Internship Survey Report











2023

CAREER CENTER
COLORADO STATE UNIVERSITY

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Introduction:

Experiential learning prepares students for their next steps after their bachelor's degrees, whether that be employment, graduate school, or other post-graduation plans. Experiential learning at Colorado State University (CSU) for credit is housed within the academic departments, but many students participate in experiential learning opportunities outside of their academic curriculum. The Internship Survey was developed to be a central gathering point of internship data from across the university including information on the type of experiential learning (e.g., internship, research, etc.), paid/unpaid, satisfaction, applicability of skills learned, credit/no credit, and whether the experience confirmed or changed students' career plans. Respondents completed the survey based on their experiences from Fall 2022, Spring 2023, and Summer 2023. The survey collects data on a variety of experiential learning experiences, but for this report, internship and/or experiential learning refers to all of them and are used interchangeably.

Methodology:

All rising sophomores, juniors, and seniors (by credit) received an email from their career-related staff member with a link to take the survey. Those that did not respond received two reminder emails. In addition, QR codes linking to the survey were displayed at Career Center tabling events on the Plaza. Five RamCash gift cards were offered as incentives. If students had more than one internship, they were invited to take the survey for each one. These data collection methods resulted in 1773 responses. Responses were representative across ethnicity/ race categories, first generation status, Pell Grant recipient status, and veteran status. Amongst primary college classification, College of Agricultural Sciences and College of Business were underrepresented and the Walter Scott, Jr. College of Engineering, College of Veterinary and Biomedical Sciences, and Warner College of Natural Resources were overrepresented. The overall response rate for the survey is approximately 11%, with response rates for individual colleges ranging from 9% (College of Agricultural Sciences) to 17% (Warner College of Natural Resources). Given that responses are not entirely representative of the university population as based on program of study, caution should be used in trying to make inferences from this overall data set. The best use of this data set is as a description of a sample of internship experiences. Respondents were not required to answer every question in the survey and analysis is based on question specific response rate. The open response question responses were coded line by line and themes were identified. The appendix supplies a sample of responses within each identified theme. CSU institutional demographic data was used and supplemented by survey questions and will not fully represent the lived expertise and experience of CSU students.

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Summary of Results

- 56% of respondents identified that they had completed an experiential learning opportunity in the last year with 44% of those identifying Internship as the primary type with research/lab experience second at 17%.
- Internship rates varied widely based on racial/ethnic identity. Black/African American respondents and Multiracial respondents indicated lower rates of experiential learning than CSU students overall. Asian, Hispanic/Latino/a/e, and white respondents reported higher rates of experiential learning.
- International students reported participation in experiential learning at a significantly lower rate than their non-international student peers.
- As compared to the overall CSU population First Generation students, 2-Spirit/Trans/Non-Binary/Gender Nonconforming (2/T/NB/GNC) respondents, and men indicated lower rates of experiential learning as compared to overall CSU respondents. This difference could be attributed to major selection, bias, barriers to entry, or inaccessibility.
- 46% of respondents indicated participating in an experiential learning experience during the summer.
- 66% of those who participated in an experiential learning opportunity indicated that they were paid with the average of all hourly reported wages at $17.83 which is a $1.14 increase from 2020-2021.
- Disaggregating salary by identity shows a notable lower hourly rate for 2-Spirit, Trans, Non-Binary, and Gender Non-Conforming students, women, First Generation, Students with Disabilities, and Hispanic/Latino/a/e students. Asian students, men and students with veteran status had the higher average among different identities at $20.62 per hour, $19.41 per hour, and $21.10 per hour respectively.
- 30% of respondents who indicated they participated in an internship identified that they earned credit for it, a 1-percentage point decrease from 2020-2021.
- 79% indicated that the experience confirmed their career goals while 21% indicated the experience changed their career goals.
- 30% indicated that they received an offer of full-time employment.
- 83% of respondents indicated Colorado as their experiential learning location followed by international opportunities, and California. The increase of international participation is likely attributed to the explicit inclusion of Study Abroad in the experiential learning definition.
- Respondents most frequently participated in internships as seniors, and least frequently as first years, with rates of experiential learning increasing from first year to senior. This might reflect how many students learn about experiential learning through their undergraduate degree, have internships integrated into a specific time of their academic career, or begin to feel pressure to secure post-graduation employment later in their studies.
- Respondents indicated 357 unique internship locations with 118 unique Colorado State University Departments.

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Part I Career Center Reflections, Recommendations, and Growth Points

The Career Center at CSU is dedicated to supporting students in discovering and pursuing their goals. As a part of this, the Career Center offers services to aid students in finding, applying, and securing experiential learning opportunities. Based on the respondents' experiences, the Career Center has the following recommendations:

- **Widen awareness and outreach on the purpose, benefits, and role experiential learning has in an undergraduate degree.** Many respondents shared that they were not aware of experiential learning opportunities while many also shared the broad benefits internships provided. From gaining skills, compensation, "real-world" experience, and cementing classroom content to networking students affirmed the role internships played in their academic career. Several respondents shared that they did not know what experiential learning was, how to secure and placement, or only sought out opportunities because of intervention from an individual CSU faculty or staff. This includes students who did secure an internship and those who did not participate in an internship. The Career Center, Colleges, Departments, and other programs can impact students' career plans, career opportunities, and academic experience by inciting conversations about experiential learning.
- **Collaboration and integration of experiential learning in academic programs and departments.** A quarter of respondents felt like internships were a part of their academic experience, however only 16% reported that it was a program requirement. Feedback from respondents indicated that integrating experiential learning into their programs worked to enhance their academic experience and cement the information that they learned in the classroom. Integrating experiential learning into programs, curriculum, or the culture of a program sets students up for success in defining their career goals, finding mentorship, and securing plans after graduation. Instructors, academic advisors, and faculty can serve a role in bridging academics and career.
- **Transparency in the application, interviewing, and ending of experiential learning opportunities.** Respondents reported a major barrier was not knowing what was required for an internship, feeling lost in the application/interview process, disillusionment following rejection, and desire to know how others felt following their experiences. Organizations who provide internship opportunities should communicate requirements, reasons for rejection, and evaluation processes. The Career Center and academic programs could broadly communicate how to find and secure experiential learning opportunities, including the opportunities and barriers that exist.
- **Advocacy and support of paid internships**. Higher education is quickly becoming more unfordable for students and the common practice of "unpaid" internships or low paying internships further strains the financial viability for many students to participate. Twenty-seven percent of respondents who did not participate in experiential learning indicated that a lack of paid internships prevented them from participating, and 41% of student who did participate were motivated to do so because it was a paid opportunity. There is an additional cost of participating in an internship for college credit as students are paying tuition for it and are using time that could be dedicated to rest, study, or work. The sacrifices students are making to reap the benefits of experiential learning could be offset by fairly compensating them through paid internships. Several respondents chose to further emphasize in their open responses that there are significant financial barriers to participating in internships and advocating for other students to be compensated in these positions.

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Part II Qualitative Analysis

Respondents were asked if their experiential learning opportunity confirmed or changed their career plans. Survey participants were then asked to elaborate on their selection. While some respondents felt like their experience neither confirmed nor changed their career plans, most respondents reported that the experiences confirmed their goals. Those who shared that their plans were confirmed shared the following factors:

- **By gaining hands-on experience in their planned field students affirmed that they were on the right path. Respondents felt that the experience was a necessary step in achieving their career goals. The experience affirmed and ignited their curiosity, interests, passions, and values. Many respondents shared that a particular type of work, job function, or scope of work aligned with their passions as well as their career plan.**
- **Participants shared that the experience helped them narrow their focus in their career field.**
  - "I felt that I had a purpose in the career field and felt empowered to discover what I liked and did not like to find the sweet spot of what I would like to do"
- **Respondents gained experience in alternative career paths and confirmed that they preferred a path along their intended career plan.**
  - "Because it made me realize, although I really enjoy research and running experiments, my love for the medical field and work in hospitals even more"
- **Through the skill gain and experience student gained confidence in their capability to find success along their career path. Respondents were exposed to a range of opportunities and options within their desired career path.**
  - "I enjoyed all of the work that I did this Summer and saw immense opportunities for growth in the industry."

Participants who shared that they changed their career plans after an experiential learning experience indicated the following factors as a catalyst to shift their career plans:

- **Respondents tried something unrelated to their career plan and really enjoyed the experience, prompting them to change career paths or explore more options.**
  - "It made me realize I wanted to work with kids and really enjoyed teaching, which I hadn't thought about as an option before."
- **Respondents tried something related to their career plan and did not like it, allowing them to shift or completely change what their goals are. Respondents found factors of their career plan like the location, work environment, or workflow was not for them. There were responses which mentioned burnout, financial viability, and poor experiences which steered respondents to another career path.**
  - "I realized I do not want to do remote work and I would rather not do analytics because it is isolating and not people-oriented enough."
- **Some respondents shared that they came into the experience not having a career plan and it helped them begin that process. Respondents shared that narrowed the focus of their career plans by eliminating options.**
  - "It gave me more guidance as to what other jobs I could do later on."
- **Respondents felt like the experience revealed and clarified priorities and values.**
  - "It introduced me to decolonial methods of conservation management and completely changed the direction I would like to move in terms of a future career."

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Participants were asked to "Share any additional thoughts you have about experiential learning opportunities. This could be hopes you have for future opportunities, advice to other students, barriers you encountered in seeking opportunities, or other thoughts on experiential learning opportunities." Respondents shared thoughtful advice, passionate requests for reform, and hopes for the future.

Overall, the responses for student who had completed an internship fell into these categories:

- **Respondents shared advice for obtaining opportunities, recommend others participate, and the impact of taking initiative and resilience in getting experience.**
  - "I would encourage others to get a job or internship early on so that if there is ever a doubt that this might not be something you want to do you can figure it out sooner rather than later. It will create more opportunities for you."
- **Respondents shared specific benefits of participating in experiential learning. Some benefits included confidence and skill gain, networking, career advancement, growth & more. Respondents cited specifically the value of experiential learning as cementing or clarifying content learned in their classes. Additionally, respondents shared that they felt they learned better with hands-on experiences.**
  - "I found my experiential learning opportunity to be extremely informational and helpful in my path to pursuing my future career! I also made so many connections within the school district."
- **Respondents shared plans or hopes for further participation in experiential learning opportunities and within the organization they worked with.**
  - "I enjoyed the experience and was glad that I got paid well. I hope to do another internship next summer to gain even more experience in my field before I graduate."
- **Respondents shared challenges that they faced in obtaining their opportunity and challenges during their experiences. Respondents called for more awareness and support from CSU in obtaining, affording, and integrating experiential learning into their degrees. Respondents shared barriers for participation like awareness, inclusion, finances, distance, and time constraints.**
  - "Although internships offer great opportunities and experiences for self-growth, they can be frustrating. Being an intern doesn't always guarantee you that all ideas and work will be acknowledged by higher ups. Remember that internships are chances for you to learn about what you want and don't want for future professions. It takes times to find what works for you and even though these work opportunities can be frustrating, they are more than worth it."

Respondents who had not participated in an experiential learning opportunity also shared their perspective. Those responses fell primarily into the following categories:

- **Respondents were hopeful to participate, interviewing/preparing for participation, or currently participating in an experiential learning opportunity. Several shared advice and endorsements for experiential learning.**
  - "I hope to find a great internship to help me complete my last year and a half of college!"
- **Respondents called for more integration of experiential learning into academic programs or wider array of opportunities in different fields. Respondents repeatedly shared that they were unsure how to find or wanted more support throughout the process.**
  - "These opportunities should be built into the programs for students, since it is very difficult to get a job or get into Grad programs without these opportunities."

Continued...

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- **Respondents disclosed instances of anxiety, rejection, and barriers in applying, interviewing, and completing opportunities.**
  - "I applied to many opportunities within my major but never heard back. I would have liked to know why I was rejected so I could improve for next time."
- **Respondents advocated for accessibility, adaptability, and equity within experiential learning. Respondents called for more compensation or financial barriers for participation in experiential learning opportunity.**
  - "I think there needs to be more virtual options for students to participate, both for virtual students and disabled students. Certain disabilities, whether mental or physical could make it harder for students to participate in events in person. It is important to create virtual options for all events if the school is going to truly be inclusive."

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Part III Experiential Learning Outcomes Overall by College

Table 1: Experiential Learning Outcomes Overall and by College
Table 2: Type of Experience Overall and by College
*Other includes Practicum and specific organizational programs.
Table 3: Experiential Learning Outcomes by School Year and College
Table 4: Experiential Learning Outcomes by Time Frame and College
Table 5: Student's Experience in Internship/Experiential Experience
Table 6: Most Common Experiential Learning Organizations – External Organizations
Table 7: Most Common Experiential Learning Organizations – CSU Organizations
Table 8: Most Common Experiential Learning Locations
Table 9: Motivations to Participation
*Other includes Interest, educational opportunity, learn a specific skill, etc.
Table 10: Barriers to Participation
*Other includes Mental health barriers, international student barriers, lack of awareness, little flexibility in availability and in academic program, etc.

Table 1
Experiential Learning Outcomes Overall and by College

	Internship Rate		Paid		Hourly Rate	Earned Credit		Full Time Offer		Confirmed Career Plans		Changed Career Plans		Response Rate	
	Count	%	Count	%	Average	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	997	56%	457	66%	$17.83	209	30%	205	30%	539	79%	146	21%	1773	11%
AG	62	61%	22	55%	$16.53	23	58%	12	30%	31	79%	8	21%	101	9%
BU	86	61%	41	69%	$19.67	11	19%	21	36%	38	69%	17	31%	140	7%
EG	122	52%	92	90%	$19.94	10	10%	45	45%	72	72%	28	28%	233	14%
HS	158	59%	42	44%	$19.11	50	53%	22	23%	83	88%	11	12%	269	10%
IU	19	29%	5	71%	$17.20	1	17%	1	14%	3	43%	4	57%	65	13%
LA	163	54%	56	55%	$16.70	43	42%	28	28%	83	81%	19	19%	300	10%
NR	136	64%	78	74%	$16.41	25	24%	27	26%	82	78%	23	22%	211	17%
NS	189	53%	92	67%	$17.30	35	26%	33	24%	106	79%	28	21%	359	10%
VM	62	65%	29	58%	$15.37	11	22%	16	33%	41	84%	8	16%	95	14%

Table 2
Type of Experience Overall and by College

	Internship		Research/ Lab Experience		Field Experience		Co-Op		Student Org Leadership		Significant Volunteer Experience		Independent Study		Student Teaching		On Campus Employ-ment		Education Abroad		Other	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	305	44%	121	17%	68	10%	3	0%	53	8%	23	3%	10	1%	36	5%	42	6%	16	2%	19	3%
AG	22	55%	2	5%	5	13%	0	0%	1	3%	0	0%	2	5%	3	8%	3	8%	1	3%	1	3%
BU	42	72%	2	3%	1	2%	0	0%	9	16%	1	2%	1	2%	0	0%	1	2%	1	2%	0	0%
EG	56	55%	26	26%	2	2%	3	3%	7	7%	1	1%	0	0%	2	2%	1	1%	2	2%	1	1%
HS	38	40%	8	8%	9	9%	0	0%	11	11%	8	8%	2	2%	5	5%	7	7%	1	1%	7	7%
IU	3	43%	1	14%	0	0%	0	0%	1	14%	1	14%	0	0%	0	0%	0	0%	0	0%	1	14%
LA	42	41%	9	9%	11	11%	0	0%	10	10%	3	3%	1	1%	5	5%	13	13%	3	3%	6	6%
NR	42	40%	15	14%	27	26%	0	0%	6	6%	3	3%	2	2%	3	3%	3	3%	2	2%	1	1%
NS	50	36%	39	28%	8	6%	0	0%	6	4%	4	3%	2	1%	13	9%	8	6%	5	4%	2	1%
VM	10	20%	19	38%	5	10%	0	0%	2	4%	2	4%	0	0%	5	10%	6	12%	1	2%	0	0%

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Table 3
Experiential Learning Outcomes by School Year and College

	First Year		Sophomore		Junior		Senior		Post Bach/Second Bach	
	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	88	37%	251	48%	368	62%	280	73%	8	33%
AG	6	38%	22	63%	20	71%	14	67%	0	0%
BU	15	56%	21	42%	30	73%	20	91%	--	--
EG	7	29%	26	42%	33	48%	54	74%	0	0%
HS	12	38%	40	54%	72	63%	33	72%	1	50%
IU	6	18%	9	35%	4	80%	--	--	--	--
LA	15	36%	44	44%	59	61%	44	76%	1	33%
NR	11	65%	25	44%	53	70%	45	80%	2	40%
NS	12	32%	47	47%	76	57%	50	63%	4	40%
VM	4	33%	17	68%	21	75%	20	67%	--	--

Table 4
Experiential learning Outcomes by Time Frame and College

	Fall 2022		Spring 2023		Summer 2023	
	Count	%	Count	%	Count	%
CSU Total	241	24%	292	29%	458	46%
AG	9	15%	13	21%	29	47%
BU	18	21%	21	24%	46	53%
EG	20	16%	42	34%	81	66%
HS	44	28%	46	29%	52	33%
IU	4	21%	3	16%	4	21%
LA	39	24%	46	28%	56	34%
NR	24	18%	30	22%	86	63%
NS	54	29%	60	32%	75	40%
VM	29	47%	31	50%	29	47%

Table 5
Positive Overall Experience and Agreement

	Overall Experience (Excellent + Good)		I felt respected by those I worked with (Strongly Agree + Agree)		I was able to be my authentic self duirng this experience (Strongly Agree + Agree)		I learned translatable skills during the experience (Strongly Agree + Agree)	
	Count	%	Count	%	Count	%	Count	%
CSU Total	638	92%	645	93%	636	92%	659	95%
AG	37	93%	32	80%	32	80%	37	93%
BU	48	83%	52	93%	50	89%	52	93%
EG	91	91%	93	93%	91	91%	97	97%
HS	85	89%	90	94%	88	92%	91	95%
IU	7	100%	6	86%	7	100%	7	100%
LA	100	98%	94	92%	93	91%	95	93%
NR	100	95%	100	95%	99	94%	102	97%
NS	125	91%	130	95%	129	94%	131	96%
VM	45	90%	48	98%	47	96%	47	98%

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Table 6
Most Common Experiential Learning Organizations - External Organizations

Internship Organizations
Animal Friends Alliance
Colorado Parks and Wildlife
Lockheed Martin
Partners
Poudre School District
USFS
Woodward, Inc.

Table 7
Most Common Experiential Learning Organizations - CSU Organizations

CSU Internship Organizations
Biochemistry & Molecular Biology Dept.
Biology Dept.
Chemical and Biological Engineering Dept.
Computer Science Dept.
Conference and Event Services
CSU Extension
Microbiology, Immunology, and Pathology Dept.
Psychology Dept.
TILT OURA Lab

Table 8
Most Common Experiential Learning Locations

Location	Count	%
Colorado	554	83.2%
N/A - Outside of the United States	33	5.0%
California	12	1.8%
Washington	6	0.9%
Illinois	6	0.9%
Texas	5	0.8%
Wyoming	5	0.8%
Florida	4	0.6%
Arizona	4	0.6%

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Table 9
Motivations to Participation

	Resume Builder		Gain Skills		Explore Career Options		Paid Opportunity		Networking/ Professional Relationships		Get Started in the Industry		Part of Academic Experience		Leadership Experience	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	517	52%	515	52%	409	41%	406	41%	374	38%	330	33%	247	25%	203	20%
AG	25	40%	29	47%	24	39%	21	34%	22	35%	20	32%	17	27%	7	11%
BU	52	60%	39	45%	44	51%	36	42%	41	48%	33	38%	14	16%	21	24%
EG	83	68%	81	66%	56	46%	82	67%	56	46%	59	48%	30	25%	27	22%
HS	62	39%	61	39%	43	27%	38	24%	38	24%	34	22%	33	21%	37	23%
IU	5	26%	5	26%	3	16%	5	26%	3	16%	2	11%	1	5%	4	21%
LA	68	42%	76	47%	54	33%	44	27%	46	28%	45	28%	41	25%	31	19%
NR	79	58%	79	58%	74	54%	74	54%	66	49%	62	46%	41	30%	31	23%
NS	106	56%	102	54%	77	41%	84	44%	75	40%	57	30%	52	28%	31	16%
VM	37	60%	43	69%	34	55%	22	35%	27	44%	18	29%	18	29%	14	23%

	Campus Employment		Convenient Location		Mentorship		Program Requirement		Advised to participate		Seeking Letter of Reccommendation		Other (please specify)		Respondent Count
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
CSU Total	195	20%	177	18%	167	17%	161	16%	139	14%	125	13%	20	2%	997
AG	8	13%	15	24%	8	13%	21	34%	8	13%	7	11%	1	2%	62
BU	11	13%	11	13%	8	9%	8	9%	14	16%	4	5%	1	1%	86
EG	28	23%	32	26%	28	23%	5	4%	22	18%	10	8%	3	2%	122
HS	16	10%	22	14%	21	13%	47	30%	12	8%	16	10%	2	1%	158
IU	0	0%	1	5%	2	11%	1	5%	3	16%	1	5%	1	5%	19
LA	34	21%	22	13%	19	12%	21	13%	25	15%	20	12%	3	2%	163
NR	34	25%	28	21%	31	23%	26	19%	16	12%	18	13%	2	1%	136
NS	47	25%	32	17%	34	18%	17	9%	26	14%	32	17%	5	3%	189
VM	17	27%	14	23%	16	26%	15	24%	13	21%	17	27%	2	3%	62

Table 10
Barriers to Participation

	Time Commit-ment		Unsure of how to find opportuni-ties		Lack of paid opportuni-ties		Did not consider participat-ing		Was not required by program		Time in academic career		Already secured employ-ment		Lack of fexibility/ accomo-dations		Cannot reclocate for oppor-tunity		No offers despite interview-ing		Other reason (please Specify)		Re-spon-dent count
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
CSU Total	450	58%	402	52%	207	27%	161	21%	156	20%	144	19%	124	16%	78	10%	63	8%	57	7%	45	6%	776
AG	23	59%	27	69%	13	33%	7	18%	8	21%	8	21%	5	13%	2	5%	6	15%	3	8%	3	8%	39
BU	26	48%	20	37%	6	11%	14	26%	10	19%	8	15%	7	13%	6	11%	6	11%	5	9%	3	6%	54
EG	64	58%	44	40%	21	19%	23	21%	18	16%	22	20%	16	14%	13	12%	8	7%	14	13%	10	9%	111
HS	69	62%	53	48%	22	20%	22	20%	22	20%	27	24%	18	16%	12	11%	4	4%	5	5%	2	2%	111
IU	26	57%	27	59%	13	28%	12	26%	14	30%	10	22%	4	9%	7	15%	4	9%	2	4%	2	4%	46
LA	65	47%	73	53%	45	33%	33	24%	26	19%	19	14%	26	19%	11	8%	8	6%	5	4%	10	7%	137
NR	48	64%	42	56%	22	29%	12	16%	14	19%	15	20%	18	24%	11	15%	10	13%	4	5%	5	7%	75
NS	110	65%	94	55%	53	31%	33	19%	39	23%	26	15%	21	12%	13	8%	13	8%	13	8%	8	5%	170
VM	19	58%	22	67%	12	36%	5	15%	5	15%	9	27%	9	27%	3	9%	4	12%	6	18%	2	6%	33

[1] Internships can be both paid and for credit.
[2] Salary only reported if n>4 and only hourly salaries are used in average calculation.

Part IV Experiential Learning Outcomes Overall and by College

Table 11: College of Agricultural Sciences Experiential Learning Outcomes
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Table 11
College of Agricultural Sciences Experiential Learning Outcomes

	Internship Rate		Paid		Hourly Rate	Earned Credit		Full Time Offer		Confirmed Career Plans		Changed Career Plans		Response Rate	
	Count	%	Count	%	Average	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	997	56%	457	66%	$17.83	209	30%	205	30%	539	79%	146	21%	1773	11%
AG	62	61%	22	55%	$16.53	23	58%	12	30%	31	79%	8	21%	101	9%
Ag Biology	2	67%	2	100%	--	1	50%	1	50%	2	100%	0	0%	3	12%
Ag Business	4	67%	--	--	--	--	--	--	--	--	--	--	--	6	4%
Ag Education	1	100%	1	100%	--	0	0%	0	0%	0	0%	1	100%	1	5%
Animal Science	29	67%	8	50%	$16.76	7	44%	5	31%	15	94%	1	6%	43	12%
Env & NR Econ	4	44%	1	50%	--	1	50%	0	0%	1	100%	0	0%	9	18%
Environmental Hort	4	67%	3	75%	--	3	75%	2	50%	3	75%	1	25%	6	10%
Equine Science	12	67%	3	30%	--	8	80%	1	10%	6	60%	4	40%	18	11%
Horticulture	2	29%	2	100%	--	1	50%	2	100%	2	100%	0	0%	7	4%
Landscape Arch	4	57%	2	67%	--	2	67%	1	33%	2	67%	1	33%	7	9%
Soil & Crop Sci	0	0%	--	--	--	--	--	--	--	--	--	--	--	1	3%

Table 12
College of Agricultural Sciences Sample Experiential Learning Organizations

External Internship Organizations	CSU Internship Organizations
All Terrain Landscaping	AgNext
Alpine Gardens	CSU Extension
CH Equine	CSU Spur
City of Fort Collins	Horticulture and Landscape Dept.
Colorado Parks Wildlife	Powerhouse Energy Institute
Empirical Foods	Ranch Horse Team
Fort Collins Nursery	Szczepaniec Lab
W.O.L.F. Sanctuary	Temple Grandin Equine Center
West Ridge Animal Hospital	Veterinary Teaching Hospital

[1] Internships can be both paid and for credit.
[2] Salary only reported if n>4 and only hourly salaries are used in average calculation.

Table 13
College of Business Experiential Learning Outcomes

	Internship Rate		Paid		Hourly Rate	Earned Credit		Full Time Offer		Confirmed Career Plans		Changed Career Plans		Response Rate	
	Count	%	Count	%	Average	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	997	56%	457	66%	$17.83	209	30%	205	30%	539	79%	146	21%	1773	11%
BU	86	61%	41	69%	$19.67	11	19%	21	36%	38	69%	17	31%	140	7%
Accounting	13	72%	7	88%	$23.50	2	25%	6	75%	5	71%	2	29%	18	10%
Finance	12	63%	7	88%	$21.67	0	0%	4	57%	4	57%	3	43%	19	5%
Financial Planning	--	--	--	--	--	--	--	--	--	--	--	--	--	0	0%
HR Resource Mgmt	1	25%	1	100%	--	0	0%	0	0%	1	100%	0	0%	4	7%
Information Systems	1	14%	--	--	--	--	--	--	--	--	--	--	--	7	5%
Marketing	26	62%	10	56%	$15.91	6	33%	5	28%	11	61%	7	39%	42	8%
Mgmt & Innovation	7	88%	4	80%	--	0	0%	1	20%	4	80%	1	20%	8	7%
Org & innov Mgmt	6	86%	5	100%	$17.33	0	0%	2	40%	3	60%	2	40%	7	7%
Real Estate	3	100%	0	0%	--	0	0%	0	0%	1	100%	0	0%	3	3%
Supply Chain Mgmt	12	71%	6	60%	$21.38	2	22%	3	30%	6	75%	2	25%	17	10%
Business Administration	5	33%	1	33%	--	1	33%	0	0%	3	100%	0	0%	15	8%

Table 14
College of Business Sample Experiential Learning Organizations

External Internship Organizations	CSU Internship Organizations
Arrow Electronics	University Advacement
Aspire Skill Development	ASCSU
Catamount Constructors, Inc.	Athletics
Charter Communications	College of Business
Colorado Avalanche	DECA
Larimer County Justice Center	Eco Leaders Program
Loves Travel Stops	Football
The Walt Disney Company	Orientation and Transition Programs

[1] Internships can be both paid and for credit.
[2] Salary only reported if n>4 and only hourly salaries are used in average calculation.

Table 15
Walter Scott, Jr. College of Engineering Experiential Learning Outcomes

	Internship Rate		Paid		Hourly Rate	Earned Credit		Full Time Offer		Confirmed Career Plans		Changed Career Plans		Response Rate	
	Count	%	Count	%	Average	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	997	56%	457	66%	$17.83	209	30%	205	30%	539	79%	146	21%	1773	11%
EG	122	52%	92	90%	$19.94	10	10%	45	45%	72	72%	28	28%	233	14%
Biomedical Engineering	4	100%	2	50%	--	2	50%	0	0%	3	75%	1	25%	4	100%
Biomedical Engineering CB	5	42%	4	80%	--	1	20%	1	20%	5	100%	0	0%	13	15%
Biomedical Engineering EE	3	60%	3	1	--	0	0%	0	0%	1	50%	1	50%	5	29%
Biomedical Engineering ME	14	56%	7	88%	$19.75	0	0%	3	38%	5	71%	2	29%	25	17%
Chemical and Biological EG	16	70%	10	71%	$18.60	3	21%	4	29%	9	64%	5	36%	22	15%
Civil Engineering	22	56%	21	95%	$19.39	2	9%	14	64%	18	82%	4	18%	39	17%
Computer Engineering	4	31%	2	100%	--	0	0%	1	50%	2	100%	0	0%	13	14%
Electrical Engineering	8	53%	7	100%	$23.14	0	0%	4	57%	6	86%	1	14%	15	9%
Engineering Science	--	--	--	--	--	--	--	--	--	--	--	--	--	0	0%
Environmental Engineering	20	44%	15	94%	$19.74	1	6%	6	38%	7	44%	9	56%	45	30%
Mechanical Engineering	26	50%	21	100%	$21.48	1	5%	12	57%	16	76%	5	24%	52	8%

Table 16
Walter Scott, Jr. College of Engineering Sample Experiential Learning Organizations

External	CSU
Calibre	Center for Environmental Management of Military Lands
Caterpillar Inc.	Engineering Technology Services
Colorado Springs Utilities	Foothills Campus
FHU Engineering	Hydraulics Laboratory
National Institute of Standards & Technology	Microwave Systems Laboratory
Opterus R&D	Orthopedic Bioengineering Research Lab
Tolmar Inc.	Powerhouse Energy Institute

[1] Internships can be both paid and for credit.
[2] Salary only reported if n>4 and only hourly salaries are used in average calculation.

Table 17
College of Health and Human Sciences Experiential Learning Outcomes

	Internship Rate		Paid		Hourly Rate	Earned Credit		Full Time Offer		Confirmed Career Plans		Changed Career Plans		Response Rate	
	Count	%	Count	%	Average	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	997	56%	457	66%	$17.83	209	30%	205	30%	539	79%	146	21%	1773	11%
HS	158	59%	42	44%	$19.11	50	53%	22	23%	83	88%	11	12%	269	10%
Apparel & Merchandising	10	40%	2	33%	--	2	40%	1	17%	6	100%	0	0%	25	10%
Construction Management	21	84%	15	100%	$21.29	11	73%	6	43%	14	93%	1	7%	25	6%
Early Childhood Education	3	100%	1	50%	--	1	50%	1	50%	1	50%	1	50%	3	7%
Family & Consumer Science	2	67%	1	50%	--	1	50%	0	0%	2	100%	0	0%	3	13%
Fermentation Sci & Technology	--	--	--	--	--	--	--	--	--	--	--	--	--	0	0%
Health & Exercise Science	34	53%	6	32%	--	8	42%	4	21%	15	83%	3	17%	64	9%
Hospitality & Event Management	3	43%	2	100%	--	1	50%	0	0%	2	100%	0	0%	7	6%
Human Devlpmnt & Family Studies	39	56%	6	27%	$16.88	11	50%	6	27%	20	91%	2	9%	70	13%
Interior Architecture & Design	10	67%	2	29%	--	6	86%	2	29%	5	71%	2	29%	15	7%
Nutrition & Food Sciences	5	36%	2	50%	--	1	20%	2	40%	4	80%	1	20%	14	12%
Pre-Construction Management	5	63%	3	100%	--	0	0%	0	0%	2	67%	1	33%	8	16%
Pre-Interoir Arch & Design	6	86%	0	0%	--	0	0%	0	0%	1	100%	0	0%	7	26%
Social Work	20	71%	2	17%	--	8	67%	0	0%	11	100%	0	0%	28	14%

Table 18
College of Health and Human Sciences Sample Experiential Learning Organizations

External	CSU
American Constructors	Adult Fitness Program
Centre Avenue Health & Rehab Facility	Anthropology Dept.
Chaussettes Orphelines	Brainwaves Research Lab
Columbine Health	Caminos Program
Habu interior Design	Developmental Disabilities Reserach Laboratory
Poudre School District	Human Performance Clinical Research Laboratory
ProActive Physical Therapy	Integrative Cardiovascular Physiology Laboratory
RA Nelson	Moving Through Parkinson's
The BIPOC Alliance	Odor Encoder Rat Training

[1] Internships can be both paid and for credit.
[2] Salary only reported if n>4 and only hourly salaries are used in average calculation.

Table 19
College of Liberal Arts Experiential Learning Outcomes

	Internship Rate		Paid		Hourly Rate	Earned Credit		Full Time Offer		Confirmed Career Plans		Changed Career Plans		Response Rate	
	Count	%	Count	%	Average	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	997	56%	457	66%	$17.83	209	30%	205	30%	539	79%	146	21%	1773	11%
LA	163	54%	56	55%	$16.70	43	42%	28	28%	83	81%	19	19%	300	10%
Anthropology	11	79%	2	29%	--	3	43%	2	29%	4	57%	3	43%	14	10%
Art	19	46%	10	77%	$17.38	4	31%	5	42%	13	100%	0	0%	41	10%
Communications Studies	11	39%	5	56%	--	5	56%	2	22%	7	78%	2	22%	28	8%
Dance	2	67%	0	0%	--	0	0%	0	0%	1	100%	0	0%	3	11%
Economics	7	54%	3	60%	--	2	40%	0	0%	4	80%	1	20%	13	6%
English	5	36%	1	100%	--	0	0%	0	0%	0	0%	1	100%	14	6%
Ethnic Studies	1	50%	1	100%	--	1	100%	1	100%	1	100%	0	0%	2	12%
Geography	1	50%	1	100%	--	0	0%	1	100%	0	0%	1	100%	2	9%
History	6	67%	0	0%	--	3	100%	0	0%	3	100%	0	0%	9	5%
Interdisciplinary Liberal Arts	4	57%	1	33%	--	2	67%	0	0%	3	100%	0	0%	7	5%
International Studies	9	64%	4	57%	--	3	43%	1	14%	7	100%	0	0%	14	16%
Journalism & Media Communications	24	65%	10	59%	$15.71	9	53%	6	35%	4	100%	0	0%	37	10%
Languages, Lit, and Cultures	4	80%	0	0%	--	2	50%	1	25%	5	100%	0	0%	5	17%
Music	11	92%	3	60%	--	2	40%	1	20%	2	100%	0	0%	12	10%
Philosophy	2	33%	1	50%	--	1	50%	1	50%	12	80%	3	20%	6	21%
Political Science	27	53%	10	67%	$17.54	1	7%	6	43%	6	75%	2	25%	51	17%
Sociology	14	40%	4	50%	--	5	63%	1	13%	11	65%	6	35%	35	9%
Theatre	5	71%	--	--	--	--	--	--	--	--	--	--	--	7	8%
Women's and Gender Studies	--	--	--	--	--	--	--	--	--	--	--	--	--	0	0%

Table 20
College of Liberal Arts Sample Experiential Learning Organizations

External	CSU
Colorado General Assembly	Analytical Resources Core
Colorado Rockies	Fostering Success Program
Fort Collins Rescue Mission	Health network
Integrated Therapy of Northern Colorado	International Studies Dept.
Larimer County Conservation Corps	Palentology Field School
Sanisera Archaeology Institute	PRIDE Resource Center
Southwestern Advantage	Public and Environmental History Center
TIAA	Rocky Mountain Student Media Corp.

[1]Internships can be both paid and for credit.
[2] Salary only reported if n>4 and only hourly salaries are used in average calculation.

Table 21
Warner College of Natural Resources Experiential Learning Outcomes

	Internship Rate		Paid		Hourly Rate	Earned Credit		Full Time Offer		Confirmed Career Plans		Changed Career Plans		Response Rate	
	Count	%	Count	%	Average	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	997	56%	457	66%	$17.83	209	30%	205	30%	539	79%	146	21%	1773	11%
NR	136	64%	78	74%	$16.41	25	24%	27	26%	82	78%	23	22%	211	17%
Ecosystem Science & Sust	25	66%	13	72%	$16.58	8	44%	5	28%	14	78%	4	22%	38	17%
Fire & Emergency Services Admin	0	0%	--	--	--	--	--	--	--	--	--	--	--	1	6%
Fish, Wildlife, & Conservation	60	64%	34	68%	$15.91	6	12%	11	22%	41	82%	9	18%	94	22%
Forest & Rangeland Stewardship	11	73%	9	100%	$17.22	0	0%	0	0%	8	89%	1	11%	15	13%
Geology	4	50%	1	100%	--	0	0%	1	100%	1	100%	0	0%	8	13%
Human Dimensions of Nat Rsrces	12	67%	8	73%	$15.71	5	45%	4	44%	8	73%	3	27%	18	21%
Natural Resource Tourism	7	54%	3	75%	--	3	75%	2	50%	2	50%	2	50%	13	14%
Natural Resources Management	10	63%	5	71%	$17.18	3	43%	3	43%	6	86%	1	14%	16	14%
Restoration Ecology	7	88%	5	100%	--	0	0%	1	20%	2	40%	3	60%	8	12%
Watershed Science	--	--	--	--	--	--	--	--	--	--	--	--	--	0	0%

Table 22
Warner College of Natural Resources Sample Experiential Learning Organizations

External	CSU
Alaska Dept. of Fish & Game	Center for Environmental Management of Military Lands
Colorado Parks and Wildlife	Center for Human-Carnivore Coexistence
Downtown Aquarium	Colorado Forest Restoration Institue
Gondwana Game Reserve	Colorado Natural Heritage Program
Indigenous Land & Data Stewards	CSU Extension
Larimer County Conservation	Hoffman Lab
Soil Carbon Solutions Center	Nachappa Lab
Teton Science Schools	Natural Resource Ecology Laboratory
USDA - Agricultural Research Service	Weed Research Lab
USFS	Wheat Breeding and Genetics Program

[1] Internships can be both paid and for credit.
[2] Salary only reported if n>4 and only hourly salaries are used in average calculation.

Table 23
College of Natural Sciences Experiential Learning Outcomes

	Internship Rate		Paid		Hourly Rate	Earned Credit		Full Time Offer		Confirmed Career Plans		Changed Career Plans		Response Rate	
	Count	%	Count	%	Average	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	997	56%	457	66%	$17.83	209	30%	205	30%	539	79%	146	21%	1773	11%
NS	189	53%	92	67%	$17.30	35	26%	33	24%	106	79%	28	21%	359	10%
Applied Computing Technology	--	--	--	--	--.	--	--	--	--	--	--	--	--	0	0%
Biochemistry	13	62%	7	78%	$15.44	2	22%	3	33%	8	89%	1	11%	21	13%
Biological Science	41	57%	21	75%	$14.79	2	7%	10	36%	21	78%	6	22%	72	12%
Chemistry	4	44%	4	100%	--.	1	25%	1	25%	3	75%	1	25%	9	10%
Computer Science	24	47%	18	90%	$21.55	3	15%	7	35%	19	95%	1	5%	51	6%
Data Science	6	67%	5	100%	--.	0	0%	2	40%	3	60%	2	40%	9	13%
Mathematics	4	44%	3	75%	--	0	0%	1	33%	2	50%	2	50%	9	9%
Natural Sciences	0	0%	--	--	--	--	--	--	--	--	--	--	--	1	6%
Physics	2	67%	0	0%	--	1	100%	0	0%	0	0%	1	100%	3	9%
Psychology	59	51%	19	50%	$16.28	16	42%	3	8%	28	78%	8	22%	116	11%
Statistics	1	33%	1	100%	--.	0	0%	0	0%	1	100%	0	0%	3	8%
Zoology	35	54%	14	52%	$14.33	10	37%	6	23%	21	78%	6	22%	65	13%

Table 24
College of Natural Sciences Sample Experiential Learning Organizations

External	CSU
Bright Farms	Arjun Lab
CartoPac Enterprise, Inc	Belisele Lab
Colorado Center for Assessment & Counseling	C.P. Gillette Museum of Arthopod Diversity
Conservation Legacy	Campus Connections
Ford Motor Company	Center for Family and Couple Therapy
Frontgrade Technologies	Division of IT
Full Circle Farm Sanctuary	ENIGMA Lab
Harbor Camps for Transgender Youth	Foundation Seed
Hewlett Packard Enterprise	Hufbauer Lab
Kyo	Human Memory Lab
Lutheran Family Services Rocky Mountain	Infectious Disease Research Center
Merek Security Solutions	San Luis Valley Research Center
Puget Sound Wildcare	TILT OURA Lab
SAVA	University Advancement
Shedd Aquarium	Weed Research Lab
Vector Diesease Control International	Wilsterman Lab

[1] Internships can be both paid and for credit.
[2] Salary only reported if n>4 and only hourly salaries are used in average calculation.

Table 25
College of Veterinary and Biomedical Sciences Experiential Learning Outcomes

	Internship Rate		Paid		Hourly Rate	Earned Credit		Full Time Offer		Confirmed Career Plans		Changed Career Plans		Response Rate	
	Count	%	Count	%	Average	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	997	56%	457	66%	$17.83	209	30%	205	30%	539	79%	146	21%	1773	11%
VM	62	65%	29	58%	$15.37	11	22%	16	33%	41	84%	8	16%	95	14%
Biomedical Sciences	51	71%	26	63%	$15.45	10	24%	13	32%	32	80%	8	20%	72	14%
Environmental Health	--	--	--	--	--	--	--	--	--	--	--	--	--	0	0%
Microbiology	--	--	--	--	--	--	--	--	--	--	--	--	--	0	0%
Neuroscience	11	48%	3	33%	--	1	11%	3	38%	9	100%	0	0%	23	14%

Table 26
College of Veterinary and Biomedical Sciences Sample Experiential Learning Organizations

External	CSU
Animal Friends Alliance	Hoke Lab
City and Coutny of Broomfield	Infectious Disease Research Center
Hellman & Associates, Inc.	Laboratory of Comparative Musculoskeletal Oncology and Traumatology
Northwest Trek Wildlife Park	Natural Resrouce Ecology Laboratory
Seonil Kim	Preclinical Surgical Research Laboratory
St. Jude Children's Research Hospital	Slayden Lab
Tolmar Inc.	The BRAiN Laboratory
U.S. Public Health Service	TILT OURA Lab

[1]Internships can be both paid and for credit.
[2] Salary only reported if n>4 and only hourly salaries are used in average calculation.

Part V Internship Outcomes by Demographic Group

Table 27: Experiential Learning Outcomes by Ethnicity/Race
Table 28: Type of Experience by Ethnicity/Race
*Race/Ethnicity are as reported by CSU and is limited to non-inclusive options.
Table 29: Experiential Learning Outcomes by Gender
Table 30: Type of Experience by Gender
*If respondents did not respond to the gender question gender was as reported by CSU and is limited to non-inclusive options.
Table 31: Experiential Learning Outcomes by Pell Grant Eligible, First Generation, & Veteran Status
Table 32: Type of Experience by Pell Grant Eligible, First Generation, & Veteran Status
*Only US Citizens/Permanent Residents can be Pell Grant Eligible therefore excluding international and students without US documentation.
Table 33: Experiential Learning Outcomes by Reported Disability Status
Table 34: Type of Experience by Reported Disability Status
*Disability is based only on self-disclosure.

Table 27
Experiential Learning Outcomes by Ethnicity/Race

	Internship Rate		Paid		Hourly Rate	Earned Credit		Full Time Offer		Confirmed Career Plans		Changed Career Plans		Response Rate	
	Count	%	Count	%	Average	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	997	56%	457	66%	$17.83	209	30%	205	30%	539	79%	146	21%	1773	11%
Asian	37	62%	18	72%	$20.62	3	12%	4	16%	19	76%	6	24%	60	12%
Black	12	50%	4	67%	--	2	33%	2	33%	4	67%	2	33%	24	7%
Hawaiian/Pac. Islr	2	100%	1	100%	--	0	0%	0	0%	1	100%	0	0%	2	9%
Hispanic/Latino	138	57%	56	67%	$16.95	19	23%	20	24%	68	80%	17	20%	244	10%
International	10	30%	5	56%	--	5	63%	2	25%	6	75%	2	25%	33	9%
Multi-Racial	52	51%	33	79%	$18.39	9	21%	19	45%	33	80%	8	20%	101	12%
Native American	5	56%	2	67%	--	1	33%	1	33%	2	67%	1	33%	9	10%
No Response	8	53%	4	50%	--	2	25%	2	25%	7	88%	1	13%	15	12%
White	733	57%	334	64%	$17.79	168	32%	155	30%	399	79%	109	21%	1284	11%

Table 28
Type of Experience by Ethnicity/Race

	Internship		Research/ Lab Experience		Field Experience		Co-Op		Student Org Leadership		Experience		Independent Study		Student Teaching		On Campus Employment		Education Abroad		Other	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	305	44%	121	17%	68	10%	3	0%	53	8%	23	3%	10	1%	36	5%	42	6%	16	2%	19	3%
Asian	11	42%	8	31%	0	0%	0	0%	2	8%	1	4%	0	0%	1	4%	1	4%	1	4%	1	4%
Black	3	50%	0	0%	0	0%	0	0%	1	17%	1	17%	0	0%	0	0%	1	17%	0	0%	0	0%
Hawaiian/Pac. Islr	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%
Hispanic/Latino	37	44%	12	14%	6	7%	0	0%	6	7%	2	2%	0	0%	5	6%	10	12%	2	2%	4	5%
International	2	22%	4	44%	0	0%	0	0%	1	11%	1	11%	0	0%	1	11%	0	0%	0	0%	0	0%
Multi-Racial	21	50%	5	12%	8	19%	0	0%	1	2%	1	2%	0	0%	2	5%	3	7%	0	0%	1	2%
Native American	2	67%	1	33%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
No Response	3	38%	3	38%	1	13%	0	0%	0	0%	0	0%	0	0%	0	0%	1	13%	0	0%	0	0%
White	226	44%	88	17%	53	10%	3	1%	42	8%	17	3%	10	2%	27	5%	25	5%	13	3%	13	3%

[1] Internships can be both paid and for credit.
[2] Salary only reported if n>4 and only hourly salaries are used in average calculation.

Table 29
Experiential Learning Outcomes by Gender

	Internship Rate		Paid		Hourly Rate	Earned Credit		Full Time Offer		Confirmed Career Plans		Changed Career Plans		Response Rate	
	Count	%	Count	%	Average	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	997	56%	457	66%	$17.83	209	30%	205	30%	539	79%	146	21%	1773	11%
2/T/NB/GNC	58	54%	34	59%	$16.22	17	29%	12	21%	44	77%	13	23%	107	--
Cis Man	158	44%	116	73%	$19.41	38	24%	54	35%	126	81%	29	19%	362	--
Cis Woman	759	60%	290	63%	$17.30	150	33%	134	30%	354	78%	97	22%	1261	--
Identity not Listed	2	40%	1	50%	--	1	50%	0	0%	1	50%	1	50%	5	--
Prefer not to Answer	20	53%	16	80%	$18.31	3	15%	5	25%	14	70%	6	30%	38	--

T/NB/GNC represents Transgender/Non-Binary/Gender Non-Conforming individuals. Response rates by gender are unavailable because gender is binary in university records

Table 30
Type of Experience by Gender

	Internship		Research/ Lab		Field Experience		Co-op		Student Org Leadership		Experience		Independent Study		Student Teaching		On Campus Em-ployemnt		Education Abroad		Other	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	305	44%	121	17%	68	10%	3	0%	53	8%	23	3%	10	1%	36	5%	42	6%	16	2%	19	3%
2/T/NB/GNC	17	29%	13	22%	6	10%	0	0%	4	7%	2	3%	1	2%	5	9%	8	14%	0	0%	2	3%
Cis Man	91	58%	22	14%	14	9%	2	1%	10	6%	3	2%	1	1%	5	3%	3	2%	2	1%	4	3%
Cis Woman	187	41%	82	18%	44	10%	1	0%	39	8%	17	4%	8	2%	26	6%	29	6%	14	3%	12	3%
Identity not Listed	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Prefer not to Answer	8	40%	4	20%	4	20%	0	0%	0	0%	1	5%	0	0%	0	0%	2	10%	0	0%	1	5%

Table 31
Experiential Learning Outcomes by Pell Grant Eligible, First Generation, & Veteran Status

	Internship Rate		Paid		Hourly Rate	Earned Credit		Full Time Offer		Confirmed Career Plans		Changed Career Plans		Response Rate	
	Count	%	Count	%	Average	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	997	56%	457	66%	$17.83	209	30%	205	30%	539	79%	146	21%	1773	11%
Pell Grant	249	59%	111	67%	$17.94	47	28%	49	30%	134	81%	32	19%	423	9%
First Generation	185	54%	86	69%	$17.59	29	23%	36	29%	101	82%	22	18%	343	9%
Veteran Status	21	64%	7	54%	$21.10	5	38%	3	23%	10	83%	2	17%	--	--

Table 32
Type of Experience by Pell Grant Eligible, First Generation, & Veteran Status

	Internship		Research/ Lab		Field Experience		Co-op		Student Org Leadership		Experience		Independent Study		Student Teaching		On Campus Em-ployemnt		Education Abroad		Other	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	305	44%	121	17%	68	10%	3	0%	53	8%	23	3%	10	1%	36	5%	42	6%	16	2%	19	3%
Pell Grant	74	45%	28	17%	14	8%	1	1%	12	7%	7	4%	2	1%	6	4%	11	7%	2	1%	9	5%
First Generation	53	42%	17	14%	16	13%	0	0%	10	8%	5	4%	0	0%	5	4%	14	11%	3	2%	2	2%
Veteran Status	8	62%	1	8%	2	15%	0	0%	0	0%	0	0%	1	8%	0	0%	0	0%	0	0%	1	8%

[1] Internships can be both paid and for credit.
[2] Salary only reported if n>4 and only hourly salaries are used in average calculation.

Table 33
Experiential Learning Outcomes by Reported Disability Status

	Internship Rate		Paid		Hourly Rate	Earned Credit		Full Time Offer		Confirmed Career Plans		Changed Career Plans		Response Rate	
	Count	%	Count	%	Average	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	997	56%	457	66%	$17.83	209	30%	205	30%	539	79%	146	21%	1773	11%
Disability	307	51%	196	64%	$17.12	92	30%	86	28%	236	78%	67	22%	597	--
No Disability	337	47%	222	66%	$18.43	101	30%	103	31%	259	78%	75	22%	719	--
Prefer Not to Answer	19	51%	13	68%	$16.50	7	37%	2	11%	15	83%	3	17%	37	--

Table 34
Type of Experience by Pell Grant Eligible, First Generation, & Veteran Status

	Internship		Research/ Lab		Field Experience		Co-op		Student Org Leadership		Experience		Independent Study		Student Teaching		On Campus Em-ployemnt		Education Abroad		Other	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CSU Total	305	44%	121	17%	68	10%	3	0%	53	8%	23	3%	10	1%	36	5%	42	6%	16	2%	19	3%
Disability	126	41%	60	20%	30	10%	0	0%	18	6%	11	4%	4	1%	15	5%	25	8%	4	1%	13	4%
No Disability	161	48%	49	15%	31	9%	3	1%	29	9%	10	3%	4	1%	17	5%	15	4%	12	4%	4	1%
Prefer Not to Answer	5	26%	4	21%	5	26%	0	0%	0	0%	1	5%	0	0%	2	11%	2	11%	0	0%	0	0%

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Appendix: Free Response Question Response Sample

Why did your experience confirm your career plans?

- **By gaining hands-on experience in their planned field students affirmed that they were on the right path. Respondents felt that the experience was a necessary step in achieving their career goals. The experience affirmed and ignited their curiosity, interests, passions, and values. Many respondents shared that a particular type of work, job function, or scope of work aligned with their passions as well as their career plan.**
  - "Because I got [to] finally get hands-on experience in the lab and it reaffirmed my belief that I belong in the lab doing research."
  - "Because it showed me what it is like to work in that career, and I really enjoyed it."
  - "I already knew I wanted to go in occupational therapy, and so the experience contributed to the skills I would need for that position."
  - "Allowed me to explore the field of animal anatomy through a teaching perspective and confirmed that working with animals through these branches is something that I am passionate about."
  - "Because I now know that I definitely want to work with other people, that I want to support others, and that I want to combine that with some sort of advocacy work."
  - "Because I looked forward to work each week."
  - "I enjoyed the work I did and hope to build a career on it."

- **Participants shared that the experience helped them narrow their focus in their career field.**
  - "Experience helped me learn about what I want to do with an engineering degree and what I don't want to do with an engineering degree."
  - "I felt that I had a purpose in the career field and felt empowered to discover what I liked and did not like to find the sweet spot of what I would like to do"

- **Respondents gained experience in alternative career paths and confirmed that they preferred a path along their intended career plan.**
  - "Because it made me realize, although I really enjoy research and running experiments, my love for the medical field and work in hospitals even more"
  - "I am pre-vet but I have always wondered if I would be more interested in Research. I was able to complete a research project during my time abroad which was amazing but made me more confident that I want to be a veterinarian."

- **Through the skill gain and experience student gained confidence in their capability to find success along their career path. Respondents were exposed to a range of opportunities and options within their desired career path.**
  - "Affirmed my capability to work in the field."
  - "Cemented my love of science and allowed me to gain confidence in my skills and knowledge."
  - "I confirmed that I enjoy field work and that I can handle the challenges of working outdoors."
  - "Allowed me to elaborate and enhance on skills I already had that were geared towards my goals."
  - "I enjoyed all of the work that I did this Summer and saw immense opportunities for growth in the industry."
  - "I enjoyed what I did and found a lot of paths that I may want to take in the future. I was able to get a lot of hands-on experience and talk with people that have been in my shoes before."
  - "I gained a lot of connections to people within the industry, potential jobs, and learned about how many options there are in my field of study."

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Why did your experience change your career plans?

- **Respondents tried something unrelated to their career plan and really enjoyed the experience, prompting them to change career paths or explore more options.**
  - "I learned that I enjoy mentoring, which has led me to consider grad school over industry."
  - "After working extensively with a biological scientist, I realized that science was a more attractive career opportunity for me than mechanical engineering."
  - "I used to want to go to medical school but after working in a lab, I now want to explore biotechnology."
  - "Changed my trajectory from likely entering a water resources-related field to entering rail transportation.
  - "It made me realize I wanted to work with kids and really enjoyed teaching, which I hadn't thought about as an option before."
  - "I'm open to event planning and project management roles now."
  - "I was pretty sure going into the internship that I did not want to go into an engineering field. After the internship, I am more open to working in engineering."

- **Respondents tried something related to their career plan and did not like it, allowing them to shift or completely change what their goals are. Respondents found factors of their career plan like the location, work environment, or workflow was not for them. There were responses which mentioned burnout, financial viability, and poor experiences which steered respondents to another career path.**
  - "I don't want to be working virtual all the time. I also want to be doing different research, more hands-on."
  - "I realized I do not want to do remote work and I would rather not do analytics because it is isolating and not people-oriented enough."
  - I was interested in academic research and post-grad as a possibility and after doing this experience I realized that I didn't enjoy the workflow of those positions.
  - "I thought I wanted to do social media management, but I didn't enjoy it as much as I thought when I was actually doing it"
  - "I am not interested in geology at all now."
  - "I realized I wanted to focus more on writing instead of education, I learned so much about censorship which made me want to write more!"

- **Some respondents shared that they came into the experience not having a career plan and it helped them begin that process. Respondents shared that narrowed the focus of their career plans by eliminating options.**
  - "It gave me more guidance as to what other jobs I could do later on."
  - "I learned more about what being a school social worker entailed and now I am considering other career options that align more with interests and strengths."
  - "I learned that I was not interested in fossils as much as I am in archaeology and living primates. As an anthropology major, this is still very helpful since it is a very broad field."
  - "I now know I don't want to be in sales but more of the analytical marketing side."

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- **Respondents felt like the experience revealed and clarified priorities and values.**
  - "It introduced me to decolonial methods of conservation management and completely changed the direction I would like to move in terms of a future career."
  - "It gave me a new perspective about what I value in the workplace."
  - "I am going to reconsider the types of companies or government that I want to work for."
  - "The experience changed my career goals by showing me that I desire so much more than what I was doing at my job. For example, I was working slowly under a boss and in a very strictly professional and perfectionist environment. Working in that environment made me realize that I want to be my own boss and work in a much more hands-on, immersive environment."

Share any additional thoughts you have about experiential learning opportunities. This could be hopes you have for future opportunities, advice to other students, barriers you encountered in seeking opportunities, or other thoughts on experiential learning opportunities.
Respondents who had completed an experiential learning opportunity:

- **Respondents shared advice for obtaining opportunities, recommend others participate, and the impact of taking initiative and resilience in getting experience.**
  - "Don't be afraid to advocate for yourself and seek out programs that get you where you want to go."
  - "Don't be afraid to leave your comfort zone."
  - "A lot of internships you apply for never reach back out. You can't let this get to you. Talk to people you know and express you are looking. Connect with anybody and everybody. You got it!"
  - "An opportunity wasn't directly provided to me, but instead I had to reach out to a professor in my department after researching different types of undergrad research and finding one I connected with. Go out and make opportunities for yourself instead of waiting to hear about an opening."
  - "I think that students should apply for anything they are interested in even if it is a "reach" goal. I applied for my position as an undergraduate for a graduate level position unsure if I would get the opportunity to work on the project and I did, and it has been life changing for me, so it never hurts to put yourself out there."
  - "I would encourage others to get a job or internship early on so that if there is ever a doubt that this might not be something you want to do you can figure it out sooner rather than later. It will create more opportunities for you."
  - "If you see an opportunity that seems interested to just give it a shot because it can give you so much insight and confidence once you go for it."
  - "The CSU advisors were also helpful in reviewing my resume and helping me work on elevator pitch, which I think was a key factor in getting interviews."

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- **Respondents shared specific benefits of participating in experiential learning. Some benefits included confidence and skill gain, networking, career advancement, growth & more. Respondents cited specifically the value of experiential learning as cementing or clarifying content learned in their classes. Additionally, respondents shared that they felt they learned better with hands-on experiences.**
  - "Helpful to solidify knowledge learned in lectures."
  - "I have always felt that I can perform better in a work or lab environment than I can in academics in equivalent tasks. I like experiential learning because it affords me an opportunity to prove myself where I otherwise feel like my performance academically is below what I know I can do."
  - "I think that experimental learning opportunities can teach more than just classes can, because it gives you hands on experience."
  - "Maggie Hendrickson is a FANTASTIC leader, mentor, and educator - I learned so much from them!"
  - "Experiential learning opportunities are extremely valuable for developing necessary soft and hard skills, discovering career goals and pathways, creating connections and networks, and growing as a person. I suggest students take the opportunities presented to them for work-study, internships, and jobs to determine what they are truly passionate about. Such experiences provide an avenue for both success and pivots in career paths."
  - "I found my experiential learning opportunity to be extremely informational and helpful in my path to pursuing my future career! I also made so many connections within the school district."
  - "I honestly really liked this opportunity. The trainings really made me look at things through a different perspective and helped me gain skills."
  - "I would encourage others to pursue a study abroad as it is very eye-opening, and you can learn so much about the way of life of others. Studying abroad not only opens more doors, but creates long life relationships."

- **Respondents shared plans or hopes for further participation in experiential learning opportunities and within the organization they worked with.**
  - "I enjoyed the experience and was glad that I got paid well. I hope to do another internship next summer to gain even more experience in my field before I graduate."
  - "I hope to be able to continue working this way for a long time!"
  - "I hope to continue to volunteer in a similar field. I'm hoping to work with UCHealth, at the local Fort Collins Pantry, or continue with the Salvation Army."
  - "I hope to keep growing and learning as much as I can while being at this job- doing what I have been learning in school has been so helpful and necessary for my development in the design world."

- **Respondents shared challenges that they faced in obtaining their opportunity and challenges during their experiences.** "I enjoyed the experience and was glad that I got paid well. I hope to do another internship next summer to gain even more experience in my field before I graduate."
  - "Although internships offer great opportunities and experiences for self-growth, they can be frustrating. Being an intern doesn't always guarantee you that all ideas and work will be acknowledged by higher ups. Remember that internships are chances for you to learn about what you want and don't want for future professions. It takes times to find what works for you and even though these work opportunities can be frustrating, they are more than worth it."
  - "I am more of a shy person, so it was hard for me to take initiative to discover new experiential learning opportunities."
  - I encountered barriers in networking because it was intimidating at first.

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- Most of the people are very nice and seem to appreciate some extra help. Sometimes I feel like more of a burden/in the way. I think for the most part, experiential learning opportunities are very helpful for seeing how the knowledge we learn in classes applies to clinical settings and how it can be used in the real world.

- **Respondents called for more awareness and support from CSU in obtaining, affording, and integrating experiential learning into their degrees. Respondents shared barriers for participation like awareness, inclusion, finances, distance, and time constraints.**
  - "Experiential learning is so much more important than it is made out to be. Colorado State University needs to take better steps in advertising the importance of experiential learning, provide better transportation for students to and from experiential learning locations, and also should take steps in providing information on networking and experience - building decisions and opportunities to students."
  - "I hope that opportunities are more promoted because it has been a little bit challenging to find an opportunity looking to gain experience."
  - "I think that CSU should help students find opportunities outside the school and outside partners that they may already know. CSU should offer credits for internships or work completed outside the internships that are known and CSU offers."
  - "It would be cool to build a network of students/alumni who have worked for USFS districts to give input on the work culture at each district because it varies so widely!"
  - "It would be really nice to have access to "reviews" of other students in my major who did internships."
  - I wish I was paid for the opportunity. Additionally, I wish that ALL HDFS internships were paid.
  - "I've only had one barrier to learning opportunities in Colorado and that is that there are not many engineering firms that focus on sustainable and ecofriendly design. I'm sure over the next few decades this will change but as of now, those opportunities lie in the bigger cities on the coasts."
  - "It was difficult to find out about opportunities, and I am still hoping to learn of more in the near future but do not know where to look."
  - "It would be really nice to see more inclusive opportunities. Internships for social justice, teaching disadvantaged kids, being able to give back to communities that hold the same status as us. Especially in fields that aren't very diverse to begin with (particularly agriculture). Advice is to go to career fairs and actually read the emails your advisor sends you."
  - "It was incredibly difficult to get into this job field, I could rarely get interviews."

- **Respondents shared plans or hopes for further participation in experiential learning opportunities and within the organization they worked with.**
  - "I enjoyed the experience and was glad that I got paid well. I hope to do another internship next summer to gain even more experience in my field before I graduate."
  - "I hope to be able to continue working this way for a long time!"
  - "I hope to continue to volunteer in a similar field. I'm hoping to work with UCHealth, at the local Fort Collins Pantry, or continue with the Salvation Army."
  - "I hope to keep growing and learning as much as I can while being at this job- doing what I have been learning in school has been so helpful and necessary for my development in the design world."

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Respondents who had completed an experiential learning opportunity:

- **Respondents were hopeful to participate, interviewing/preparing for participations, or currently participating in an experiential learning opportunity. Several shared advice and endorsements for experiential learning.**
  - "I have come to realize the value in these opportunities but have had difficulty finding direction with them. I really hope to participate in a multitude of them before my time in college is over."
  - "I hope to find a great internship to help me complete my last year and a half of college!"
  - "I hope to have future opportunities for experiential learning, I think the best way to learn is by doing."
  - "I just got accepted into a research position, but I didn't get into one before because there was very little mention of it in my classes despite my department having so much active research. Also, I can't afford to do it for free no matter how useful it is because I have bills to pay. I found a paid opportunity after a professor took the time to talk to one of my classes about these opportunities and where to find them."
  - "I'm participating in an experiential opportunity right now and I'm enjoying it. My advice is to take every shot you get and to not count yourself out,"
  - "Experiential learning does not have to be incredibly specific to your desired career path, many learning opportunities will teach you skills that will be applicable in many various areas. Find an opportunity that interests you and work hard at it!"
  - "I think experiential learning opportunities are great ways for students to break out and learning something new about themselves and what they are capable of. Everyone should try and participate in at least 3 different learning opportunities."
  - "I think experimental learning opportunities are important, as no one learns the same way, and traditional education settings can be very challenging for other students as they don't necessarily attend to their learning needs. Everyone deserves to have an education that are adjustable to how they learn."

- **Respondents called for more integration of experiential learning into academic programs or wider array of opportunities in different fields. Respondents repeatedly shared that they were unsure how to find or wanted more support throughout the process.** "I enjoyed the experience and was glad that I got paid well. I hope to do another internship next summer to gain even more experience in my field before I graduate."
  - "I want to participate in experimental learning opportunities but I'm not sure how to find them."
  - "For me the hardest part in finding these opportunities was knowing where to look. I feel as though I didn't hear about opportunities until it was too late or last minute and I couldn't make it work."
  - "As a first-generation student and an adult learner, I am not even sure where to look for opportunities and if I qualify for them. More information on these opportunities and how to find them would be amazing!"
  - "I would really enjoy one, just wish I had the motivation or reminder to look earlier."
  - "When it comes to experiential learning opportunities, I would really love to participate in an internship or more academic based activities. I genuinely had no idea what I was getting into when I enrolled into a University, since none of my family members had ever graduated with a four-year degree. Because of this, I missed many opportunities to apply myself since I had been raised to put work first and was unsure of how to navigate the university system. My mindset has since changed, and I've become more interested in my own involvement on campus. My one wish would have been more direct access to resources as well as preparing oneself for the college experience. I really hope I am accepted into an internship soon as I have heard how life changing, they can be."

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- “I hope that opportunities are more promoted because it has been a little bit challenging to find an opportunity looking to gain experience.”
- “I think it would be great to advertise experiential learning opportunities more!”
- “These opportunities should be built into the programs for students, since it is very difficult to get a job or get into Grad programs without these opportunities.”
- “I wasn’t aware of these experiential learning opportunities. Seems like it’s tailored more for the College of Business.”
- “Make your options related to your field more accessible.”

- **Respondents disclosed instances of anxiety, rejection, and barriers in applying, interviewing, and completing opportunities.**
  - “I always feel as though I don’t have time which is probably not the absolute truth. I also fear my resume isn’t in a good spot for some of these opportunities and I get too caught up in that.”
  - “I applied to many opportunities within my major but never heard back. I would have liked to know why I was rejected so I could improve for next time.”
  - “I want to participate in more activities but time commitments inside and outside of school tend to conflict.”
  - “I would like to participate in an experimental learning opportunity, but I have difficulty finding time to do so since I work outside of school, have a demanding major, and have had many personal/family matters occur in the last year. I hope to participate in one this summer!”

- **Respondents advocated for accessibility, adaptability, and equity within experiential learning. Respondents called for more compensation or financial barriers for participation in experiential learning opportunity.**
  - “I think there needs to be more virtual options for students to participate, both for virtual students and disabled students. Certain disabilities, whether mental or physical could make it harder for students to participate in events in person. It is important to create virtual options for all events if the school is going to truly be inclusive.”
  - “I really wish that there were more opportunities accessible by bus, it would also be cool if we could get text alerts about opportunities, I just never really hear about them”
  - “As a student with CSU Online, many of the internships and experiential learning opportunities are too far away or difficult to navigate. The Career Center page is not geared towards non-traditional distant students.”
  - “I would like to see opportunities for people embarking on a 2nd career in mid-life; these will reflect that the student has a professional background with transferrable skills but is also new to their chosen field.”
  - “I would love for different opportunities to pay students.”
  - “I want to participate but I usually cannot afford anything, and I am not usually considered.”
  - “I love to partake in more experiential learning opp, however, having to pay for college by myself “gives me little to no time to do anything outside of work and school and relax when I can.”

[1] Internships can be both paid and for credit.
[2] Salary only reported if n>4 and only hourly salaries are used in average calculation.