

QUALITY ENHANCEMENT PLAN (QEP) – PILOT PROJECT

Gender Differences in Internship Participation and Employment Success (FALL 2019 – SPRING 2021)

Report prepared by

PURPOSE

The current report provides a brief example of data exploration and insights provided by the Office of Academic Assessment. While examining the at-graduation employment success rates of several student sub-groups by internship participation, we noticed a large difference in success rates between males and females. The current report further investigates the observed gender differences and identifies next steps toward narrowing the success gap.

INTERNSHIP AND SUCCESS

Self-reported data from the Fall 2019 through Spring 2021 graduating cohorts was examined (N=9920). 6709 of these students indicated they were seeking employment. Of the 6709 students, 3707 reported that they had secured employment at graduation (**55.3%**), whereas 3002 students indicated they were still seeking employment.

EMPLOYMENT SUCCESS RATES AT GRADUATION	
Internship (N = 3643)	61.46%
No Internship (N = 3066)	47.88%
Overall (N = 6709)	55.25%

Thus, there is a large increase in employment success rate for students participating in internship (~14%).

Further exploration of student sub-group differences in at-graduation success rates indicated that internship participation was much more impactful for male than female students.

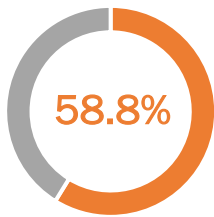
(Fall 2019 through Spring 2021 Data)	EMPLOYMENT SUCCESS AT GRADUATION
	MALE
	FEMALE
Internship (N=3643)	66.18% (1215/1836)
	56.64% (1023/1806)
No Internship (N=3066)	48.44% (872/1800)
	47.03% (594/1263)

Moreover, examination of the available follow-up data (i.e., Fall 2019 and Spring 2020 cohorts) showed that the gender differences in the effect of internship on securing employment were present even 6-months after graduation.

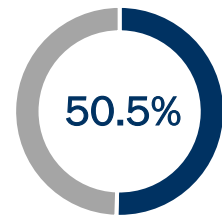
(Fall 2019 and Spring 2020 data only)	SIX-MONTHS POST-GRADUATION SUCCESS	
	MALE	OVERALL
	FEMALE	
Internship (N=1789)	85.14% (779/915)	81.44%
	77.57% (678/874)	
No Internship (N=1203)	67.59% (513/759)	65.17%
	61.17% (271/443)	

INTERNSHIP PARTICIPATION BY GENDER

We suspected that female students participate in internships less frequently than male students, but found the opposite:



- Out of 3069 female students seeking employment, 1806 (58.8%) of them participated in an internship.
- Out of 3636 male students seeking employment, 1836 (50.5%) of them participated in an internship.



Despite participating in internships at a higher rate than males, female students were not as successful at securing employment at graduation or 6 months after graduation. Thus, internship participation rates do not seem to be an issue behind the gender differences. To better our understanding of the issue, the rest of the report will focus on the female students who participated in an internship.

FEMALE STUDENTS – INTERNSHIP AND SUCCESS

Out of 1806 female students who participated in an internship, only 1023 (56.6%) were successful at securing employment at graduation. When examining employment success rates by college, 6 colleges emerged with employment success rates close to or lower than 50% (i.e., either more female internship participants that were non-successful than successful at securing employment at graduation OR about the same number of successful and non-successful female internship participants):

- AG (52.8%; 28/53)
- AR (49.1%; 52/106)
- ED (50.7%; 154/304)
- FW (35.7%; 5/14)
- HS (48.5%; 150/309)
- LA (42.5%; 167/393)

Further investigation showed that the deflated rates of employment success among female students in the colleges of AG, AR, and FW were a direct result of a small number of female students and/or female internship participants in those colleges. On the other hand, colleges of ED, HS, and LA have a lot more female internship participants and are female-dominated colleges. For the purpose of the current report, we will focus on the College of Education (ED).

COLLEGE OF EDUCATION (ED)

In the examined period, the College of Education had 304 female students that participated in an internship. 150 (49.3%) of them had NOT successfully secured employment at graduation.

We then examined what departments those 150 students came from:

- Curriculum and Teaching (CTCH) – 118
- Special Education, Rehabilitation, and Counseling (SERC) - 22
- School of Kinesiology (KINE) – 10

And their majors:

- Elementary Ed Undergraduate (CEEB) – 49
- Early Child Ed Undergraduate (CECB) – 43
- Rehab Services Undergraduate (RSRB) – 14

- Eng Lang Arts Ed Undergraduate (CEGB) – 10
- Gen Social Sci Ed Undergrad (CSTB) – 5
- Special Education, Early/Elem P-6 (RSDB) – 5
- Fitness Conditioning and Performance (KFCB) – 4
- Mathematics Ed Undergraduate (CMAB) – 3
- Music Ed Instru/Voc Undergrad (CMCB) – 3
- General Science Ed Undergrad (CSIB) – 3
- Physical Activity and Health (KPAB) – 3
- Collab Teach Sp Ed Undergrad (RSCB) – 3
- Agriscience Ed Undergraduate (CAGB) – 2
- Physical Ed/Teach Ed Undergrad (KPEB) – 2
- Exercise Science Undergraduate (KESB) – 1

NEXT STEPS

Next steps taken by the Office of Academic Assessment would include:

- Addressing potential reasons for the identified gap in collaboration with the chair of the Department of Curriculum and Teaching (and other relevant stakeholders)
- Obtaining relevant data for further exploration such as:
 - College of Education licensing exam data
 - Data on teaching internship requirements and quality
- Guiding the Department stakeholders toward valuable resources based on the information gauged from the additional data (e.g., collaboration with the University Career Center in securing quality internships)
- Assisting the Department in making necessary curriculum changes and/or implementing interventions