

CHAPTER 9

Community Colleges and Internships in Political Science: Challenges and Opportunities

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This chapter reviews opportunities and challenges associated with community college student internships and outlines steps for building and maintaining internship opportunities. Using data from a national survey of internship practices in US colleges and universities, we examine how students are served by internships and identify the kinds of resources that are needed to support community college student internships compared to four-year programs. Finally, we offer practical advice and recommendations for establishing and expanding internship opportunities on a community college campus.

INTRODUCTION

Because interns are able to explore careers and build professional skills while they support the work of organizations and elected officials, experiential learning should happen early and often throughout a student's academic career.¹ Internship opportunities can benefit all types of students in higher education, including those who attend community college. Community college students are often older and more diverse collectively compared to students enrolled at four-year institutions²; they tend to have heavier family or work responsibilities outside their academic studies but also are able to bring a wider range of experiences and perspectives to bear on the work they perform in internships. Given the student population and the distinctiveness of their goals, which typically include either earning a terminal two-year degree, career-oriented certificate, or transferring to a four-year institution,³ running an internship program at community colleges involves unique challenges.

The purpose of this chapter is to consider the opportunities and challenges associated with political science internships on a community college campus. In the first part we address the potential benefits of developing opportunities for community college students. To contextualize our recommendations, which appear in the final section, we also present data from a 2017 national survey of faculty at community colleges about their experiences with political science internships—data that provide concrete knowledge about the variety of experiences across the US. We end with a set of practical recommendations for establishing and expanding internship opportunities at community colleges.

ENGAGING STUDENTS AND CREATING OPPORTUNITIES

A common myth regarding community college students is that they are somehow less motivated or capable than students who complete introductory level courses at four-year colleges and universities. Students select community college for a number of reasons including lower tuition, class sizes, open admissions, and flexible schedules (Chen 2021a), and 31.5% of students who begin at community college transfer to four-year institutions within six years (Barshay 2020; Shapiro et al. 2017). According to Shapiro et al. (2017), lower-income students represent a significant portion of the community college population (42%), and they transfer to four-year institutions at much lower rates than students with higher incomes (25.9% and 39.9% respectively; 2017, 23). Although there is more work to be done to retain all students and to ease their transfer into four-year institutions, community college students studying political science can be regarded as potential political science majors who will complete bachelor's and graduate degrees and actively engage in the political world.

WHAT COMMUNITY COLLEGE STUDENTS BRING TO INTERNSHIPS

A Wealth of Experience

The average age of a community college student is 28, which implies that they have more life experiences than the traditional age college student.⁴ Many have worked in professional settings before enrolling in college and many of the skills they have developed should serve them well in political science internships. Many students have had their own small businesses, worked in sales, or are simply long-time workforce participants who know how to work on a team, complete administrative tasks, communicate efficiently, and behave with professionalism. They can join an office and immediately start conversing with constituents, writing correspondence, tracking data, or helping with organizational tasks, and their roles can expand quickly as they learn more context-specific information. Students can bring perspectives that may be missing from an organization's staff or help reach communities whose input is needed in order to meet the mission, vision, and project goals of an organization.

Diverse Perspectives

Diversity is often viewed as a defining feature of community colleges as they are often more ethnically and racially varied than four-year universities.⁵ At the same time, there is little doubt that a workforce that includes people of diverse backgrounds, meaning more Black, Indigenous, and People of Color, LGBTQ+, disabled, and women students, is needed. Community college students are generally well-positioned for joining the public affairs career pipeline. In addition, given the general lack of diversity in the field of political science (Davis, McGrath, and Super 2019; Mershon and Walsh 2016), inviting students into professional settings early in their educational journeys increases the likelihood those students will continue studying and also major in political science. Community colleges provide fertile ground for recruiting and mentoring students early on in their post-secondary education and ensuring greater diversity of scholarship in the discipline (Chen 2021b).

BENEFITS FOR STUDENTS

Academic Gains

Kuh (2008) emphasizes in his work that certain kinds of academic activities, termed "high impact practices" (HIPs), have a significant impact on students of all types by creating opportunities for deep learning, which in turn helps them stay and complete their degrees. Internships are among the HIPs that are strongly associated with self-reported academic gains, higher grade point averages, and retention rates (Finley and McNair 2013).⁶ More powerfully, research has shown that HIPs have a pronounced effect on historically underserved students in identified groups: African American, Latinx, and students with

relatively low ACT scores (2013, vi). High-quality internships have the potential to help boost students' academic achievement while simultaneously preparing them for the workforce.

Career Exploration

Many students enroll in community colleges to explore subjects and figure out what they want to do (Freedman 2015).⁷ Those who have been in the workforce may have not considered work in politics, policy, or public administration, and political science classes offer an opportunity to explore these aspects of public affairs. If coursework is coupled with an internship allowing students to see what it really means to work on a campaign, support constituent services for an elected official, provide administrative support for a municipal organization, or run social media for a non-profit focused on food security, for example, they can connect their academic learning with building practical skills and better envision a career path.

Résumé Building

Community college students often fall into two general groups: traditional and non-traditional, each with unique perspectives that are reflected in their educational paths and résumés.⁸ Traditional first-year students, those moving directly from high school to college, have résumés that are often limited or lacking in professional skills and are peppered with volunteer work, minimum wage employment, and student group leadership. While these experiences often help build important strengths and skills, their competencies can be obscured by the types of work that are often viewed as low-level and also unrelated to political science. Non-traditional students (characterized by part-time enrollment, working full-time, identifying as a single caregiver, not having a traditional high school diploma, or financial independence; see Carter 2016) who are employed often have a wealth of skills, but no experience in political science-related fields. Both types of students can benefit from internships, especially those which incorporate undergraduate research. Work in the field helps build interest in transferring to a four-year institution and, eventually, pursuing graduate school or professional positions related to their major.

Skill Building

Although many community college students possess professional skills, these may not be related to their professional goals and/or their major in political science. For example, a number of military veterans who want to study international politics struggle to convert their military experience into civilian skills. Working for a non-profit organization or on a political campaign is often very different from anything students have done before, and talking to and working with constituents, following federal guidelines, and managing social media are valuable skills they can apply in a variety of work settings, especially those in public affairs. Internships represent an opportunity for students to begin building or polishing a set of professional skills that will ultimately result in their selection for more internships and opportunities as students, and post-graduation employment.

Pre-Professional Development: Creating a Professional Network

Community college students bring varying types of interpersonal networks with them to college and their political science courses (Radford, Cominole, and Skomsvold 2015). Traditional students and high school students are connected to youthful segments of the local community and can quickly tap into a large group of people who are generally under 21. Non-traditional students may have similar connections, but depending on their age, tend to have a denser network of local businesses, civic organizations, and members of the community who are over the age of 21. Internships help students create and expand their networks to include potential referees and writers of letters of recommendation, mentors to practice informational interviews with, and contacts who can connect them with other professionals in the field.

Confidence Building

Students sometimes struggle to acknowledge that they are at a community college and feel as if they are not deserving of opportunities because they are not at a four-year university. This stigma can cause students to doubt their abilities, see themselves as “less than” their peers at four-year schools, and develop unproductive attitudes that can result in their dropping out of college (Holden et al. 2021). Internships signal to students that they are deserving; and in the process of building skills, growing their résumés, and developing their professional networks, students can build confidence and the realization that they are capable of success both in and out of the classroom.

CREATING INTERNSHIP OPPORTUNITIES FOR STUDENTS

Many community colleges lack the resources needed to help students create internship opportunities and many campuses employ a single person to provide career services for the entire college. Keeping in mind the limited resources and personnel on community college campuses, the following section offers guidance for faculty and administrators seeking to create opportunities for students.

Finding Partners and Opportunities

Elected Officials and Government Offices. Fortunately, elected officials and most government offices offer formal internship opportunities. Faculty members can also work with governmental offices and their staff to reserve specific internship placements for political science-oriented students or find other ways for them to prioritize students from community colleges. One promising place to look for opportunities can be with newly elected officials as they need to build a program from scratch and often need help getting started.

Nonprofit Organizations. Nonprofit organizations range from large international establishments with multiple offices all over the world to small local offices with few staff members and limited funding. Larger organizations often maintain an established internship program with a clear process and hiring criteria. Many local nonprofits also support interns, and if they do not, may be willing to convert volunteer positions into internships that carry more responsibility. Sometimes these organizations provide the best opportunities for community college students to achieve both their learning and career-related goals because they need help to implement projects but often lack the human resources to do so.

The following suggestions are largely directed at how to create these opportunities for students. In the absence of a listing of potential internship providers, faculty can have students start looking for opportunities at sites (or through apps) such as Handshake, Idealist, Indeed, WayUp, Volunteermatch, Internships.com, and the local United Way.

Recruiting Organizations and Creating Opportunities

You can take the following steps to create internship opportunities for your political science students if no internship programs exist on your campus.

- Consider the courses you teach and the organizations working on issues related to your area. Conduct research and locate a few organizations doing interesting work that you think would benefit students by helping them build skills and connect with the course material.
- Do your research before contacting the organization. Be familiar with their mission and vision and have an idea of how your course(s) connect(s) with their mission. Try to develop a sense of how your students could support their work.
- Contact the organization and talk to the internship coordinator. If the organization doesn't have one, search for a volunteer coordinator or start with top leadership. We recommend emailing and calling as well as using LinkedIn as it sometimes takes a few tries to get connected if you are not a donor.

- Start with an invitation to meet. It's often helpful to invite someone from the organization to address your class as a guest speaker. This signals not only that you value their work but also that there is a connection to coursework. You should clarify what skills and knowledge students need in order to support the organization.
- Come to the meeting with a few ideas about ways your students might support or get engaged with the organization. You could start with a service-learning project idea and explore whether it could be expanded into a longer-term internship.
- Help the organization outline the responsibilities of the intern and what they will provide and commit to regarding the student.
- Clarify the importance of student learning goals, being sure to emphasize that applied learning is the key to a successful internship. Emphasize that students' individual learning goals should be outlined at the beginning of their internships, preferably in a learning contract (see Supplemental Internship Resources for samples).
- Check with your legal department or assigned legal counsel to see if any organizations or activities could be off-limits based on state limitations regarding political actions.

A number of new types of internships are emerging that allow students to work from home or permit flexible hours. Micro-internships are short projects or specific assignments that allow students to gain the positive elements from an internship in a shorter amount of time, which could increase access for more students. Virtual internships are also expanding due to the changing nature of work and remote collaboration, a change that accelerated as offices shifted to remote work because of the COVID pandemic (see Chapter 15 by Cabrera Rasmussen and Van Vechten). Making students aware of what's possible and encouraging students to seek them out and apply for them are important first steps.

Preparing and Supporting Students

You can recruit students even before developing specific placements by checking to see who might be interested in an internship and what they would be looking for in desired experiences. If you are unable to recruit students ahead of time, then making them aware of the opportunities you have negotiated will often bring out students who would like to participate. The following list describes key steps and activities for preparing students for the internship and supporting them during the experience.

- Ensure that the position's responsibilities are clear to the student and that they are ready to meet the organization's expectations and commit the time to doing so. If you aren't sure they are committed then wait to move forward, as a student who does not perform well could damage your relationship with the organization either temporarily or permanently.
- Direct the student to visit the campus career center to create a résumé or to have an existing one reviewed. Their résumé should cover the skills and knowledge you discussed with the organization.
- Ensure the student practices for the interview. Students are often unprepared to participate in professional interviews and need help preparing to talk through their résumé and share stories that illustrate their strengths and experience. Remind the student to research the organization and consider how it connects with what they have learned in classes as well as their professional goals.
- Check in with your Title IX office and let them know about the internship. See if there are any documents they should review or supply to the student, and make sure that students receive training about their rights and protections. Students are protected by Title IX while participating in academic programs and it is important to equip them with the knowledge of their rights and what to do if they experience bullying, harassment, or other forms of discrimination (see Chapter 3 by Yamada for a discussion of Title IX protections for interns as courts have interpreted them).

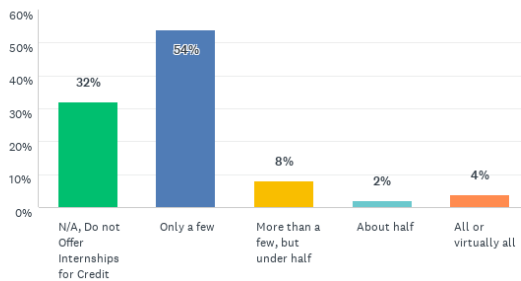
- Determine whether the internship positions you develop can be awarded with academic credit. Consult career center staff or your program chair. It is important to make sure that new positions can be created and that students receive academic credit when possible. Even if those credits are not likely to transfer to a four-year institution, their transcribed work may be of interest to future employers.
- Depending on the type of the internship, the organization may require I-9 verification. Typically, international students are eligible to participate in internships that are directly related to their degrees. Work with your international education office to ensure the internship meets all Curricular Practical Training requirements, as failure to do so could place students at risk of having their visas rescinded. If a student is volunteering for an organization and receiving academic internship credit, it is unlikely an I-9 would be required. You can also help students find internship opportunities in their home countries or with their consulates or embassies in the US. If this is the case, be sure to advertise widely and reach out to undocumented students as they can participate in this opportunity with reduced fear of persecution.
- Ask students to outline three to five learning objectives they plan to reach by the end of the internship; have them articulate these goals in a learning contract (see Chapter 5 by Simpson, Braam, and Winston to learn more about these documents, and Supplemental Internship Resources for sample documents) and share them with their employer. These goals can be knowledge or skills and they should be connected to specific tasks or plans for meeting them. Help the student craft measurable goals and have them think about both quantitative and qualitative ways to capture their experiences and how they are meeting their goals.
- Check in with students throughout the internship about their progress towards their goals and about what they are learning from the experience. (See Chapter 6 by Berg for more information about faculty mentor responsibilities.)

Whether students intend to end their formal education with an associate degree or transfer to a four-year institution, internships have clear academic and career-related benefits. As scholarly research has documented, internships can help students explore career paths they are interested in, build and practice skills, and reflect on their learning to make essential connections between theory and practice (Maertz, Stoeberl, and Marks 2014). They build students' confidence as well as their academic profiles and résumés. Community college students who seek a terminal degree can especially benefit from an internship experience that provides concrete connections to a career after college. Keeping in mind the many ways that internships offer community college students uncommon learning experiences, we now delve into a descriptive analysis of community college internships.

EVIDENCE FROM A SURVEY OF COMMUNITY COLLEGES⁹

Survey data collected in 2017 point to specific opportunities and challenges that community colleges face. First, the number of community college students that participate in internship opportunities is relatively low. In 54% of community colleges "only a few" students participate in political science internships, and just under one-third of programs (32%) do not offer internships for credit. With low internship participation rates like these, we suspect that there are significant opportunities to create and grow internship programs on community college campuses.

Another major challenge is that internships are under-resourced and not well-coordinated. Nearly half (45%) of community college faculty agree that more resources are needed to compensate faculty or staff who coordinate and oversee internships (n=22). One-third of programs offer no extra compensation for those who coordinate internships in their department (33%, n=16), and students do not receive advising about internships in about one out of three programs (31.3%, n=15). Over a third of internship programs are located outside of the political science department, but a designated person on campus actively assists students with internship placements (38.3%, n=18). A majority of community college faculty agreed with the statement that "there is little to no effort to coordinate internships on our cam-

Figure 1. Percentage of Students Who take Internships for Credit at Community Colleges

pus” (52%, n=26). These important structural dimensions would need to be addressed in order to create reliable opportunities for students with discipline-specific internship interests.

From a comparative perspective, more four-year faculty mention that students get help *finding* internships outside of the department (40.7%, n=48) than do community college faculty (29.2%, n=14). *Placement* for internships occurs outside of the department more frequently at community colleges (38.3%, n=18) than at four-year institutions (33.1%, n=36).

When asked about specific challenges faced by programs, the most common responses were: communication across campus (9.8%, n=4); finding internships for students (9.8%, n=4); lack of paid options for students (7.3%, n=3); lack of student interest (7.3%, n=3); and preparation of students for internships (7.3%, n=3).¹⁰

Community college faculty also shared their perspectives about the relative educational importance of internships. About half agreed that internships are “very important” for helping students prepare for the workforce (51.1%, n=24), for helping them become more informed citizens (44.7%, n=21), and for allowing them to identify their career preferences (51.1%, n=24). There is some disagreement about the value of internships in preparing students for study at four-year institutions with only 17.4% (8) saying that internships are very important, and 30.4% (14) saying that internships are somewhat important. Perhaps these low figures can be attributed to the fact that in about a quarter of cases (23.4%, n=11) students cannot transfer credit to a four-year institution, meaning that four-year institutions will not count internship credits earned at community colleges. On the other hand, over a third of faculty do not know if students can transfer credit for internships to four-year programs (40.4%, n=19).

BUILDING A COMMUNITY COLLEGE INTERNSHIP PROGRAM: RECOMMENDATIONS

Community colleges serve a wider segment of the general public than do four-year institutions and their primary commitments are education, training, and workforce development,¹¹ making them prime locations for the development of internships. Expanded political science internship opportunities would also allow community colleges to fulfill their general civic purpose of helping create a more informed citizenry and preparing students to be effective learners and leaders.¹² In light of the many benefits that internships can bring about, we offer a short list of recommendations that bring attention to key aspects of making internships work on community college campuses.

Recommendation 1: Coordinate across Campus. One of the main differences between community colleges and four-year institutions is that student advising is almost always done outside of the department at community colleges. Oftentimes the ones recommending courses to students are professional advisors, not professors in academic departments. This means that students who might want to do an internship for credit would need to know about opportunities and then need to inform their advisor about their interests. In other words, students’ needs are best served when faculty, advisors, and internship coordinators collaborate to spread the word about internship opportunities and to build demand among students for experiential learning.

Recommendation 2: Secure More Institutional Resources. Resources are necessary to create a robust internship program at any institution, but this is especially the case at community colleges. Resources for

community colleges could include compensation for a faculty member to run an internship program, for staff members to assist with program coordination, or for personnel to collect, maintain, and distribute information on available internship opportunities. We recommend pressuring administrators to make internships an educational priority by allocating resources for their support on every campus.

Recommendation 3: Seek or Create Paid Options for Students. For low-income students, those with caregiving obligations, working parents, and students in other precarious or demanding situations, an internship without pay is simply not feasible (Hora et al. 2019). Transportation also incurs direct costs and affects the accessibility of internship locations, not to mention the indirect costs associated with internships. Pay is essential for assuring access to experiential learning opportunities. In the case of unpaid positions, internship coordinators should consider asking internship providers to offer stipends to interns. Fundraising intended specifically for internships and experiential learning opportunities could also be organized. Donors to community colleges—including employers that host interns—could be sought out to offer institutional funding for career development.

Recommendation 4: Focus on Community Partnerships. Due to the nature of community college education, maintaining contact with former students and alumni can be difficult. Focus should therefore be on building and maintaining strong community partnerships rather than relying on alumni for connections as many four-year institutions do. Community colleges are well-placed to build partnerships due to their missions to support their community and to educate workers who will contribute to the US economy.¹³ Consider potential partnerships with organizations whose work reflects the learning objectives of the discipline: civic engagement, political participation, and public service, among others.

CONCLUSION

Because their unique mission is to develop the workforce of tomorrow, community colleges are well-positioned to offer for-credit internships that prepare their diverse student populations for a range of careers, including public service. As this chapter points out, internship opportunities can and should be created to achieve equitable outcomes, and doing so requires coordination, communication, and deliberate effort by faculty, staff, and even students themselves.

At the community college level and beyond, political science students can be important contributors to discussions about access, diversity, and inclusivity, and experiential learning can help make that and other benefits possible. Community college internships create opportunities for students not only to learn about themselves and their community, but also to work on solutions to civic, political, and societal problems. Internships represent opportunities for community college students to understand power dynamics, explore ways to address issues in their community, and empower them as citizens and leaders, whose voices are necessary for systemic change.

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ENDNOTES

1. Or, as Angela Schmiede phrased it in 2016, “If it makes sense for your situation, intern early and often.”
2. According to the Institute of Education Sciences (IES) situated in the National Center for Education Statistics, in 2019 “the distribution of US resident undergraduate students (full- and part-time) by racial or ethnic groups varied among public, private nonprofit, and private for-profit institutions and between two- and four-year institutions” (2021). Among four-year public institutions the racial/ethnic breakdown of the total undergraduate population enrolled in fall 2019 was: 55% white, 11% Black, 20% Hispanic (Latinx), 8% Asian, 1% Native American or Pacific Islander, and 4% Multi-ethnic (2 or more). In comparison, among two-year public institutions, 47% were white (8% lower), 14% were Black (3% higher), 28% were Hispanic/Latinx (8% higher), 6% were Asian (2% lower), 1% were Native American or Pacific Islander (no difference), and 4% were Multi-ethnic (two or more; no difference). Among undergraduates at four-year public institutions, 90% were under age 25, 7% were 25–34, and 2% were 35 and over. Among students in two-year public institutions, 80% were under 25 (10% lower), 14% were 25–34 (7% higher) and 7% were 35 and over (5% higher). Source: IES. 2020. “Characteristics of Postsecondary Students.” US Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring, Fall Enrollment component. See *Digest of Education Statistics 2020*, table 306.50 (for race/ethnicity) and table 303.50 for (age). <https://nces.ed.gov/programs/coe/indicator/csb>. See also CCRC (2021).
3. According to Barshay (2020), about 80% of community college students say they want to earn a bachelor’s degree. However, according to IES, “After 150% of the normal time required for the completion of a program at a two-year degree-granting institution, 14% of students had transferred to another institution (transfer out data are required to be reported only by those institutions for which preparation for transfers is a substantial part of the institutional mission).” Source: IES. 2021. “Undergraduate Retention and Graduation Rates.” US Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), May. <https://nces.ed.gov/programs/coe/indicator/ctr>.
4. Figure is provided by the American Association of Community Colleges. Cited in: Pannoni, Alexandra and Emma Kerr. 2020. “Everything You Need to Know about US Community Colleges: FAQ.” *US News and World Report*, July 14. <https://www.usnews.com/education/community-colleges/articles/2015/02/06/frequently-asked-questions-community-college>.
5. See: IES. 2020. “Characteristics of Postsecondary Students.” US Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring, Fall Enrollment component. <https://nces.ed.gov/programs/coe/indicator/csb>.
6. According to the American Association of Colleges and Universities, high-impact practices include: first-year experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, ePortfolios, service learning, community-based learning, internships, capstone courses and projects. See <https://www.aacu.org/resources/high-impact-practices>.
7. Fifty percent of all undergraduate students are undecided upon entering college and 75% change their major at least once before graduation (Freedman 2015).
8. According to Carter (2016), 74% of all undergraduates (enrolled during academic year 2011–12) “possessed at least one characteristic of a non-traditional student,” making the term practically obsolete. In any case (and depending on how narrowly one defines them), the terms are still commonly used.
9. For a full discussion of the data collection, please see: “Internships Across the Discipline: Community College vs. Four-Year Programs” by Van Vechten and Gentry, presented at the APSA Conference in 2017. In this chapter, data from two surveys are compared (Van Vechten, Gentry, and Gelbman 2015; Gentry and Van Vechten 2017). The first survey about internships was distributed via Survey Monkey to four-year institutions in 2015, and a nearly identical questionnaire regarding internships at community colleges was administered via Survey Monkey in summer 2017. We targeted department chairs or faculty who supervise internships. Our survey included a mix of 35 open and closed-ended questions, and sought general information about departments, internship practices, faculty perceptions, and resources available to students and faculty in community colleges. With a total of 38 valid, anonymous responses, the response rate for this survey was low, at 6.7%. Among the 51 respondents, the west (68.4%, n=26) was overrepresented, and equal numbers were from the Midwest, northeast, and south (4 each, 10.5%). Community colleges with large populations also led our sample; 35% (n=13) numbered over 15,000 students. Another 27% had populations between 5,001 and 15,000, and 27% had between 2,501 and 5,000. Between these two indicators, we believe the geographic variable could be more

problematic in terms of introducing bias, as educational practice is largely tied to state law (and we assume California respondents dominate our sample, given the state's outsized presence with 114 campuses at that time). "Best Practices in Political Science Internships (Community Colleges)," University of Redlands IRB approval: 2017-15-REDLANDS.

10. As an open-ended question, faculty could identify multiple challenges; therefore the percentages can add up to more than 100%.
11. The American Association of Community Colleges (AACC) acknowledges community colleges "as the premier workforce development providers in America," and as "the learning resource needed to sustain America's economic viability and productivity." Source: "Building a Nation of Learners by Advancing America's Community Colleges." 2021. AACC, Accessed July 10, <https://www.aacc.nche.edu/about-us/mission-statement/>.
12. Ibid.
13. Refer to the AACC statement cited above. Another reference point is found in the California Education Code, which spells out the mission of community colleges as offering academic and vocational instruction at the lower division, and states: "A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement." Source: California Education Code Section 66010.4 (a), Accessed July 12, 2021. https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=5.&title=3.&part=40.&chapter=2.&article=2.

