

The following amendments to the program would increase employer engagement and use:

- Define "internship" to mean "practical" and "applied" activities as opposed to activities such as job shadowing.
- Remove the 60-credit eligibility requirement for student interns.
- Remove the business eligibility requirement relating to having 20% of employees be former interns.
- Remove the student intern requirement of needing at least a 2.0 grade point average given that students with poor grade point averages are often those most in need of real-world experiences.
- Remove the small business eligibility requirement relating to having at least 1 employee who was a student intern.
- Enable the program to be funded beyond 2022-2023.
- To broaden the size of businesses actually able to use the credits (to include more small businesses):
 - o Increase the carryforward time limit from 2 to 5 years.
 - o Enable the transfer of the credits.
 - o Consider broadening the tax credit to include sales and use tax.

Action: The Legislature should broaden student and employer eligibility for the state's Internship Tax Credit Program in order to facilitate the claiming and use of the credits.

Timeline: Year 1

Recommendation #2

Instruct university students on the creation and use of ePortfolios

ePortfolios are online mechanisms that provide students with an opportunity to extend their resumes and co-curricular transcripts with direct evidence. They are considered a high-impact practice, enabling users to electronically collect their work over time, reflect upon their personal, professional, and academic growth, and share selected items with potential employers. Examples of ePortfolio items include research papers, writing samples, capstone projects, employer or internship performance reviews, and awards. ePortfolios are currently part of the career development program at the University of Florida's Heavener School of Business.

Example of a student ePortfolio (image for illustrative purposes only, not an actual person)

HOME RESUME INTERNSHIPS CERTIFICATIONS RESEARCH VOLUNTEER SERVICES

ABOUT ME

PHASALEE SAYASAEN

DEGREE: B.SC
MAJOR: Applied Mathematics
GPA: 3.8
COMPLETE: 5-20-2025

LINK TO MY UNIVERSITY
CO-CURRICULAR TRANSCRIPT:
SAYASAEN-CCT.EDU

INTERNSHIPS: Marine Biology Center of America - SUMMER 2021
Computer Laboratory Services, Inc - SUMMER 2022

EARNED CERTIFICATION BADGES:

- CSPT Certified Computer Data Preparation Technician
- PTEB
- Microsoft
- Quickbooks ProAdvisor Program ELITE
- CSI CCCA Certified Computer Applications
- MSMT Skills that Matter Cooperative Procurement Leadership
- LMS Technical Skills 10103
- Business Analysis Tools & Techniques
- APMG
- APMG
- Business Administration and Technology

INTERNATIONAL STUDY: BARCELONA, SPAIN - FALL 2020

Action: University student career service centers should train students on the creation and use of ePortfolios including, at a minimum, their academic and experiential learning work products, awards and recognitions, and other documents that demonstrate workforce readiness.

Timeline: Year 1

Recommendation #3

Study the potential for using professional employer organizations (PEOs) to facilitate internships for university students

A professional employer organization (PEO) is a staffing organization that provides employees to a business for specific activities. For example, a PEO can enable a business to outsource its human resource functions, such as employee benefits, compensation and payroll administration, workers' compensation, and employment taxes. PEOs typically serve as a professional employer of their clients' employees. The client company reports its wages under the PEO's federal employer identification number (FEIN), and employee liability shifts to the PEO.

A PEO can relieve a business from the following burdens:

- Benefits administration.
- Recruiting and hiring.
- Payroll administration.
- Unemployment compensation administration.
- Workers' compensation administration.
- Compliance assistance.
- Drug testing programs.
- Family and Medical Leave Act administration.
- Onboarding of student interns.

Some states use PEOs for administering their internship or apprenticeship programs. For example, Kentucky uses Adecco for their youth apprenticeships and cooperative education programs, and the California Community College System uses their Foundation for California Community Colleges as their PEO. In Florida, some examples of sub-university-level student internship programs utilizing PEOs include CareerSource Central Florida, which uses three PEOs for their Summer Youth Employment Program (e.g., ManPower), and Orange County School District, which uses Kelly Services for its student internship program.

PEOs could help accelerate placement of interns and alignment with employer needs.

Action: The Board of Governors should study the potential for using professional employer organizations to assist universities and employers with the administration of student internships. The Board of Governors should submit a report with its findings and recommendations to the Governor and Legislature, which includes an inventory of Florida school districts and public postsecondary institutions that use professional employer organizations for such purposes.

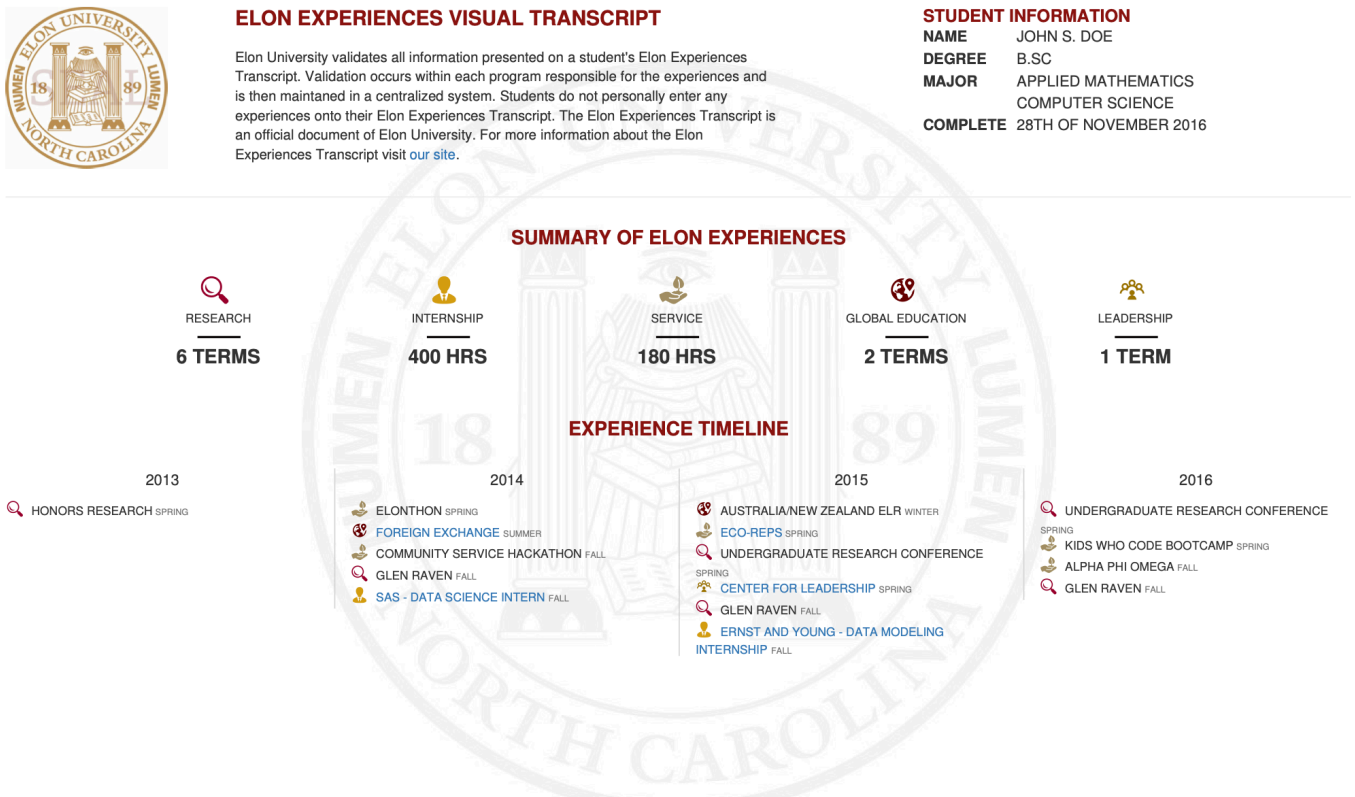
Timeline: Year 1

Recommendation #4

Provide university students with co-curricular transcripts

Whereas a typical academic transcript provides information on a student's classroom grades, co-curricular transcripts are designed to provide students with an official, comprehensive university record of their participation and achievements outside of the classroom, including experiential learning experiences. Examples of such transcripts can be found at Elon University and Indiana University and are being used to varying extents at certain Florida universities and schools, including Florida Atlantic University, the University of Florida Heavener School of Business, University of South Florida-Sarasota-Manatee, and soon at Florida International University.

Example of a university co-curricular transcript:



Action: Universities should develop a system and framework for delivering comprehensive co-curricular transcripts to their students. At a minimum, a co-curricular transcript should include verified information relating to internships and other forms of outside-the-classroom activities such as external research, teaching assistantships, and leadership roles.

Timeline: Year 2

Recommendation #5

Provide university students with official documentation of non-degree credentials earned while enrolled

University students are increasingly earning badges, industry certifications, and other non-degree credentials while completing their degrees. Such non-degree credentials are official recognition of specific skills learned (e.g., a badge indicating the mastery of written communication skills, an industry certification demonstrating mastery of engineering software), which are important as employers begin to move toward complimenting traditional recruitment with skills-based hiring. Documentation of non-degree credentials should differentiate between university- and third-party sponsored credentials. These achievements could also be made a part of a student's co-curricular transcript.

Example of non-degree certification badges:



Action: Universities should develop a system and framework to provide students with formal documentation of skills badges, micro-credentials, industry certifications, and similar credentials earned while attending the university.

Timeline: Year 2

Recommendation #6

Fund university administration of a critical thinking capstone exam

Based on a Florida Council of 100 business survey in 2021, the two skills Florida businesses say are most important to the success of a new public university graduate are work ethic/professionalism and critical thinking/problem solving. Unfortunately, these are two areas that recent graduates are most deficient in. Moreover, a third of businesses say that graduates are deficient in oral and written communication skills.

There are currently some off-the-shelf exams intended for use as capstone assessments, including the Collegiate Learning Assessment and the ETS Proficiency Profile. In large part, the tests measure students’ critical thinking, problem-solving, and communication skills—all of which are vitally important to employers, especially when evaluating graduates with non-STEM degrees. For example, the CLA+ requires students to use spreadsheets, newspaper articles, research papers, and other documents to answer questions, make a point, or critique an argument. Interestingly, a study has shown that graduates who scored in the bottom quintile of the CLA were three times more likely to be unemployed than those who scored in the top quintile on the CLA, twice as likely to be living at home, and significantly more likely to have amassed credit card debt.

This proposal would provide funding to universities to be able to administer a critical thinking capstone exam to students upon request. Students would then be able to share their results with potential employers.

Action: The Legislature should provide funding to the state universities to administer a critical thinking capstone exam to state university students upon request. Such an exam may be an off-the-shelf product.

Timeline: Year 2

	Most Important Skill?	Deficient in Skill?
Work Ethic / Professionalism	42%	61%
Critical Thinking / Problem Solving	23%	45%
Teamwork / Collaboration	10%	18%
Oral / Written Communication	5%	32%
Leadership	3%	24%
Organization / Planning	2%	25%
Digital Technology	1%	5%
Intercultural Fluency	1%	7%
Numbers / Statistics	0%	10%

Recommendation #7

Enhance the breadth of job and internship opportunities available to university students (internship clearinghouse)

Florida law requires university students to create student profiles in online career center systems during their first year of enrollment. These systems (e.g., Handshake) also serve as job boards intended to link students with job and internship opportunities offered by employers who want to specifically employ state university students (see figure 1 and figure 2). Currently, students are only able to access opportunities listed specifically on their university's system, and employers must list job or internship opportunities separately on each system even if the goal is to attract students system-wide.

University students would benefit from a clearinghouse through which students of any university can be linked with all employers. The Department of Education is attempting to develop a Career Planning and Work-Base Learning Coordination System that would enable students to search work-based learning opportunities based on a prioritized list of attributes (e.g., geographic location), which they then can apply for. It is our understanding that the system could be used by state universities and that Handshake will also be adding similar functionality in the next year. We recommend that the State University System Board of Governors develop a plan for the creation or use of such a clearinghouse.

Action: The Board of Governors should identify or develop a central portal for all internships statewide to be posted instead of the university-specific model that currently exists.

Timeline: Year 3

See Figure 1 & 2 Examples from University of Miami "HireACane" on the following page.

Figure 1:

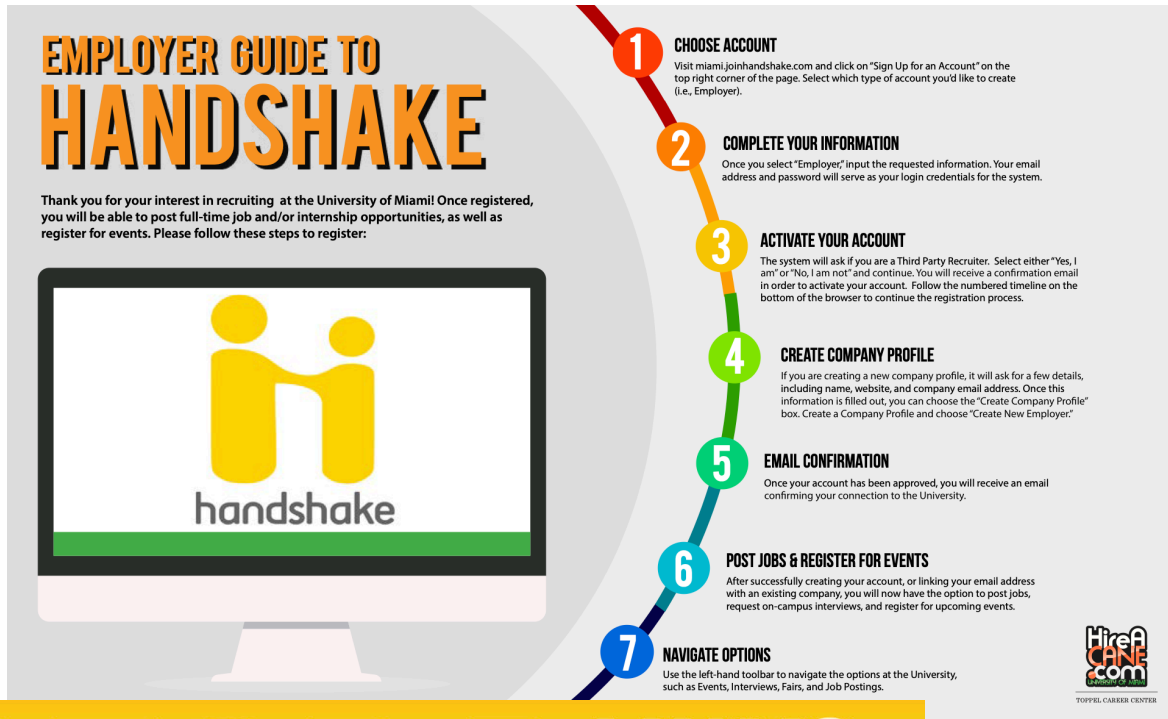


Figure 2:



TOP 5 WAYS TO USE ihandshake

- 1 UPDATE YOUR PROFILE & IDENTIFY YOUR INTERESTS**
The more complete your profile and career interests are, the more Handshake can personalize your user experience to recommend jobs and events that are a better fit for you. Not to mention, an updated, accurate profile is a better reflection of who you are, which will improve your chances of getting a job.
- 2 MAKE YOUR PROFILE PUBLIC TO EMPLOYERS AND STUDENTS**
If your Handshake profile isn't public to employers, they won't be able to find or reach out to you. In the "Privacy" section of your profile settings, check the box to make your profile visible to employers so you don't miss out on any opportunities! Also make your profile visible to other students. You'll expand your network more easily!
- 3 UPLOAD YOUR RESUME AND RECEIVE FEEDBACK TO MAKE IT BETTER**
Uploading a resume to Handshake is a good way to enhance your profile and is often required when applying to jobs. To help you put your best foot forward, the first time you upload a resume Toppel advisors will review it. This process takes about 3-5 business days, but you can stop by Toppel any time for additional reviews after that!
- 4 SAVE YOUR SEARCHES AND FAVORITE COMPANIES & JOBS**
To save time when looking for a job or internship, use the "Save Search" feature on Handshake so you can easily go back and pick up where you left off. Use the "Favorite" option to track certain jobs and employers. You can choose to get notified when an application deadline approaches, an employer edits or posts a job, or an employer is coming to campus.
- 5 READ AND WRITE CAREER-RELATED ADVICE**
No matter what stage of the job search process you're in, you can post or answer a question on Handshake's "Explore Questions & Answers" page. You can also see trending questions on your homepage. Feel free to post anonymously or publicly, and students, employers, and career advisors across the country will answer your questions.

Source:
University of Miami -
HireACANE.com

Recommendation #8

Make experiential learning a State University System performance-based funding metric

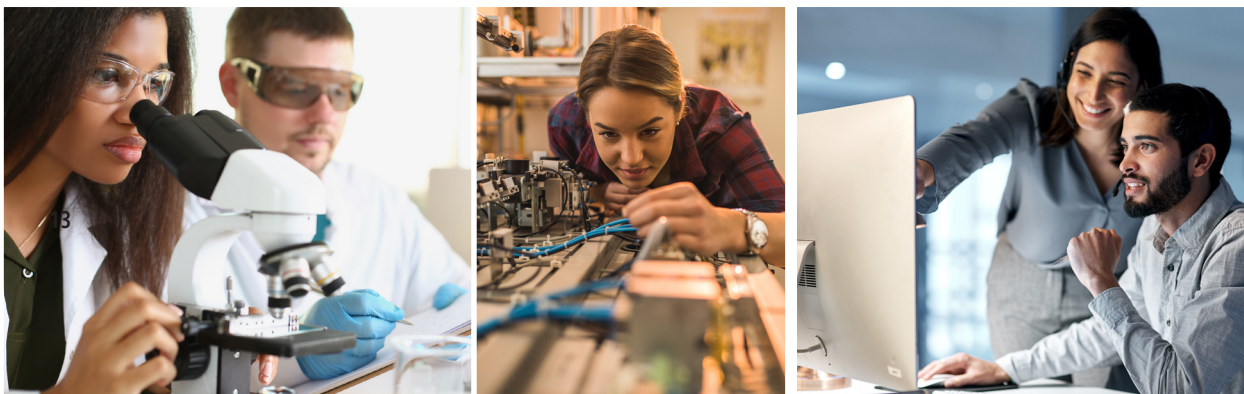
Based on the concept that what gets measured gets done, \$560 million of state universities' Education and General Activities funding is performance-based. Performance metrics common to most universities include:

- Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Year after Graduation
- Median Average Wages of Undergraduates Employed 1 Year after Graduation
- Net Tuition & Fees per 120 Credit Hours
- Four-year Graduation Rates (Full-time FTIC)
- Academic Progress Rate (2nd Year Retention with GPA above 2.0)
- Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)
- University Access Rate (Percent of Undergraduates with a Pell Grant)
- Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)
- Two-Year Graduation Rate for FCS Associate in Arts Transfer Students
- Six-Year Graduation Rate for Students who are Awarded a Pell Grant in their First Year

We recommend adding a performance metric reflecting the percentage of students graduating with a baccalaureate degree who have been employed or completed an experiential learning experience. Incorporating this metric would accomplish two goals. First, it would incentivize universities to assist all students in obtaining at least one experiential learning experience. Second, it would incentivize universities to develop systems for collecting data related to students' experiential learning—an existing problem that, for example, limits universities' ability to track student internships to those internships that are directly tied to a specific course.

Action: The Legislature should amend s. 1001.92, F.S., to add a State University System performance-based funding metric relating to the percentage of baccalaureate degree graduates who have been employed or completed an experiential learning experience while enrolled.

Timeline: Year 3





Appendix A

Summary of the Findings of the Experiential Learning Business Survey

- Using Sachs Media, the Florida Council of 100 surveyed 540 Florida business executives, July 25 - August 7, 2022. Respondents were identified through third-party data vendors and through a random sample of Florida voters, both validated for roles including C-Suite and executive management. A total of 436 respondents completed the final question, for an estimated average margin of error of +/- 4.7% at the 95% confidence level.
- College internships are common in Florida. Nearly two-thirds (64%) of Florida businesses have hosted an intern in the last five years. This ranges from 39% among those with fewer than 10 employees, to 70% among those with 10-99 employees, and 83% among those with 100 employees or more. In other words, the larger the business, the more likely it was to have hosted an intern.
- Some industries utilize interns more than others. For example, interns were engaged by 89% of technology companies; by 82% of those in health care, education, or human services; and by 63% of those in agriculture, warehousing, manufacturing, construction, and other skilled trades. The only sector in which fewer than half of respondents reported hosting interns is hospitality, food service, retail, and wholesale trade (42%).
- Having had a college internship makes students more employable. Overall, 64% of respondents said that a prospective employee having had a college internship makes a significant or meaningful difference in the job candidate's appeal. This was reported by 54% of those with fewer than 10 employees, 66% among mid-sized businesses, and 75% among Florida's largest businesses. The health, education, and human services sector and the technology sector most strongly believe in the value of internships.
- A student having had an internship was especially valuable to a company if the internship was with the company and/or lasted for more than one semester. 58% of businesses placed more value on a student having had a paid, rather than an unpaid, internship, but only 23% of businesses felt strongly about it. Thus, it appears that unpaid internships still have value, especially to smaller businesses. Results regarding whether an internship yielded college credit were similar to those for whether an internship was paid.
- 54% of businesses responded that a student having had a job makes them more employable than having had an internship (34% about the same). This was especially true for smaller businesses. Approximately half of businesses responded that study abroad, formal research with a professor, volunteering, and teaching assistantships were about the same as internships when it comes to making students more employable. Approximately one-fifth of businesses responded that formal research with a professor, volunteering, and teaching assistantships make students less employable than internships, and approximately one-quarter responded that study abroad makes students relatively less employable.
- Approximately 70% of respondents said that the value of an internship to students is both in the teaching of general workplace professionalism and the teaching of specific in-field skills. The larger the business, the more important was the teaching of workplace professionalism. Slightly fewer respondents said that networking was an additional benefit.

- Businesses reported being connected with student interns through a variety of methods. Most commonly, 38% said the student contacted them directly, followed by a reference or introduction sent from a colleague or friend (34%) or college department or professor outreach (33%). Others said a college career center contacted them (30%). That said, only about a quarter of respondents said that they contacted the college (26%), used a job board such as Monster or Indeed (26%), or attended a career fair (24%). Only a fifth of respondents used a college-provided online platform such as Handshake, Symplicity, GatorLink, or NoleNetwork (20%). Those working in the technology sector reported connecting through job boards (44%) and college career centers (49%) to a greater extent than did other sectors, while direct outreach from a college department or professor was reported by greater portions of those working in agriculture, manufacturing, and trades (41%) and health care, education, and human services (45%).
- Nearly 8 in 10 employers who hosted an intern in the past five years said they hired someone for a full-time position once that person's internship was completed. This is the case for about half (52%) of those working at small companies of less than 10 employees, but 85% of those at companies with 10 or more employees.
- Respondents reported a variety of reasons they did not hire an intern into a full-time position after the internship was completed, with the greatest portion (38%) saying they never intended to make a hire and were providing just the internship and 20% finding better applicants elsewhere. This applied mostly to small businesses, businesses that tend to host a lot of interns, and businesses in the agriculture, transportation, manufacturing, construction, and skilled trades sector.
- More than half of respondents, especially smaller businesses, said that work ethic/professionalism was important for colleges to teach prospective interns. 43% of respondents cited the need for critical thinking/problem solving skills. Approximately one-third of respondents said that teamwork/collaboration and oral/written communication skills were important. That said, only 10% of respondents cited inadequate skills (primarily leadership/teamwork/collaboration skills and technical skills) as being the reason for not hiring an intern.
- Among the 13% of respondents who had an intern with poor performance, 94% said they communicated concerns directly to the intern, either verbally (85%) or in writing (72%), and 89% said they reported their concerns to the intern's college, either verbally (64%) or in writing (76%).
- Approximately one-third of respondents said that not having enough time to supervise an intern was a barrier to hosting them. One quarter of respondents, especially larger businesses, found that the erratic quality of talent was a barrier. The cost of paying interns was a concern of larger businesses, as was the issue of workers' compensation insurance. The more interns hosted by a business, the more burdensome the business felt that the company and college paperwork was.

Appendix B

Sample Experiential Learning Legislation

A bill to be entitled

An act relating to career readiness; amending s. 1001.92, F.S.; creating a performance-based funding metric; amending s. 1006.75, F.S.; designating a career center service; requiring the Board of Governors of the State University System to develop a plan relating to an online portal; amending 1006.751, F.S.; requiring state university board of trustees to adopt certain procedures; requiring a report by the Board of Governors of the State University System; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Subsection (1) of section 1001.92, Florida Statutes, is amended to read:

1001.92 State University System Performance-Based Incentive.—

(1) A State University System Performance-Based Incentive shall be awarded to state universities using performance-based metrics adopted by the Board of Governors of the State University System. Beginning with the Board of Governors' determination of each university's performance improvement and achievement ratings, and the related distribution of annual fiscal year appropriation, the performance-based metrics must include:

- (a) The 4-year graduation rate for first-time-in-college students;
- (b) Beginning in fiscal year 2022-2023, the 3-year graduation rate for associate in arts transfer students;
- (c) Retention rates;
- (d) Postgraduation education rates;
- (e) Degree production;

(f) Affordability;

(g) Beginning in Fiscal Year 2025-2026, the percentage of baccalaureate degree graduates who have been employed or completed an experiential learning experience while enrolled;

(h)(g) Postgraduation employment and salaries, including wage thresholds that reflect the added value of a baccalaureate degree;

(i)(h) Access rate, based on the percentage of undergraduate students enrolled during the fall term who received a Pell Grant during the fall term; and

(j)(i) Beginning in fiscal year 2021-2022, the 6-year graduation rate for students who are awarded a Pell Grant in their first year.

The Board of Governors may approve other metrics in a publicly noticed meeting. The board shall adopt benchmarks to evaluate each state university's performance on the metrics to measure the state university's achievement of institutional excellence or need for improvement and minimum requirements for eligibility to receive performance funding. Benchmarks and metrics may not be adjusted after university performance data has been received by the Board of Governors.

Section 2. Section 1006.75, Florida Statutes, is amended to read:

1006.75 Student career services.—

(1) Each career center, charter technical center, Florida College System institution, and state university shall ensure that their student career service centers and job placement resources prepare students for employment upon completion of their academic work.

(2) Student career service centers shall, to the extent possible, use state career planning resources to assist students with all of the following:

(a) Exploring and identifying career opportunities.

(b) Identifying in-demand jobs and associated earning outcomes.

- (c) Understanding the skills and credentials needed for specific jobs.
- (d) Identifying opportunities to gain on-the-job experiences.
- (e) Creating a digital resume.

(3) Student career service centers shall, to the extent possible, use state career planning resources to assist students with creating an ePortfolio of their academic and experiential learning work products, awards and recognitions, and other documents that demonstrate workforce readiness.

(4) By January 1, 2024, the Board of Governors of the State University System shall develop a plan for the creation or use of an existing online portal through which all state university students can apply for jobs and internships targeted by employers to state university system students regardless of the state university at which the students are enrolled and through which employers can post job and internship opportunities for any state university students regardless of the state university at which the students are enrolled. Such a portal must be designed so that it may only be used by students and employers specifically targeting those students for job and internship opportunities.

Section 3. Section 1006.751, Florida Statutes, is amended to read:

1006.751 State university career planning and information; online dashboard.—

(1) To assist students and families in making better-informed decisions about educational options and future employment opportunities, the Board of Governors of the State University System shall publicly publish an online dashboard. The dashboard must present data, by academic discipline, of graduates of state universities, including at least the following information:

- (a) Postgraduation median salary 1, 5, and 10 years after graduation.
- (b) Median student loan debt.
- (c) Debt-to-income ratio.
- (d) Estimated monthly loan payment as a percentage of gross monthly income.

(e) The percentage of graduates who have continued their education beyond the baccalaureate level.

(2) The online dashboard must be available by January 1, 2022. A link to the dashboard shall be prominently displayed on each state university's office of admissions website.

(3)(a) Each state university board of trustees shall adopt procedures to connect undergraduate students to career planning, coaching, and related programs during the first academic year of the student's enrollment. Such procedures must be approved by the Board of Governors and include placing a hold on student registration before the end of the first year of each student's enrollment. To lift the hold and register for classes, each student must:

1. Register with the university's career center.

2. Complete a career readiness training module provided by the career center. By fiscal year 2024-25, such module shall include training relating to the creation, maintenance, and use of an ePortfolio of a student's academic and experiential learning work products, awards and recognitions, and other documents that demonstrate workforce readiness.

3. Be directed to the dashboard established in subsection (1).

4. Affirmatively indicate that he or she has been provided with the information required under this paragraph and is aware of the employment and wage prospects for his or her declared major.

(b) The Board of Governors of the State University System shall review and approve each university's procedures by March 1, 2022.

(4) Each state university board of trustees shall adopt procedures to provide undergraduate students with formal documentation of their experiential learning accomplishments achieved while enrolled at the university. The accomplishments must be verified by the university before including them in the documentation. Such procedures must be reviewed and approved by the Board of Governors of the State University System by October 1, 2024.

(5) Each state university board of trustees shall adopt procedures to provide undergraduate students with formal documentation of skills badges, micro-credentials, industry

certifications, and similar credentials earned while attending the university. Such procedures must be reviewed and approved by the Board of Governors of the State University System by October 1, 2024.

Section 3. By January 1, 2024, the Board of Governors of the State University System shall report to the Governor, President of the Senate, and Speaker of the House of Representatives regarding the potential for using professional employer organizations to assist state universities and employers with the administration of student internships. The report shall include an inventory of Florida school districts and public postsecondary institutions that use professional employer organizations for such purposes.

Section 4. This act shall take effect July 1, 2023.



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