



SAN DIEGO STATE UNIVERSITY

Impact of Internships & Study Abroad on Student Success



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Andrew Baker, Jason Tan, David Ely

Fowler College of Business, San Diego State University

Background & Objectives:

AACSB Standard 13 states the following: "Curricula facilitate student academic and professional engagement appropriate to the degree program type and learning goals." To meet this standard AACSB-accredited institutions are expected to provide a portfolio of experiential learning opportunities that includes extracurricular activities which provide exposure to business and management in both local and diverse global contexts. Consequently, business schools are actively encouraging students to enter internships, study abroad, and participate in other forms of extracurricular activities. Business students have expanded their engagement in these activities. **However, given the costs, in terms of students' time and institutional resources, it is critical that the benefits be measured. Is there a downside to participating in internships and study abroad experiences (i.e., longer time to degree)? Or do students who engage in co-curricular activities graduate faster and achieve better post-graduation placements?**

Baseline Statistics:
First-Time Freshmen & Transfer Students

	First-Time Freshmen	Transfer Students
On-Time Graduation?	475	351(71%)
FT Employment at graduation	253(42%)	194(39%)
n =	597	495

Data and Methods

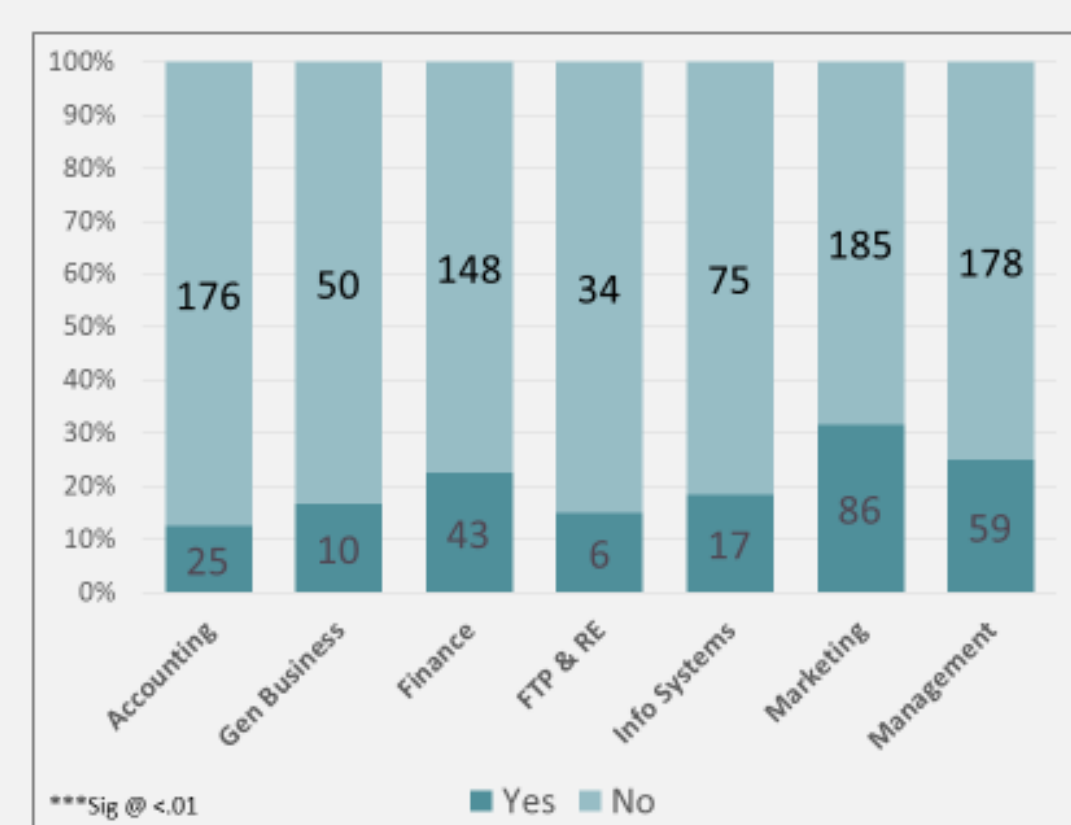
Undergraduate business students who graduated in Spring 2017 or 2018.

Dependent Variable of Interest

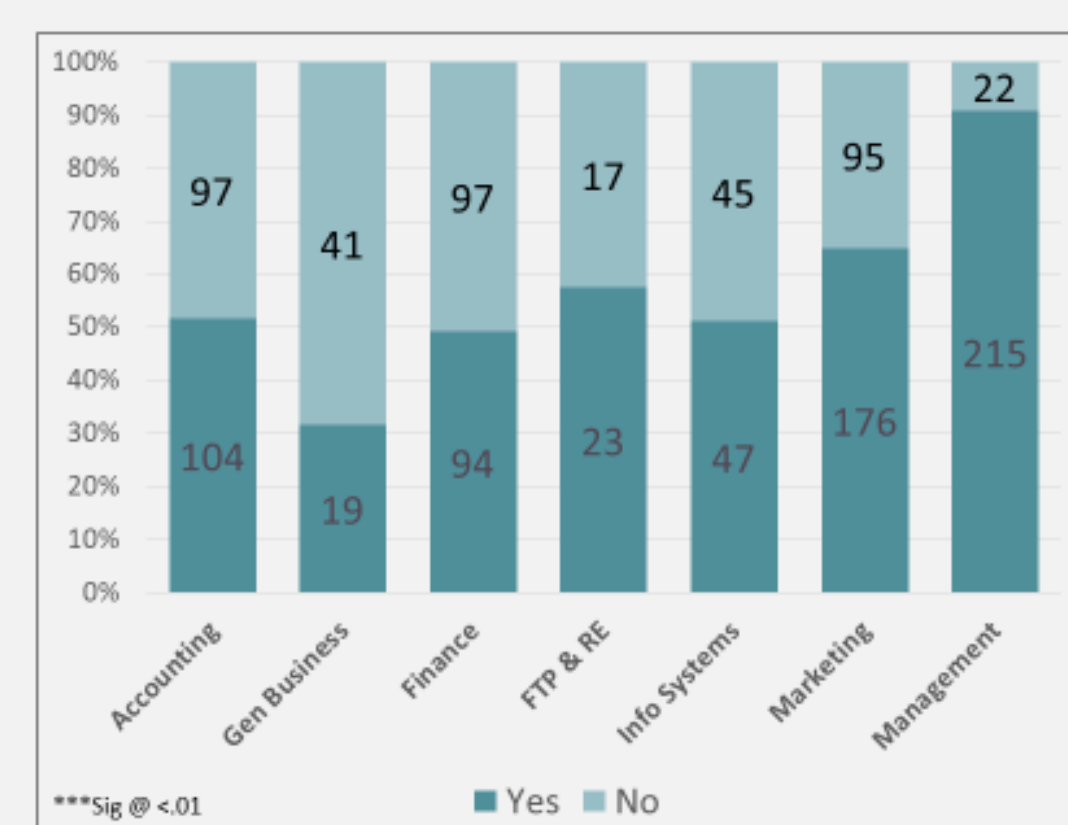
Timely graduation: First-Time Freshmen who took 4 years or less to graduate; Transfers who 2 years or less to graduate

Full-time Employment: Employed, full time paid or attending graduate or professional school, full time.

Study Abroad Participation by Major



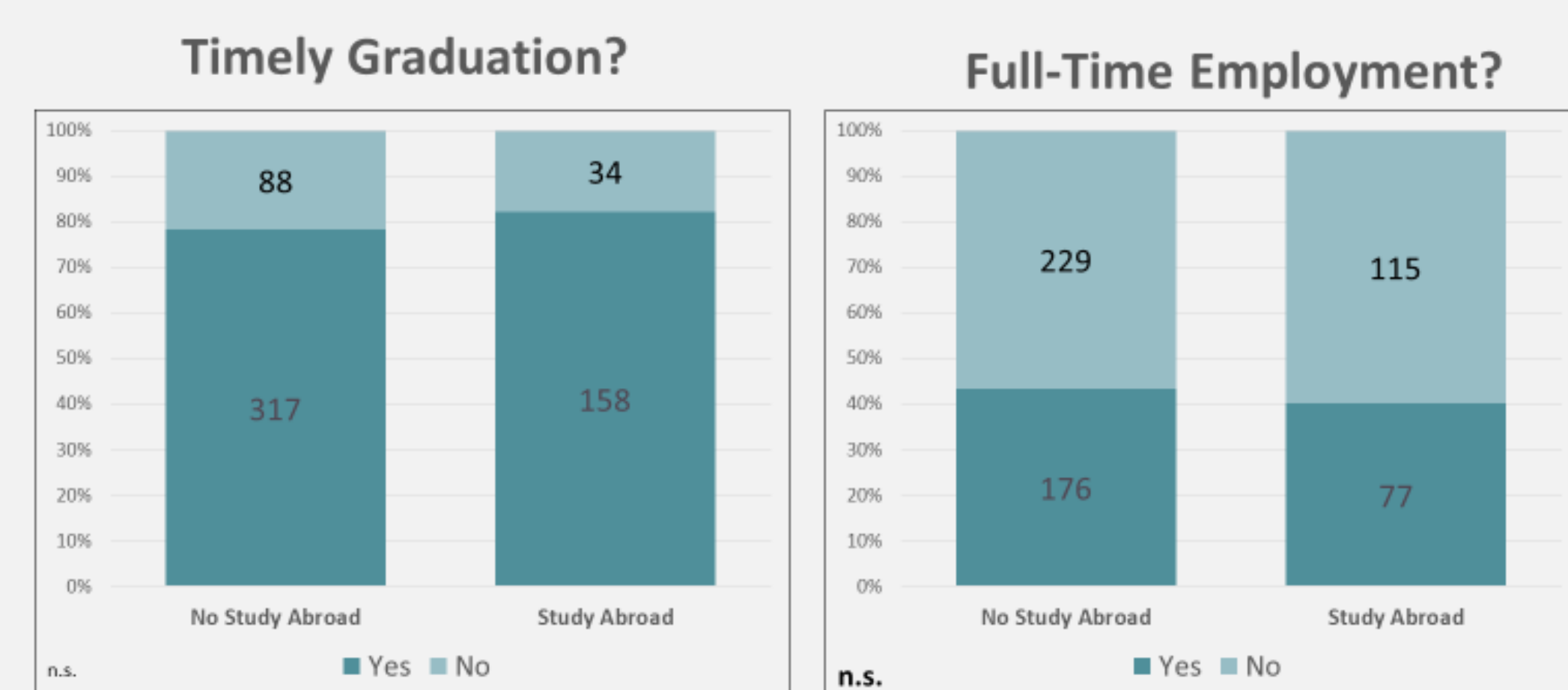
Internship Participation by Major



DESCRIPTIVES:

Of the 1,092 graduates, 23% had completed a study abroad experience; 62% had completed an internship

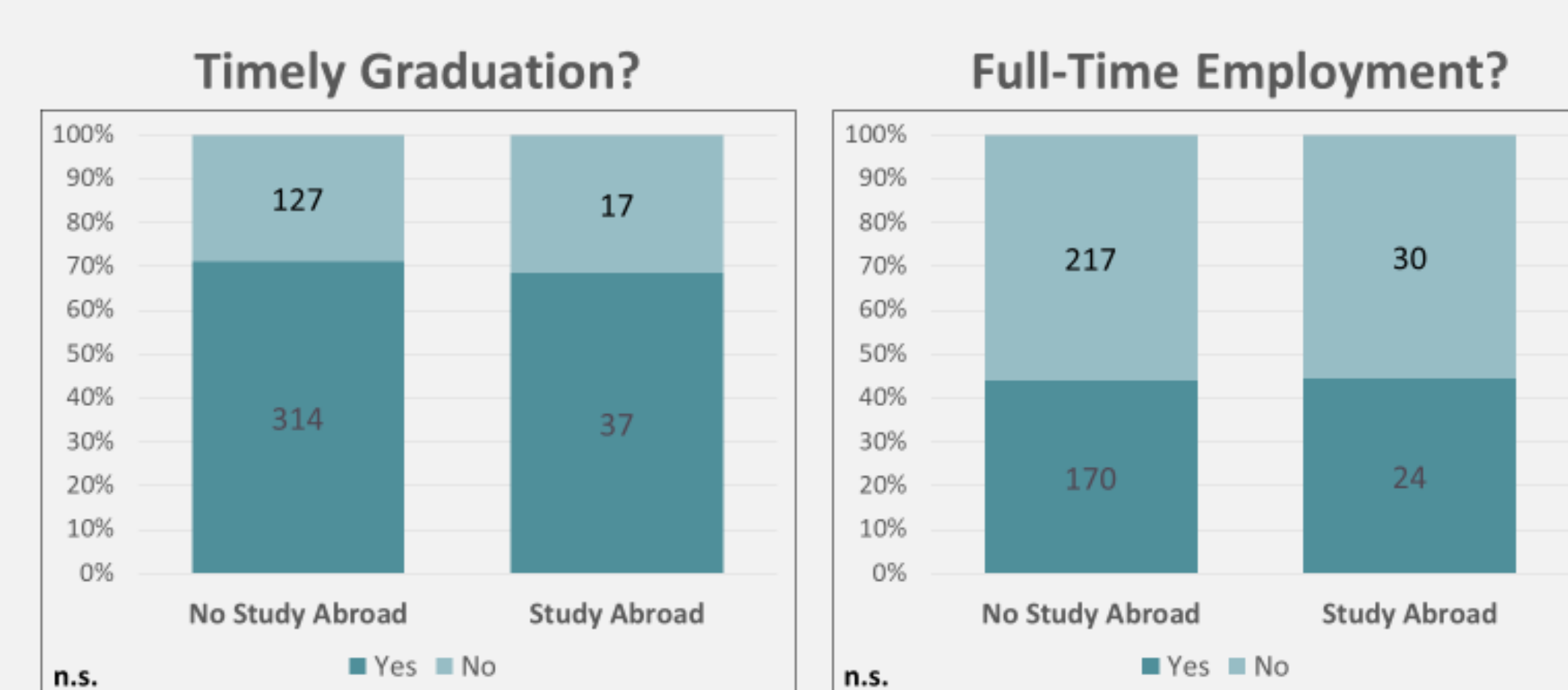
Study Abroad x Timely Graduation, FT Employment: First-Time Freshmen



FINDINGS:

No evidence that a study abroad experience impacts timely graduation or FT employment for students entering SDSU as first-time students

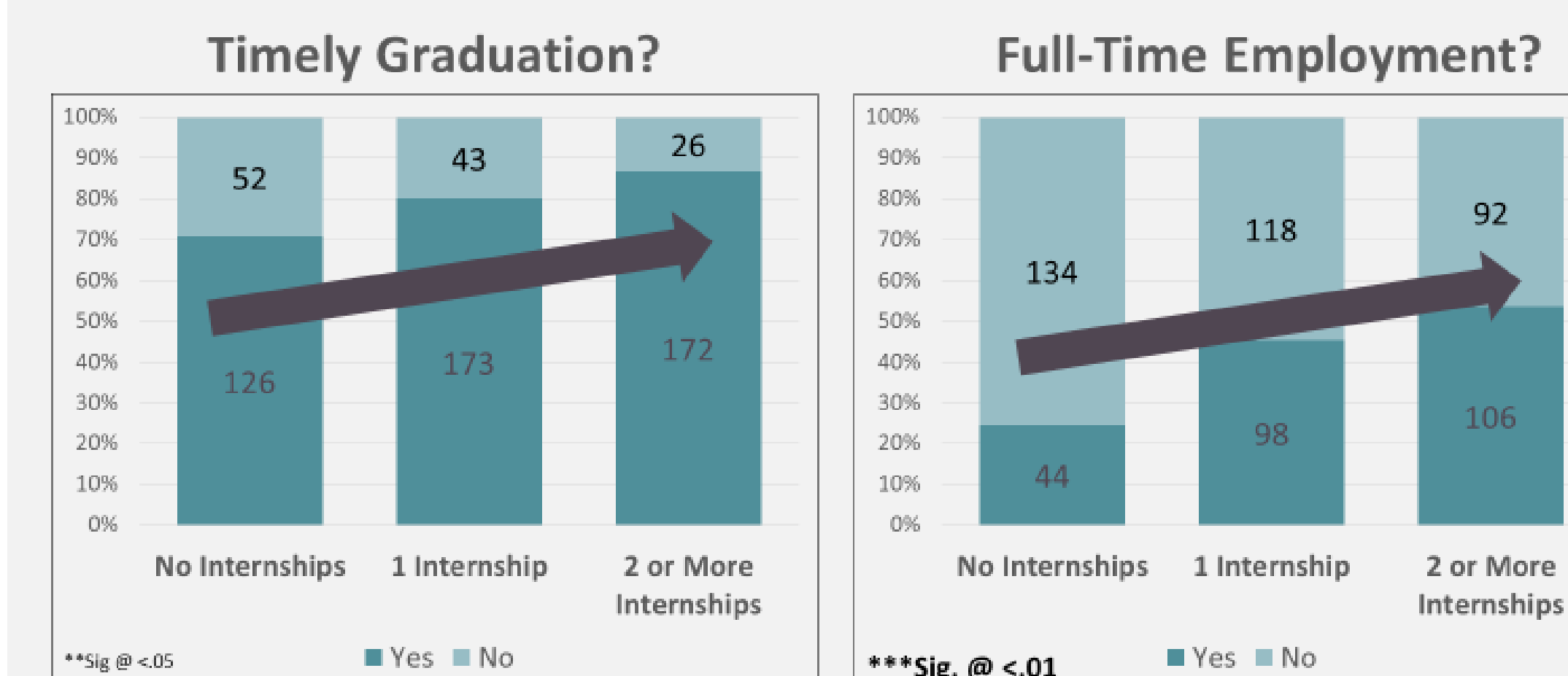
Study Abroad x Timely Graduation, FT Employment: Transfer Students



FINDINGS:

No evidence that a study abroad experience impacts timely graduation and FT employment for students entering SDSU as transfer students

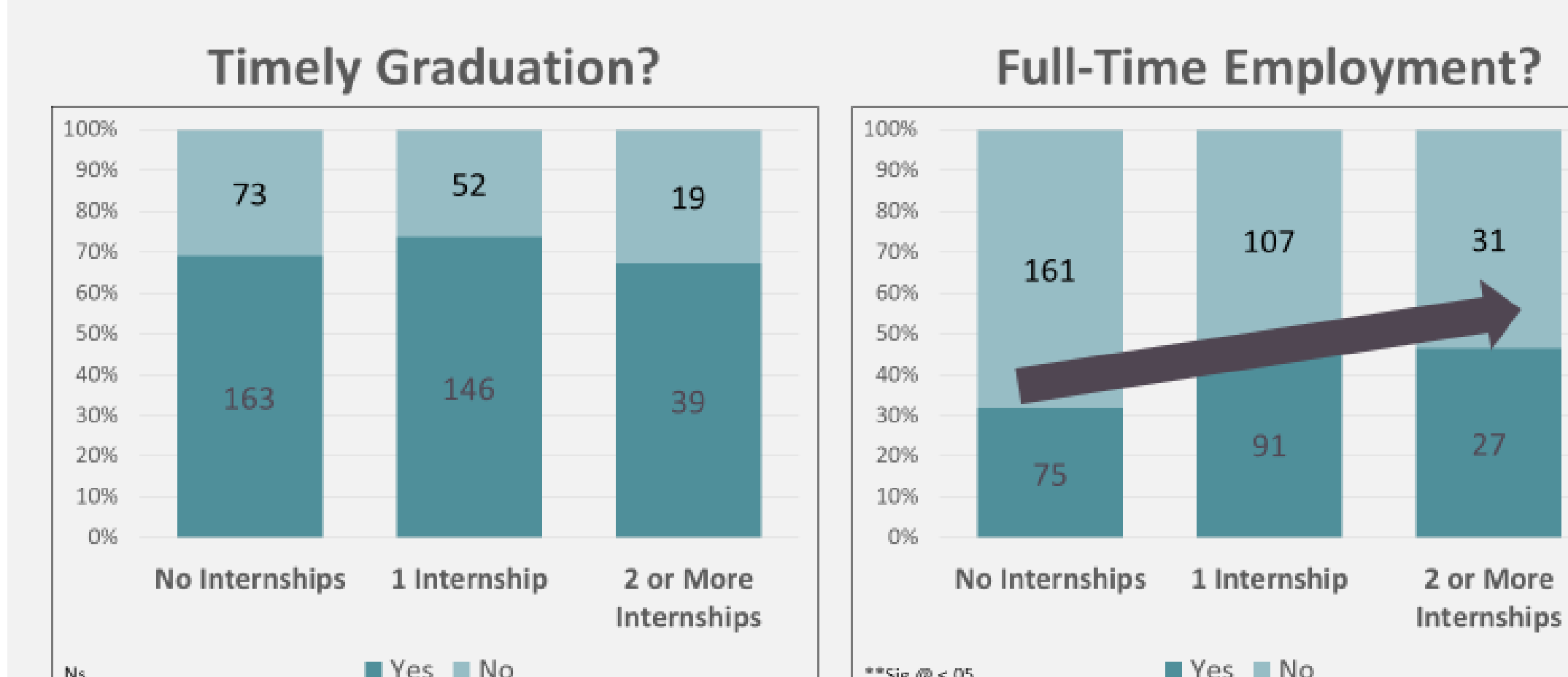
Internships x Timely Graduation, FT Employment: First-Time Freshmen



FINDINGS:

For students entering SDSU as first-time freshmen, Internships are associated with more timely graduation and employment at graduation.

Internships x Timely Graduation, FT Employment: Transfer Students



FINDINGS:

For students entering SDSU as transfer students, internships are associated with employment at graduation

SUMMARY OF INSIGHTS FOR FCB:

1. Informed agency (students can make personal decisions based on evidence)
2. Interventions (advisers can intervene to encourage student practices), and
3. Reducing any negative impact (strategies and interventions can be developed to intervene)

❖ Of the 702 students who completed an internship:

- 20.5% were offered & accepted, permanent employment with internship sponsor
- 19.4% were offered, but declined, permanent employment with internship sponsor

❖ **WHO STUDIES ABROAD?** - Students who study abroad were more likely to be non-first generation students, female, from outside the SDSU in-service area and entering SDSU as first-time freshmen.

❖ **WHO TAKES AN INTERNSHIP?** - Students who participate in an internship were more likely to be non-first generation students, female, from outside the SDSU in-service area, and entered SDSU as first-time freshmen.