HACU

NATIONAL INTERNSHIP PROGRAM

HISPANIC
ASSOCIATION
OF COLLEGES &
UNIVERSITIES

Celebrating twenty years of
opening doors of opportunity

20th YEAR ALUMNI SURVEY

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EXECUTIVE SUMMARY

Executive Summary

Data was collected from a 44 question survey posted six weeks in the spring of 2012 on the Hispanic Association of Colleges and Universities' (HACU) website (http://www.hacu.net/). A total of 984 surveys were completed for a response of 10.3 percent of the 9,526 people who have participated in the past 20 years of the internship program, with 2007 as the mean year of the respondents' internship. Additional analysis of the survey shows a high level of response to each question, ranging from 92.7 to 99.8 percent response rate per question.

Twenty percent of the respondents were from Puerto Rico. Texas and California claimed 15 and 13 percent of the respondents. Forty-six percent of the respondents were currently employed with the federal government after current students were removed from the base. Sixty-four percent of the respondents have bachelor's degrees, 27 percent master's, and 4 percent doctoral degrees.

Twelve Likert scaled questions collected respondent opinions using the scale of 0, not applicable; 1, strongly disagree; 2, disagree somewhat; 3, agree somewhat; and 4, strongly agree. Responses revealed strong agreement that the internship was worthwhile, scoring 3.8 on average. Correlation analysis showed 19 question pairs with high correlations among social, professional, and career dimensions, such as having a sense of belonging to the workplace or community, networking and mentoring, and career offers and acceptances. Thirty-three percent of the interns were offered career positions and there was a 57 percent acceptance rate on offers. The reason respondents most often cited (78 times) for accepting a career offer are professional goals. Following at a distant second were 20 respondents stating salary as the reason they accepted a career offer. The reason most often cited (37) for rejecting a career offer was to continue with the respondent's education, followed by professional goals cited by 17 respondents.

Of the factors HACU has some measure of control over to positively influence career opportunities for interns, logit regression analysis showed mentoring, networking, orientation, and contacts as the key factors. These policy instruments were significant either directly or as correlative causes influencing social factors that played a key role in positively affecting the career cluster variables: career offers, acceptance of the offer, affecting career opportunities, and enabling better career decisions. These findings, spanning a 20 year horizon along with the strong agreement interns had of the internship quality, indicate that the HACU intern program acts as a fundamental and major influence in interns' careers. Overall, the results strongly support that HACU's internship program plays a large and positive role in affecting participants' career opportunities.

Introduction

The report contains four sections. The first section briefly describes the survey and process used to gather the data, with the second section providing descriptive statistics about the data collected. The third section discusses statistical estimation of the probability of obtaining a yes/no answer to five key survey questions using responses to other questions in the survey. Last is a summary and conclusions section, with an appendix containing the survey.

The initial section on the survey data provides an overview of the implementation of the survey, a description of the survey, and how the data in the survey is grouped for analysis and reporting purposes. The data description section reviews general descriptive statistics that characterize the respondents and their responses, such as geographic origins and the number of useable surveys (984), and how respondents' answers to some questions correlate with answers to other questions. The statistical analysis section discusses how the probability of a obtaining a yes response to five survey questions about positive career benefits of internships is statistically related to responses to from other survey questions. For

example, one relationship examined is between responses to the question of having a mentor during the internship and the question of receiving a career offer. That is, the analysis examines whether having a mentor explains or predicts the probability that an intern received a career offer. In these statistical relationships the explaining responses, e.g. having a mentor, can be thought of as policy instruments. These instruments can be used by HACU to manage goals to enhance career options for the interns, such as increasing the probability that interns will receive career offers. The final section provides a summary of the findings of the analysis, plus a brief conclusion of what the results suggest for the HACU National Internship Program (HNIP).

Survey Description

The data utilized in the analysis was from a 44 question survey posted on HACU's website 6 weeks from March 30, 2012 through May 11, 2012. HNIP alumni were notified by email at the time of the survey posting and provided a link to the survey. Over the time period that the survey was open for response entry, more completed surveys were entered early in the week than later in the week

(Figure 1). During the most active day 153 surveys were completed. This was Monday, April 9, approximately a week after the start of the survey. During the open period the maximum daily response each week showed a slow decline. In the final two weeks of the survey, additional request notifications tended to keep responses for the week at roughly 125 responses per week.

Over the 6 weeks the survey was available, 986 surveys were completed of which 984 were used in the data analysis. The two unused survey forms consisted of over 95 percent blank data fields and were apparently abandoned after being initially started. The survey itself contains six sections (Appendix).
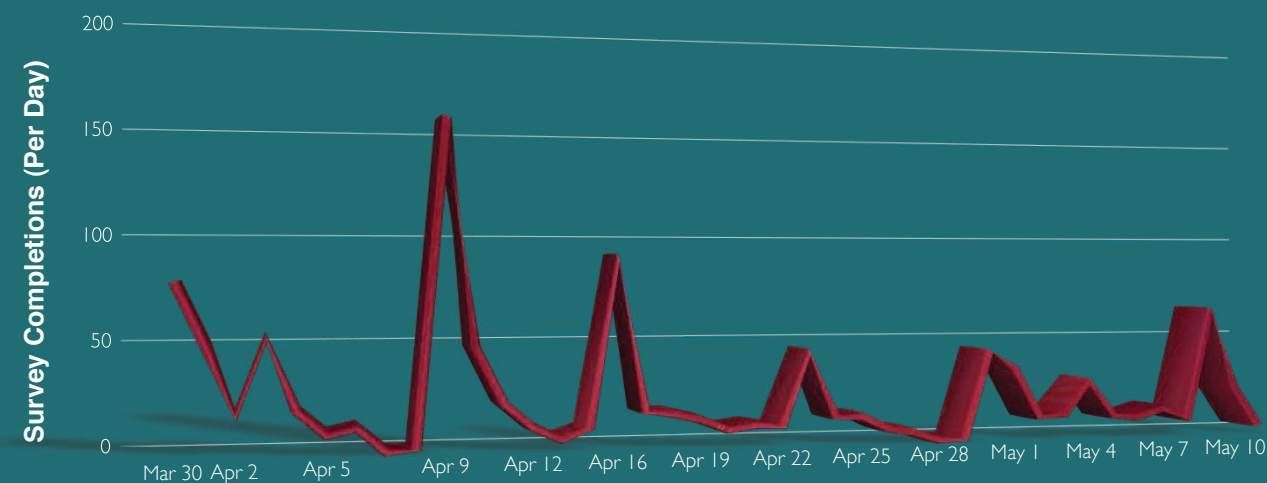

Figure 1. Survey completion rate (number per day) while survey was open for comment (March 30, 2012 to May 11, 2012). Note a total of 986 surveys were completed of which 984 contained analyzable data.

The first section of the survey was a prompting section that requested a password from the respondent provided by HACU in the survey notification process. The second section related to demographic information of the respondent such as name, current address, and gender (Table 1). The third section displayed the information and prompted the respondent for corrections. The fourth section contained questions directed to the respondent's internship experience. The fifth section related to career questions and the last section was a close out section.

Examining the non-demographic data collection sections in more detail, the first question in the fourth section asked how many internship sessions the respondent had completed as part of the program. Three open ended questions with free form text entry asked about the agency the respondent interned with and the college or university the respondent was attending prior to the first and most recent internship session. A question with menu options asked the respondent to identify the degree the respondent was working towards at the time of the most recent internship.

Table 1. Analyzed survey topics, analysis variable name and value type, and data characteristic.

Question Topic	Variable	Value	Survey Section
State	St	Text	Demographic
Region	Region	Text	Demographic
Gender	Sex	Binary	Demographic
Internship number	IntrNr	Integer	Intern Info
Organization interned with	Work	Text	Intern Info
University attended at first internship	Univ	Text	Intern Info
University attended at most recent internship	Univ2	Text	Intern Info
Degree pursuing at most recent internship	Deg	Menu	Intern Info
Year of internship	Yr	Integer	Intern Info
Internship influenced to seek higher degree	Influ	Likert	Intern Info
Financial support critical to taking internship	Fin	Likert	Intern Info
Internship was first experience on own	Own	Likert	Intern Info
Interning agency provided mentor	Mentor	Likert	Intern Info
Sensed belonging to internship workplace	BelongW	Likert	Intern Info
Sensed belonging to internship community	BelongC	Likert	Intern Info
Contacts made enhanced internship	Contacts	Likert	Intern Info
Intern was worthwhile	WWhile	Likert	Intern Info
Intern participation due to housing assist	House	Likert	Intern Info
Intern participation due to travel assist	Travel	Likert	Intern Info
Intern quality benefited from orientation	Orient	Likert	Intern Info
Intern quality benefited from networking	Network	Likert	Intern Info
Intern influenced professional opportunities	Pro	Binary	Intern Info
Intern in Washington D.C. metro area	IntrnDC	Binary	Intern Info
Intern enabled better career decisions	Dcsn	Binary	Career Info
What is your current career status	Employ	Text	Career Info
Intern factor in taking position	DecFac	Binary	C.I. Gvt/Pvt
Interning organization offered career position	CarOfr	Binary	C.I. Gvt/Pvt
Accepted offer	Acpt	Binary	C.I. Gvt/Pvt
Explanation for accepting or rejecting offer	ExplnAcpt	Text	C.I. Gvt/Pvt
Entry grade/salary level	EntrySalry	Text	C.I. Gvt/Pvt
Current grade/salary level	SalryNow	Numeric	C.I. Gvt/Pvt
Following intern went to another university	Transfer	Binary	C.I. Student
Name of university	Univ3	Text	C.I. Student
Learn more about HACU Alumni Assn.	Stay	Binary	Completion

Table Notes: Variable values indicated by "Menu" for value type had a drop down menu selections. The selections for the variable Deg were Associate Degree, Bachelors Degree, Masters Degree, Doctoral and Other advanced degree. The Likert scale choices were strongly disagree, disagree somewhat, not applicable, agree somewhat, and strongly agree. Values marked text were free form entry, such as a university's name or constructed from selection choices augmented by free form entry from an "other" entry option. For example, the variable Employ values were constructed from the three survey branches government, private, and student under the career information section and augmented with military and unemployed in the other blank filled in for the variable ExplnAcpt.

Twelve questions asked the respondent to identify on a Likert scale the response that most closely matched their opinion. The response options and the numeric values assigned to those options for purposes of this analysis were Not Applicable with a score of 0; Strongly Disagree, 1; Disagree Somewhat, 2; Agree Somewhat, 3: and Strongly Agree, 4. These questions asked the respondent to rate aspects of the internship, such as did the agency providing the internship also provide a mentor. Other questions using a Likert scale were: did the respondent have a sense of belonging to the workplace and community where they interned, and did the internship quality benefit from various types of HACU arranged activities such as an orientation session or housing and travel assistance. Three binary (yes/no) intern-related questions asked if the internship influenced future opportunities, whether the respondent did an internship in the Washington D.C. metro area, and whether the internship led to a better career decision.

The fifth section of the survey asked questions related to the respondent's career. This section of the survey contained three branches based on the respondent's current employment status either as a federal employee, an employee outside the federal government, or a student seeking an advanced degree. The federal government employee and the employee outside federal government were presented with similar questions in the different survey branches but federal employees were asked to designate their GS level rather than a salary range. The data collected from the two salary questions were the only responses deemed unreliable. Exclusion of this data was due to the large percentage of responses in both categories, federal and private, where the entry salary data was the same as the current salary data. Additional yes/no questions included whether the internship was a deciding factor in taking their position, did the interning organization offer the respondent a job position, and did the respondent accept. The last question was followed by a menu offering reasons for accepting or rejecting the position offer. For those respondents indicating student status a yes/no question asked if the respondent transferred to another university following the internship, followed by a free form text entry of the college or university's name. The final close out section of the survey contained information regarding the HACU Alumni Association and a final yes/no question asking if the respondent would like to learn more about the association.

[1] Note that this scaling is different than that in the survey instrument, where Not Applicable was marked 3, i.e. in the middle of the continuum from strongest disagreement to strongest agreement.

Data Description

The survey received a high number of responses to each question. The question that received the highest response rate was whether the internship was conducted with the federal government, with a private organization, or both with 99.8 percent of the respondents answering this question. Another question receiving a 99.7 response rate was whether the internship was worthwhile. The two questions that received the two lowest but still relatively high response rates were yes/no questions related to whether the internship was a factor in the respondents making better career decisions, with a 92.1 percent response rate, and whether the respondent accepted a career offer if an offer was extended, with a 83.7 percent response rate. Five-hundred-eighty respondents indicated that they are female, or 59 percent, and 375 indicated they are male, 38 percent, and 3 percent of the respondents elected to leave the field blank. The mean or average value for the number of internship sessions completed was 1.49. An internship session was defined as being conducted in a single office/location/program, even if it extended over multiple semesters. The mean value for the year in which an internship was conducted was 2007, with a range from 1993 to 2012.

Responses to the Likert scaled scores indicated a general and high level of satisfaction with the internship and HACU's assistance **(Figure 2)**.
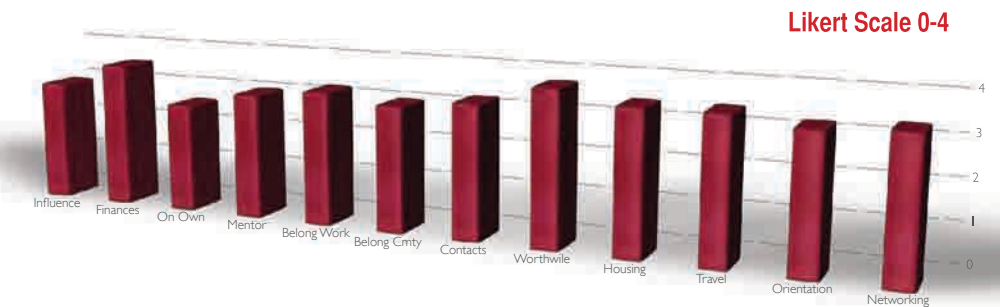
Likert Scale 0-4

Figure 2. Mean Likert Score for the 12 Likert Questions. For the analysis 0 is Not applicable, 1 Strongly Disagree, 2 Disagree Somewhat, 3 Agree Somewhat, and 4 Strongly Agree.

The highest mean value for the 12 Likert scale questions was 3.8, equivalent to strongly agree, in response to the question was the internship worthwhile. The lowest mean Likert score of 2.7 was in response to a question that simply asked whether the respondent was on their own for the first time excluding time at a college or university. Each of the remaining eleven of the twelve Likert scaled questions had mean values above 3.0. The response to the question about whether the internship was worthwhile also had the lowest standard deviation at 0.66 of all the Likert questions, indicating a large percentage of the respondents strongly agreed with the question. The second highest mean score corresponding to the question was financial support a significant factor in the respondent participating in the internship at 3.6. Using a population size of 9,526 and the standard error of the 12 questions, the responses to the questions have a margin of error at the 95 percent confidence level on average of 0.08. In simpler terms, this indicates the sample means can be inferred to reflect accurately the total population as being in broad agreement about the value of the internship. Prior to refining this insight beyond this general observation, some additional general findings of the survey are presented.

Of the total 984 survey respondents, 953 indicated their internship was with the federal government, 15 with a non-governmental organization, 14 respondents did an internship session with both groups, and two respondents left the field blank (Table 2). The location of the internship distributed across respondents current employment status reveals that although most internships were with the government, current status is distributed more widely (note the totals for each row are adjusted as explained in the footnote to Table 1).

Table 2. Organizational Type where Internships were Conducted by Current Employment Status.

	Where Internship was Conducted				
Current Status	Government	Private	Both	Blank	Total
Government	244		2		246
Military	2				2
Private	403	6	8	1	418
Student	263	9	2	1	275
Unemployed	38		2		40
Blank	3				3
Total	953	15	14	2	984

For example, of the 953 respondents who did an internship with the government, 244 are presently employed with the federal government and 403 are presently employed with private employers outside the government.

Ninety-one percent of the respondents indicated they were residing in one of 13 states or the Commonwealth of Puerto Rico. The largest percentage, 20 percent, indicated their current address as the Commonwealth of Puerto Rico. Texas and California claimed 15 and 13 percent respectively of the respondents (Figure 3).
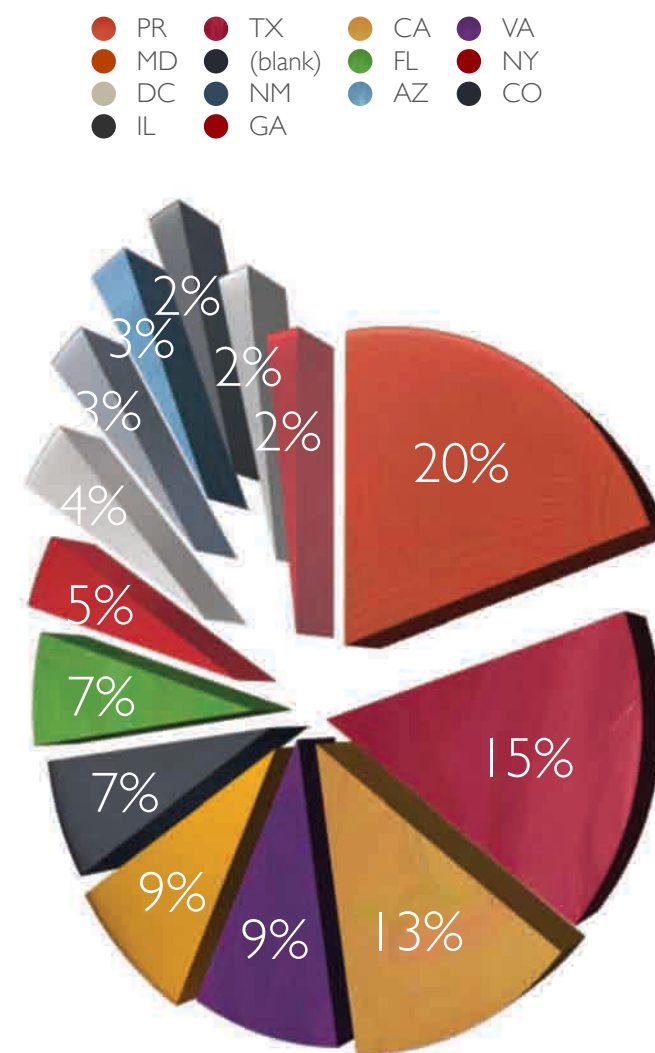

Figure 3. The States and Commonwealth that Ninety-one Percent of the Respondents Indicated as their Current Address.

While many of the respondents who participated in the internship program likely originate from these states, there is also some mobility between origin and current address. Aggregating the states into regions provides some indication of the degree of mobility. The Mid-Atlantic region comprised of MD, RI, VA, PA, NC, and DC claiming 22 percent of the respondents is likely a destination rather than an original home for the interns **(Figure 4).** The other regions constructed from state groupings, in order of most respondents to least are: Puerto Rico; TX-OK-NM; the West with AZ, CA, HI, NV, OR, and WA; the South with AL, FL, GA, LA, SC, and TN; the Northeast with CT, MA, NH, NJ, NY, VT; the Central with IA, IL, IN, MI, MN, MO, OH, and WI; the Mountain with CO, ID, and WY; and an international region with respondents from the Netherlands and Japan. +

- MidAtlantic
- blank
- Puerto Rico
- NorthEast
- TX-OK-NM
- Central
- West
- Mountain
- South
- International

0.2%
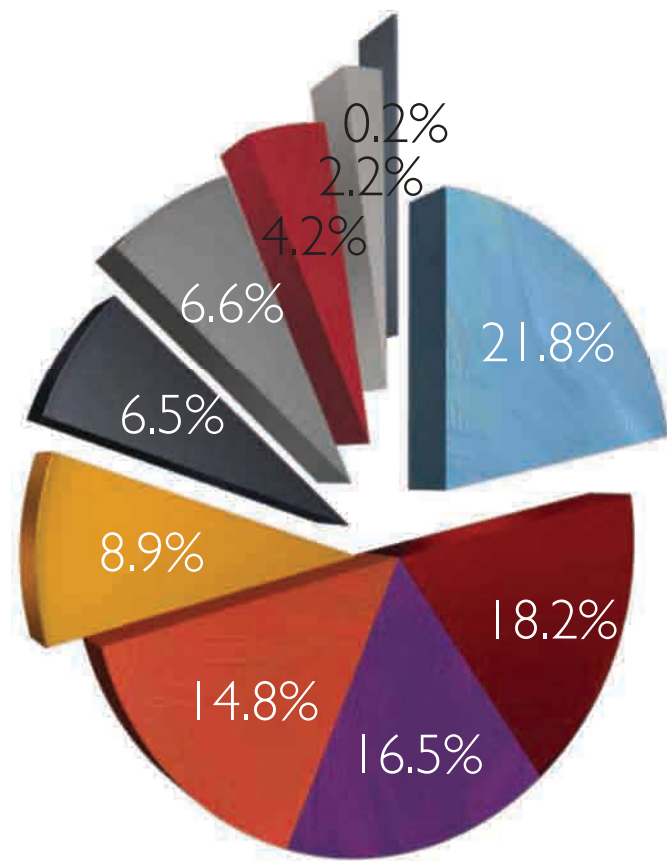2.2%
4.2%
6.6%
6.5%
8.9%
21.8%
18.2%
14.8%
16.5%

Figure 4. Percentage of Respondents from Nine Regional Areas.

Fifty-one percent of the respondents originated from 25 universities. Six universities from the Commonwealth of Puerto Rico claim 18.2 percent of the respondents. Since 20.0 percent of the respondents were from Puerto Rico, 91.0 percent (18.2/20) of the respondents from Puerto Rico attend these six universities. The other states accounting for high percentages of respondents have a much greater dispersion of university attendance. For example, Texas at 15 percent of the respondents has seven universities in the high 25, but the seven universities represent only 9.9 percent of all respondents or 66.0 percent of the total respondents from Texas. The four universities from California in the top 25 have 5.0 percent of that state's total of 12.7 percent, indicating the big sourcing universities for HACU interns in California provide 39.4 percent of the state's interns into the HACU internship program. This feature likely reflects the greater geographic dispersion of the pool of potential interns in California compared to Texas and Puerto Rico. This becomes a policy issue when attempting to target building internship program awareness in states with dispersed candidate populations. In particular, rather than focusing resources on a limited number of institutions and the faculty at those institutions, a much wider effort needs to be extended in states such as California contrasted to Texas and then to Puerto Rico.

University of Attendance for Interns before First Internship
(Percent of Respondents)

University of Puerto Rico Mayaguez
University of Puerto Rico
Florida International University
University of Puerto Rico Rio Piedras
University of Texas San Antonio
InterAmerican Univ of Puerto Rico
New Mexico State University
University of Puerto Rico Bayamon
University of Texas El Paso
University of Arizona
California State Univ. San Bernardino
University of Puerto Rico Arecibo
California State Univ. Fullerton
University of Maryland College Park
Texas A&M University Kingsville
University of Puerto Rico Medical Science
University of Puerto Rico Aguadilla
University of Texas Pan American
Texas A&M International University
California State University Fresno
University of Texas Brownsville
University of New Mexico
Saint Edwards University
InterAmerican Univ Puerto Rico San German
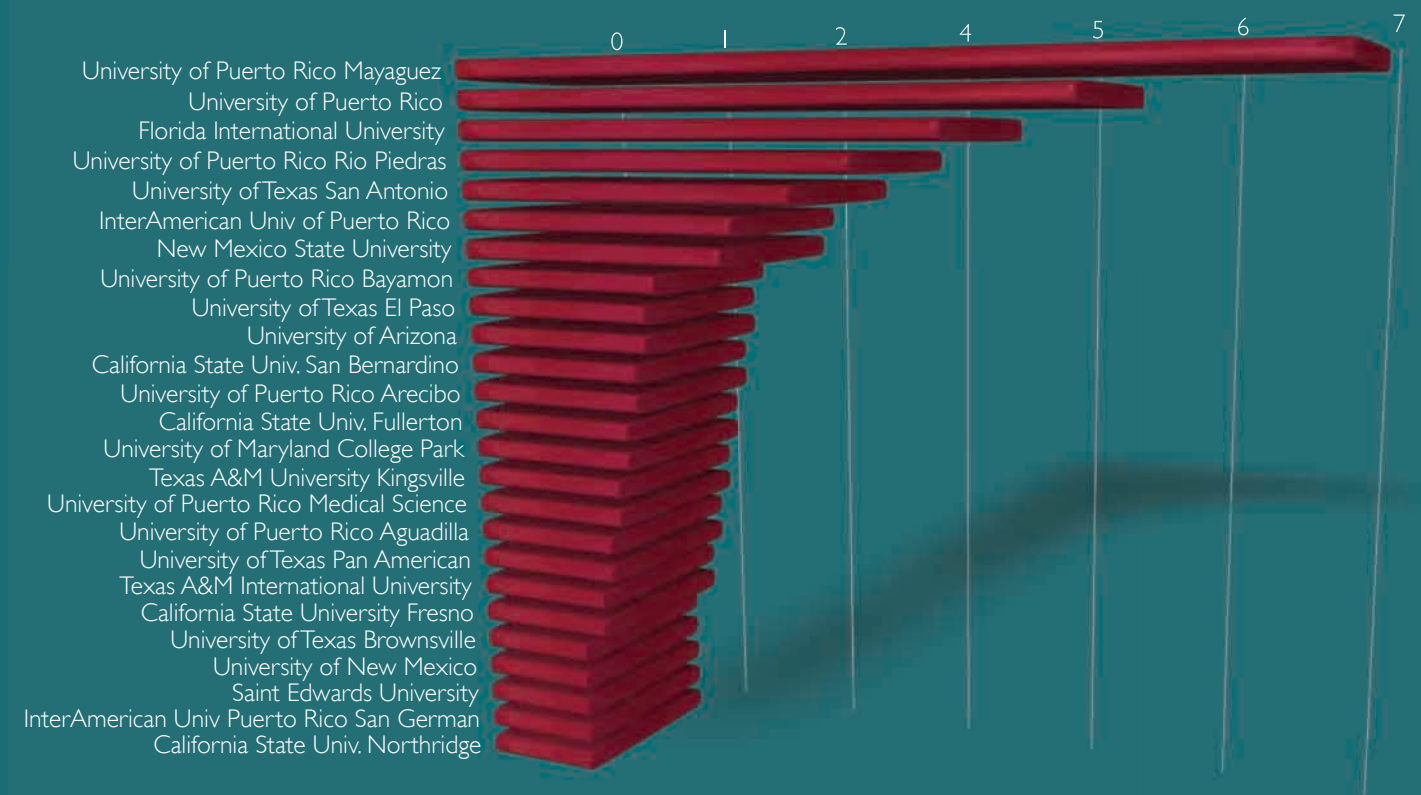California State Univ. Northridge

Figure 5. The top 25 universities that respondents indicated they were attending prior to their first internship. Attendance at these 25 universities represent 51 percent of the total of 984 respondents.

The distribution of the 984 respondents across the year in which an internship was completed indicates that most of the survey responses came from interns who completed internships in recent years, although there is a particularly long tail with several response surveys coming from interns who completed their internship over 15 years ago (Figure 6).

The percentage of surveys completed can also be compared to the percentage of internships conducted in any given year (Figure 6). The total number of internships conducted was 9,526 starting in 1992.

For the more recent years 2008 through 2011, not surprisingly, the percentage of completed surveys is larger than the percentage of internships. The percentage of completed surveys was below the percentage of internships conducted for internships completed prior to 2008. Between the years 2000 to 2009, however, the proportion of completed surveys is relatively close to the proportion of internships conducted. This observation lends supports to an argument that the data obtained in the survey represents the larger population as a whole.

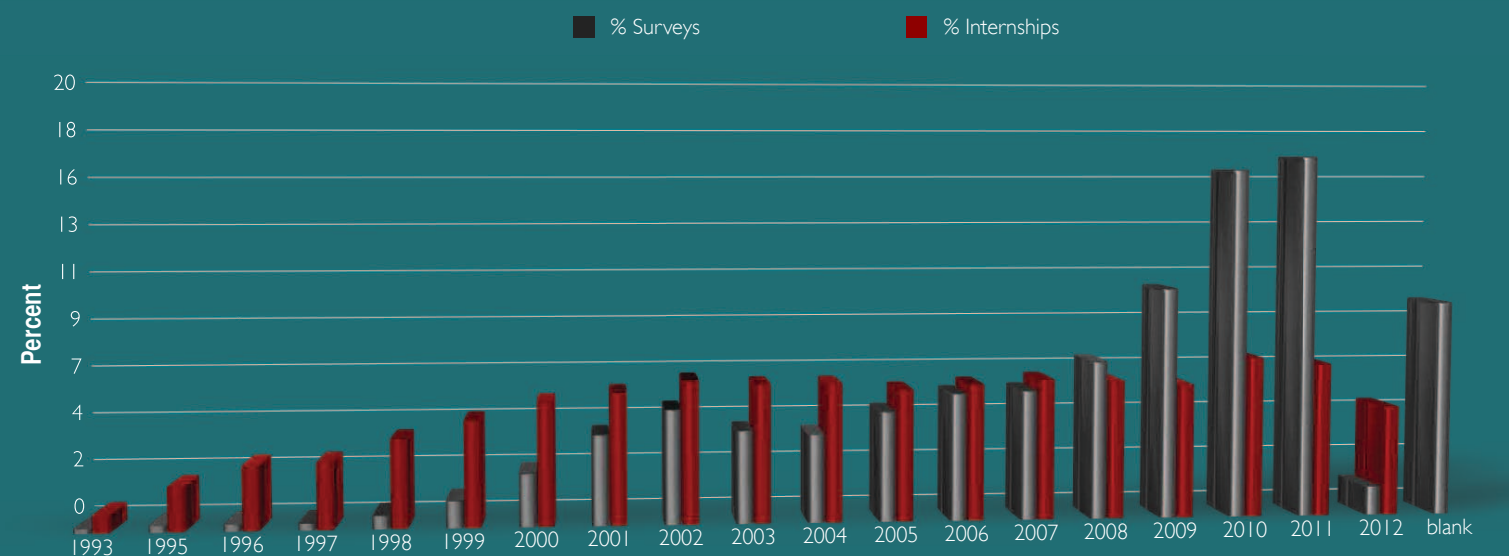■ % Surveys   ■ % Internships

Figure 6. Percentage of Completed Surveys (984) and Percentage of Internships Completed (9,526) by Year of Internship Completion, 1993 to 2012.

Examining pairing combinations of the individual survey questions, there were 19 question pairs whose correlations have absolute values greater than 35 percent **(Figure 7)**. The correlation is a statistical measure that describes the strength of the association between the responses to the paired questions, or the degree to which the absolute values of the responses move together. Of these correlations all were positive except the question pairs: did you receive a career offer in your internship paired with current employment status, -36 percent, and acceptance of a career offer if extended paired with current employment status at -53 percent.

The negative correlation is an arbitrary consequence of the response marking in the survey analysis for the variable current employment status, which had option values of: 1, employed in government; 2, military; 3, employed in private firm; 4, student; and 5, unemployed. In particular, because a relatively large group of respondents indicated for either a career offer or its acceptance a Likert answer of strongly agree with a score of 4 and those responses paired to the also relatively large number of current employees in the federal government, which was marked 1 just as an arbitrary response option in the survey analysis a negative correlation results for the two question pairings.
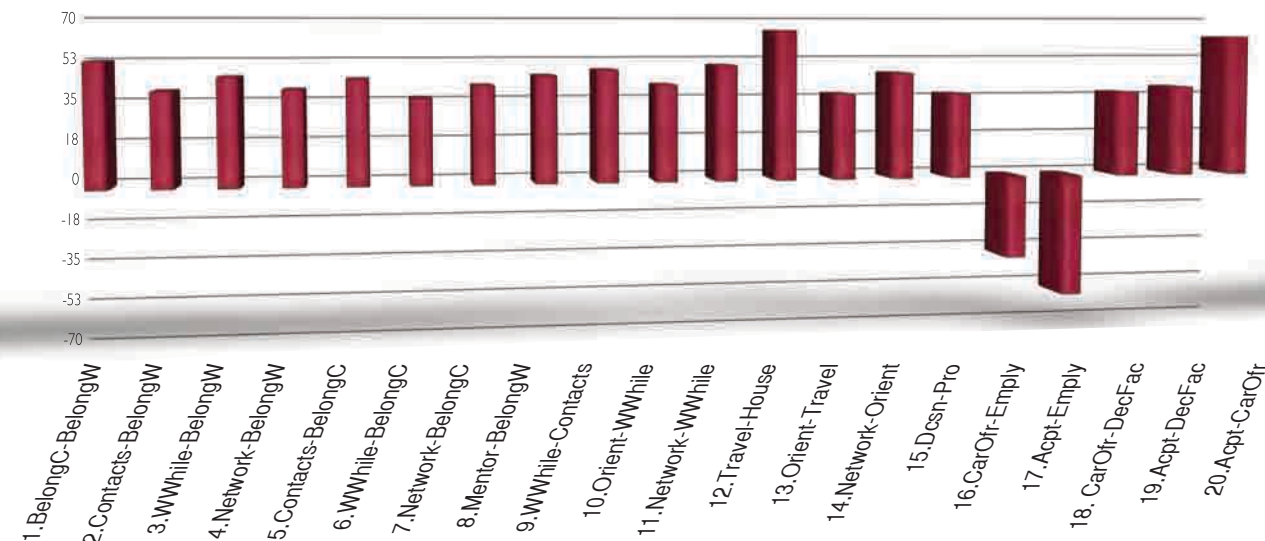

Figure 7. Pairwise Correlations between Survey Questions rating Internship by Likert Scale and Survey Questions on Career information. (See Table 1 for question names)

Recognizing there is a gradation of question pair correlations, the pairs 1-7 can be thought of as a social cluster, correlation pairs 8-14 can thought of as a professional cluster, and pairs 15 through 20 can be thought of as a career cluster. For example correlation pair 1, comparing respondents' sense of belonging to the internship community paired with their sense of belonging to the internship workplace, with a correlation of 52 percent, measures social ties. At the opposite end of the spectrum are the career cluster pairs. For example pair 20 with a correlation of 61 percent indicates that career offers and acceptance were positively related, which in itself is not surprising. Additional discussion of the significance of the correlation clusters will be mentioned in the later section on statistical analysis using logit regression.

A more detailed analysis shows that within the sample a total of 231 career offers were made, yielding an offer percentage of 33 after students are removed from the 984 base, of which 134 were to respondents who are currently in the government, 95 are private employees, and two were without a designation **(Table 3)**. Of the 231 career offers extended, 131 or 57 percent were accepted, with 110 of those accepting currently in the federal government, 20 privately employed, and one undesignated. Not surprisingly, the interns offered

a career position are employed in the government now at a higher rate 0.58 = 134/231 than those not offered a career position 0.25 = 96/383, given the large number of internships in the government compared to private internships. The reason most often cited for accepting a career offer was professional goals, by 78 of those accepting, followed not too closely with 20 respondents indicating salary as the reason they accepted a career offer. The reason most often cited for rejecting a career offer was to continue with education at 37 respondents, followed by professional goals indicated by 17 respondents.

Table 3. Career Offers and Acceptances by Current Employer and Reason for Accepting or Rejection of the Career Offer.

Current Status	Offer – Yes			Offer – No				Offer – Blank			Total
	Sum	A/Y	A/N	Sum	A/Y	A/N	A/B	Sum	A/Y	A/B	
Government	134	110	24	96	4	77	15	16	2	14	246
Military								2		2	2
Private	95	20	75	286	4	243	39	37		37	418
Student								275		275	275
Unemployed								40		40	40
Blank	2	1	1	1			1				3
Total	231	131	100	383	8	320	55	370	2	368	984
Percent*	33	57		54				13			
Reason for A/R											
Accepted another offer	18	1	17								18
Continue education	40	3	37								40
Family obligations	5	1	4								5
Location of position	27	13	14								27
Professional goals	95	78	17								95
Salary	24	20	4								24
Work environment	9	9									9
Other	12	6	6								12
Blank	1		1	383	8	320	55	370	2	368	754
Total	231	131	100	383	8	320	55	370	2	368	984

Table Note: "A/Y", A/N", "A/B" abbreviate Acceptance, Yes; No; and Blank respectively. Note * Percent for sum columns (33+54+13=100) is based on useable surveys less students (984-275). The acceptance percent in based on number of offers, 231.

Of the three yes/no questions, 90 percent said the internship influenced their professional opportunities, 69 percent interned in the Washington, D.C. metropolitan area, and 90 percent felt the internship led to a better career decision **(Table 4)**. Comparing responses across categories of current employment status, current government employees tended to answer yes more frequently to these three questions than respondents in the other categories of current employment.

Table 4. Responses to Three Yes/no Question Concerning Career Effects of the Internship by Current Employment Status.

| Status | Influenced Prof. Options | | | Interned in DC metro area | | | Better Career Decisions | | | Total |
	Yes	No	Blank	Yes	No	Blank	Yes	No	Blank	
Gov	236	9	1	192	51	3	235	5	6	246
Military	1	1	0	1	1	0	1	1	0	2
Private	365	49	4	293	123	2	382	31	5	418
Student	248	26	1	169	105	1	256	17	2	275
Unemp.	33	7	0	26	14	0	38	2	0	40
Blank	2	0	1	2	1	0	2	1	0	3
Total	885	92	7	683	295	6	914	57	13	984
Percent	90	9	1	69	30	1	93	6	1	100

Comparing the degree status of the 984 respondents, 633 or 64 percent of the sample had a bachelor's degree followed by 27 percent or 269 with a master's level degree **(Table 5)**. Respondents with doctoral degrees at 43 outnumbered the sum of those with associate degrees, those that left the field blank, and those that selected other, which totals 39.

Table 5. Degree Level of the Respondents across Current Employment Categories.

Status	Assc	BS	MS	Degree PhD	Other	Blank	Sum	%
Gov	6	140	86	11		3	246	25
Military	1	1					2	0
Private	4	280	109	19	2	4	418	42
Student	13	191	58	10	1	2	275	28
Unemp.	1	20	14	3		2	40	4
Blank		1	2				3	0
Total	25	633	269	43	3	11	984	100
Percent	3	64	27	4	0	1	100	

Respondents who indicated they were currently students were asked if after the internship did they elect to transfer to a university other than the one they were at prior to the internship. Thirty-five percent of the 275 respondents who indicated they are currently students, or 97, indicated they had transferred to another university **(Table 6)**. Analysis of the names of the universities submitted as the destination university do not indicate any university as the favorite. In fact only five universities were indicated twice by respondents as the transfer destination and no university was indicated by three or more respondents as a destination to transfer to from the internship. The proportion of the universities by state or commonwealth location of the university suggest that while the respondents may transfer to another university they do not move to another state. In particular, the state proportions of the universities tend to mirror the state proportions of respondents. For example, of the destination universities 21 percent where in Puerto Rico and 20 percent of the respondents are from Puerto Rico.

Table 6. Rate of Students' Transferring to Other Universities after their Internship and the number of Respondents interested in Learning more about the HACU Alumni Association.

| Status | After Internship Transfer to another University | | | | Learn More about HACU Alumni Assoc. | | | | |
	Yes	No	Blank	Sum	Yes	No	Blank	Sum	%*
Gov	0	0	246	246	184	56	6	246	75
Military	0	0	2	2	1	1	0	2	50
Private	0	0	418	418	321	90	7	418	77
Student	97	166	12	275	216	56	3	275	79
Unemp.	0	0	40	40	32	7	1	40	80
Blank	0	3	0	3	2	1	0	3	67
Total	97	169	718	984	756	211	17	984	
%	35	61	04		77	21	2	100	

Table Note: The row percentage under the "Transfer" block is based on the numbers in the student row, as these respondents were the people presented the question. In the same row the "Learn More" block percentage is based on the numbers in the total column as all people were presented this questions. The column percentage is based on the row sum for each status response. For example, 75 percent or 184 out of 246 government status respondents indicated they wanted to learn more about the HACU Alumni Association.

Of the 984 respondents, 756 or 77 percent are interested in learning more about the HACU Alumni Association. Interestingly the percentage of those interested in learning more about the Association, when compared by employment status groups, is largest among those who declared their current status as unemployed at 80 percent, followed closely at 79 percent by current students. Of those identifying themselves as currently employed with the government, 75 percent were interested in learning more about the association. Overall there is a high level of interest in learning more about the HACU Alumni Association.

Logit Regression Analysis

Regression analysis is a statistical tool used to relate one or more independent variables to a dependent variable. For example, a farmer may be interested in the relationship between the dependent variable crop yield and two independent variables; inches of irrigation water and pounds of fertilizer. In the case at hand, HACU may be interested in learning what variables or instruments within their control may be used to influence how future interns responding to the survey would answer several of the survey questions. Because the answers to the questions are yes/no responses, that is they are either 1 for a yes response or 0 for a no response, logit regression is used in the analysis. When the answer is an outcome restricted to be either 1 and 0 then the percentage of yes/no responses for a group of respondents can be interpreted as the probability of a yes or no response.

Logit regression analysis was applied to five of the yes/no questions including: 1) Did the internship enable better career decisions, 2) Did the internship influence the respondents professional opportunities, 3) Was the internship a factor in the respondent taking a career position, 4) Did the interning organization offer the respondent a career position, and 5) If offered a position, did the respondent accept the offer. These questions for the analysis were defined as 0-1 variables with the respective labels: 1) Dcsn, 2) Pro, 3) DecFac, 4), CarOfr, and 5) Acpt, **(Table 7)**.

Table 7. Results of the Logit Regression Analysis for Five Equations with Estimated Coefficients on the Independent Variables, their t-values, and the Marginal Probability Effect on the Dependent Variable from a Small Change in the Independent Variable.

Dep Var	Statistic	Intercept	Yr	Influ	Mentor	CarOfr	House	Orient	Network	Contacts
					Independent Explanatory Variables					
Dcsn	Est Coef	0.91	-	-	-	-	-	0.23	0.44	-
	t-value	2.90	-	-	-	-	-	2.15	4.07	-
	Marginal	-	-	-	-	-	-	0.01	0.02	-
Pro	Est Coef	-0.59	-	0.25	0.16	-	-	-	0.39	0.32
	t-value	-1.98	-	3.14	2.01	-	-	-	4.27	3.47
	Marginal	-	-	0.02	0.01	-	-	-	0.02	0.02
DecFac	Est Coef	-1.05	-	-	0.22	-	-	-	0.27	-
	t-value	-3.77	-	-	3.83	-	-	-	3.57	-
	Marginal	-	-	-	0.05	-	-	-	0.06	-
CarOfr	Est Coef	-1.49	-	-	0.34	-	-0.18	-	0.18	-
	t-value	-4.53	-	-	5.29	-	-3.09	-	2.08	-
	Marginal	-	-	-	0.08	-	-0.04	-	0.04	-
Acpt	Est Coef	-319.03	0.16	-	0.44	4.10	-	-	-	-
	t-value	-3.86	3.80	-	3.83	9.17	-	-	-	-
	Marginal	-	0.01	-	0.03	0.48	-	-	-	-

Table Note: Abbreviations: "Dep Var" is the dependent variable whose probability of a yes response we are trying to predict with the independent explanatory variables. "Est Coef" are the statistically estimated coefficient on the logarithms of the odds ratio (or probability) for a yes/no response given the particular variable in the equation. Marginal is the marginal probability effect on the dependent variable from a small change in the independent variable. Note "CarOfr" is included in the equation estimated to explain the probability of an intern accepting a career offer given that the intern was made an offer.

The independent variables analyzed to predict the response to these five questions were the responses provided to the 12 Likert scale questions indentified in Table 1 and the year of the most recent internship. Based on the logit regression analysis, eight of the variables constructed from the Likert questions were identified as being statistically significant at the 95 percent confidence level in predicting one or more of the dependent variables. That is, the responses to these eight variables were the independent or explanatory variables that predicted the responses to the five questions, or five dependent variables. Some of the explanatory variables were significant in more than one equation, that is, they played a role in predicting more than one of the dependent variables. Statistical significance of any one explanatory variable in any given equation is determined by the absolute value of the t-statistic associated with that variable in that equation. For example, in the estimated equation to predict the response to the variable CarOfr, that is, was the respondent offered a career position, three explanatory variables were identified as statistically significant by the t-statistics associated with the explanatory variables, Mentor, House, and Network. Respectively these t-values are 5.29, -3.09, and 2.08 (Table 7).

In general, with the number of survey responses or observations that are available in our data, t-values whose absolute value is above two are statistically significant at the 95 percent confidence level. Recall also that the explanatory variables Mentor, House, and Network are placeholders for the numeric integer values coded in the analysis as 0, not applicable; 1, strongly disagree; 2, somewhat disagree; 3, somewhat agree; and 4, strongly agree for the responses to the respective questions. These questions for the career offer equation are: was a mentor provided by the interning organization during internship, was housing assistance provided, and did the internship quality benefit from networking.

In addition to the logit regression yielding a t-statistic, it provides estimated coefficient values for the explanatory variables. For the CarOfr equation these values are 0.34, -0.18, and 0.18 for the explanatory variables Mentor, House, and Network respectively (Table 7). As is generally done in regression estimation, in addition to the explanatory variables estimated in the equation, an intercept term is estimated for all the equations. The estimated intercept term can be loosely thought of as the base group average with the other variables adding to or subtracting from the baseline. The estimated value for the intercept term in the career offer equation is -1.49 and has an associated t-value of -4.53.

Once the coefficients are obtained using the logit regression procedure, the equation can be evaluated to find the predicted value of the dependent variable given alternative values of the significant independent variables. For example, consider the equation for predicting the response to: was a career offer extended. The general equation is:

Equation 1. $CarOfr = \beta_0 + \beta_1 Mentor + \beta_2 House + \beta_3 Network$

where the differing β's represent the estimated coefficients from Table 8. Substituting the estimated coefficient values and the mean values[2] for the explanatory variables into Equation 1, we get:

Equation 2. $CarOfr = -1.5 + 3.4*2.7 - 1.8*3.0 + 1.8*3.2 = -0.502$

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[2] The mean values for the remaining explanatory variables are: Yr 2007.14, Influ 2.32, Contacts 3.10, Orient 3.08, and CarOfr 0.38. Note the Likert means are different than the Likert scale mean values in Table 3 as those values exclude observations scored 0 as not applicable.

Because the logit regression is used to estimate the logarithm of the odds ratio, it is necessary to convert the logit value of -0.502 obtained from the equation evaluation to a standard probability unit to achieve the desired interpretation of the probability of receiving a career offer. Doing this, we get the predicted probability of 0.377 for a yes response[3]. This is a difference of 0.001 from the actual mean value of 0.376 obtained from the sample data, so we can conclude our predictions are estimating closely the actual data for the mean values of our explanatory variables.

In general, what we would like to do is to use the estimated equation to answer "what if " questions. For example, what if we increase the average response on the mentor question from somewhat disagree response of 2.7[4] to almost a somewhat agree response of 2.9? The answer using our equation and doing the math, is the probability of a career offer increases to 0.393 from the original 0.377 or by 0.024 units. Similarly, if we decrease the response on the housing question from somewhat agree of 3.0 to 2.8, then the probability of a career offer increases from 0.377 to 0.386. The estimated coefficients reveal that housing is not as big an influence on the probability of receiving a career offer as is the positive mentoring change.

The negative effect of housing on career offers will be discussed below, but first let us get a more general idea of how these changes in our explanatory, or policy instrument, variables effect the probability of our goal. To do this, consider the final policy instrument variable in our career offer equation, Network. What does changing it from its mean value of 3.2 to 3.4 do to our probability of a career offer? That is, what we want to know is if we implement policy changes to affect how interns respond to the question as to whether internship quality benefited from the networking experience, what will happen to the probability of receiving an offer? On average, respondents gave it a value of 3.2 which is on the high side of somewhat agree. Now we want to know what would happen if we were effective in getting it to move to 3.4. The answer is the probability of a career offer would increase from 0.377 to 0.386, coincidentally the same as the housing change. Now we can also ask what the result would be if we changed all our policy instruments, i.e., all the above independent variables at the same time to get the different responses. Then the probability of a career offer would increase from 0.377 to 0.409. What would this mean in terms of our sample? Roughly, if these changes were affected then about 30 more people would have received a career offer. We cannot answer the questions as to whether adding 30 more career offers is cost effective, but the logit analysis does provide insight into the instrument variables that HACU might focus on, and what type of an effect to expect if it elected to try to increase the career offers with instruments they have some control over. Keep in mind HACU is likely to only have limited, if any, control over many of the variables that will affect career offers.

Turning to a more general interpretation of the results of the logit analysis, we have identified five equations, or object goals, that we are interested in knowing how the probability of a yes response will be affected if one or more policy instruments are somehow altered. In the example of the career position offer, the logit analysis guided us to focus on increasing mentoring, providing less housing assistance, and building on opportunities to expose interns to networking. Before we consider the other four goals and the underlying equations with the associated policy instrument variables for each equation, we should discuss a statistical measure of how well the predicted data fits the actual data. Earlier we found that for the career offer equation there was little difference between the predicted mean value and the actual mean value. While the predictions fit well at the mean of the data, because the equations are only explaining a relatively small portion of the total variation in the actual data, the error of the prediction will increase as we use more extreme values of the independent variables to calculate a predicted probability. This should not be surprising. For example in the career offer example we measured how well mentoring, housing, and networking predict if an intern will get a job offer, but we did not attempt to measure how well the interns performed their internship, which we would expect to be a variable that would also be important in predicting whether an intern was offered a position. Including these other variables would likely increase the statistical fit of the estimated equation, but there would be a cost in obtaining the data. What we hope we have done in the survey is measure the variables that HACU may be able to influence and hence use for management purposes.

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[3] The formula is Prob(CarOfr) = exp(CarOfr)/(1+exp(CarOfr))

[4] As noted in footnote 1 above, the mean values used in the logit analysis included all the sample observation including the 0 valued not applicable responses. As a result the mean Likert scale values reported in this section are not a measure of the respondents' opinion.

The second caution when interpreting the data relates to the correlations in the data we are trying to use to predict a given goal. In general those correlations form an interconnected network linking each variable into a causal chain. We have not attempted to account for these interrelations and how they may interact in this initial analysis; instead, we are acting as if these variables are independent when in fact they likely are not independent from each other. The key question becomes what are the primal causes and what are intermediate causes influencing the interns' responses to their internship experience. This is important for deciding which instrument will be focused on if a goal is to be achieved.

Given that the goals are also interconnected since the estimated equations share independent variables, the statistical analysis of the data suggests a balanced approach of tending to a group of activities rather than focusing exclusively on one or two activities. This certainly complicates HACU's implementation of its mission. To get some sense of this consider again the explanatory variable whose estimated coefficient is negative, House. The negative sign means increasing the degree of agreement in responses from interns that receiving housing assistance decreases the likelihood of receiving a career offer. One interpretation of the negative relationship between housing and receiving a career offer is the possibility that someone who negotiates the housing on their own may be more committed to behavior to gain employment than someone who had assistance in housing. The trade-off, however, is if HACU reduces its housing assistance to achieve a higher rate of career offers it may negatively affect the total number of internship participants and likely significantly. The correlation results from Figure 7 also indicate that those who were most likely to report being on their own for the first time in an internship were also most likely to agree to having received housing assistance, which to some degree underscores the importance of housing assistance. This also suggests that another explanation for the negative correlation of housing assistance and job offers is that interns are at the point in their career where a larger percentage of interns receiving housing assistance are in a transition from status as student to employment.

Regardless, the net effect from decreasing housing assistance would likely result in fewer people participating in the program and hence fewer would be offered a position even though the rate of offers increased. Thus without additional data there is no clear reason to alter HACU's housing policy from these results. But the key point as stated earlier is HACU must implement a group of activities in operating the internship program rather than a narrow range. We want to examine the remaining logit equations and place those results in the context of the correlation data to determine more clearly what those grouped activities would be and if there is a way to order the activities in importance.

In walking our way through the method to determine how the predicted probability of a career offer changes with changes in the independent or instrument variables, we did a lot of mechanical arithmetic to evaluate the probability. It is possible, however, without evaluating the equation itself, to get a sense of how a small change in one of the independent variables will affect the probability of the predicted goal using the marginal effects probability in Table 7. As an example, consider the goal, or equation, of improving the probability of accepting a career offer. For this equation we must condition the predicted probability on having been offered a career position, so we include as an explanatory variable the responses to the yes/no question: was the respondent offered a career position. The mean value for the independent variable CarOfr of 0.38 (Table 3) measures the percent of the sample that received a career offer. Now notice that the marginal effect on the probability of career acceptance is 0.48 (Table 7). Besides being the largest marginal effect value estimated, this means that for a very small positive change in CarOfr, the probability of career offer acceptance will rise substantially. Another way to state what may be obvious is you have to have a career offer before you can indicate acceptance of the offer. The other two explanatory variables in this equation that are statistically significant are Year and Mentor. Of these two variables, Mentor is the only variable that could be used by HACU as a policy instrument. Comparing the marginal probability effect between Year and Mentor, Mentor is the larger at 0.03, which indicates those interns who had a mentor during their internship are more likely to accept an offer than those that did not have a mentor. The significance of the explanatory variable Year in the equation is likely due to the affect the weakened economy in more recent years has played on whether interns accept job offers. That is, they are more likely to accept an offer in recent years. Compared to the variable Mentor, the smaller marginal effect on the probability, 0.01, of an intern accepting a career offer as Year increases is, however, relatively small.

Comparing the explanatory variables and their marginal effects listed in Table 7 on the other three equations: Dcsn, Did the internship enable better career decisions; Pro, Did the internship influence the respondents professional opportunities; and DecFac, Was the internship a factor in the respondent taking a career position— reveals that the variable Network was common to all three equations. Additionally, in each equation Network had the strongest marginal probability effect of increasing the likelihood of a yes response as respondents increased their positive view of networking. The variable Mentor was in the two equations DecFac and Pro, and had a stronger effect on the probability of a yes response in DecFac than in Pro. For the three explanatory variables Orient, Influ, and Contacts; Orient was only significant in predicting an increased probability of a yes response in the equation for Dcsn, and Influ and Contacts in the equation predicting if the internship influenced professional decisions, Pro. Of these three variables only Orient and Contacts would likely be viewed as a policy instrument.

To bring this all together, the five equations and the associated estimated probabilities can be viewed as indices measuring the broad goal of enhancing career opportunities for interns. Reviewing the results of the analysis in terms of those policy instruments that HACU has available, four policy instruments stand out as particularly important. Two of them, 1) mentoring and 2) networking, are important in four out of five of the equations. The other two instruments. 3) providing opportunities for interns to build professional contacts and 4) intern benefited from orientation session are additional activities that are each important in one of two different equations. Housing assistance is a significant instrument and has a complex interaction as discussed earlier.

All these variables also are among those variable pairs that have strong correlations with one another mentioned in Figure 7. Although HACU has some control over mentoring as an instrument, it is also a variable that the interning organization has a strong control over. From the logit analysis the significance of mentoring in terms of the effect on the positive outcomes cannot be overstated. Mentoring also correlates with building a sense of belonging in the workplace. The variable networking, while not quite as important in the logit analysis is perhaps more important in how it correlates across other variables not in the logit analysis, in particular providing a sense of belonging to the community and workplace, and whether interns assessed the internship as worthwhile. Networking also correlated with the variable orientation, which was also important in the logit analysis.

In summary, the policy instruments associated with the professional cluster in the correlation discussion earlier, mentoring, networking, orientation, housing, and contacts, were identified as the key factors in affecting career opportunities for interns. These instruments were significant either directly or as correlative causes in influencing social factors that played a key role in positively affecting the career cluster variables: career offers, acceptance of the offer, affecting career opportunities, enabling better career decisions, and being a factor in making a decision on the interns career opportunities.

Summary and Conclusions
The data utilized in the analysis was from a 44 question survey posted on the HACU web site for 6 weeks from March 30, 2012 through May 11, 2012. During this time period 986 surveys were completed, of which 984 were used in the analysis. The survey collected responses from 10.3 percent of the 9,526 people who have participated in HNIP since 1992. The first section of the survey was a general introduction section. The second and third sections related to demographic information of the respondent such as name, current address, and gender, and offered the respondent opportunity for corrections. The fourth section contained questions directed to the respondent's internship experience. The fifth section related to career questions and the

last survey section was a close out section.

The survey obtained a high level of response to each question, ranging from 92.7 to 99.8 percent response rate. Fifty-nine percent of the respondents were female, 38 percent male, and 3 percent of the respondents elected to leave the field blank. Respondents had completed an average of about 1.5 internship sessions, with 2007 the mean value for the year of their internship with a range from 1993 to 2012. The distribution of the 984 utilized surveys across time indicates that most of the survey responses came from interns who completed their internship in recent years. However, a limited number of surveys came from interns who completed their internship over 15 years ago.

Ninety-one percent of the respondents indicated they were residing in one of 13 states or the Commonwealth of Puerto Rico with the largest percentage, 20 percent, from Puerto Rico. Texas and California claimed 15 and 13 percent respectively of the respondents. On a regional basis the Mid-Atlantic region comprising MD, RI, VA, PA, NC, and DC claims 22 percent of the respondents. This region is likely a destination of interns rather than an original home given the university of origin data and provides a limited sense of the group's mobility.

Fifty-one percent of the respondents originated from 25 universities. Six universities from the Commonwealth of Puerto Rico claim 18.2 percent of the respondents, which when compared to the 20.0 percent of respondents from Puerto Rico suggests that 91.0 percent of the respondents from Puerto Rico attend these six universities. The other states with high percentages of respondents have a much greater dispersion of university attendance. A relatively high geographic dispersion of the pool of potential interns represents a policy issue when attempting to target building internship program awareness. Rather than efforts focusing resources on a limited number of institutions and the faculty at those institutions, a much wider effort needs to be extended where there are dispersed candidate populations, for example in California contrasted to Puerto Rico.

Nearly all of the 984 respondents had 4-year college degrees or beyond, with 64 percent with a bachelor's degree, an additional 27 percent also having a master's degree, and another 4 percent a doctoral degree. Analysis of the names of the universities submitted as the destination university of respondents returning to school after the internship program did not indicate any university as the favorite, with only five universities indicated

twice and no university indicated by three or more respondents as their destination after completing the internship. Of the 984 respondents, 756, or 77 percent, are interested in learning more about the HACU Alumni Association.

Twelve Likert scaled questions were used to collect respondents opinions relative to their internship and their careers, with the scale of 0, not applicable; 1, strongly disagree; 2, disagree somewhat; 3, agree somewhat; and 4, strongly agree. Responses to these questions revealed strong agreement that the internship was worthwhile and also that financial support was a significant factor in the respondent participating in the internship. The responses to those two questions received average scores of 3.8 and 3.6 respectively. The margin of error on the Likert questions given their standard error and the population size of 9,526 is ±0.08, suggesting there is broad and strong agreement about the value of the intern program. The question that received the lowest average Likert score of 2.7, whether the respondent was on their own for the first time not considering time at a college or university, likely has little bearing on their satisfaction with the internship experience.

Analysis of the Likert scaled and career information questions revealed 19 question pairs that were relatively highly correlated. Seven of the highly correlated pairs contained questions related to having a sense of belonging to work or the community and can be thought of as a social cluster. Another six of the correlated pairs with questions about networking and mentoring can be thought of as a professional cluster. The last six pairs contained questions regarding career position offers, and can be thought of as a career cluster. The correlated pairs and clusters are useful in identifying goals and instruments or methods that HACU might use to manage the HNIP program.

Within the sample a total of 231 career offers were made, of which 134 were to respondents who are currently in the government, 95 are private employees, and two without a designation yield an offer percentage of 33 after students are removed from the 984 base. Of the 231 career offers extended, 131 were accepted with 110 of those currently in the federal government and 20 are privately employed, and one was undesignated for a 57 percent acceptance rate for offers extended. Not surprisingly, the interns offered a career position are employed in the government now at a higher rate, 58 percent, than those not offered a career position, 0.25 percent. This outcome is largely attributed to

the relatively large number of internships in the government compared to private internships. The reason respondents most often cite, 78 times, for accepting a career offer is professional goals. Followed at a distant second 20 respondents stated salary as the reason they accepted a career offer. The reason most often cited for rejecting a career offer is to continue with education at 37 respondents, followed by professional goals indicated by 17 respondents.

Logit regression equation analysis was applied to five of the yes/no questions including: 1) Did the internship enable better career decisions, 2) Did the internship influence the respondents professional opportunities, 3) Was the internship a factor in the respondent taking a career position, 4) Did the interning organization offer the respondent a career position, and 5) If offered a position, did the respondent accept the offer. Logit analysis was used to learn what variables, or instruments within HACU's control, could be used to positively influence the likelihood that future interns would answer yes to these five questions.

The Logit equations and the resulting associated estimated probabilities can be viewed as indices measuring the broad goal of enhancing career opportunities for interns. Reviewing the results of the analysis in terms of those policy instruments that HACU has available, four policy instruments stand out as particularly important: 1) mentoring and 2) networking are important explanatory variables in four out of five of the equations. The other two instruments, 3) providing opportunities for interns to build professional contacts and the 4) orientation session, are additional activities that are each important in one of two different equations.

Housing assistance is also a significant instrument but has a complex interaction in that it appears to enable participation in the program for many respondents while at the same time acting to lower the rate of career offers received by participants. The negative effect is likely at least in part due to an indirect factor, i.e. interns acceptance of housing assistance may interpreted by potential employers that the interns are returning to school, thus discouraging potential employers from offering positions. There is no evidence that HACU should alter it efforts in housing assistance. All the above variables also are among those variable pairs that have strong correlations with the overall high evaluation of the intern program.

From the logit analysis the significance of mentoring

in terms of the effect on the positive outcomes cannot be overstated. For example mentoring also is highly correlated with building a sense of belonging in the workplace, which in turn ties to the overall opinion respondents have of the internship. Although HACU appears to be promoting and fostering mentoring, HACU shares control over mentoring with the organization hosting the intern. The hosting organization may be a more important or even the deciding factor on whether an intern has a mentor. This importance and the role of the organization hosting the internship suggests that HACU may want to initiate or expand any existing efforts at encouraging and rewarding the mentoring efforts provided by agencies with strong mentoring activities.

Networking was not found to be quite as important as mentoring in the logit analysis but is equally important in how it correlates across other variables not included in the logit analysis. In particular, networking contributes by providing a sense of belonging to the community and workplace and influencing whether interns assessed the internship as worthwhile. There was also correlation between benefits realized from networking and from orientation, the latter which was also found important in the logit analysis. This last correlation and the role that contacts play in how interns evaluated the program suggest that activities within the orientation program such as coaching tips on networking and contact building would be an investment with high returns.

In summary, the policy instruments mentoring, networking, orientation, housing, and contacts, which are all associated with the professional cluster, were identified as key factors in affecting career opportunities for interns. These instruments were significant either directly or as correlative causes influencing social factors that played a key role in positively affecting the career cluster variables: career offers, acceptance of the offer, affecting career opportunities, enabling better career decisions, and being a factor in making a decision on the interns career position. These findings, along with the strong agreement interns had of the their internship quality indicate that the HACU internship program plays a fundamental and major role in their career decisions. The results strongly support that HACU's internship program played a large and positive role in affecting participants' career opportunities.

2012 HACU NATIONAL INTERNSHIP PROGRAM (HNIP)
ALUMNI SURVEY

Overview: The 2012 HNIP survey will be implemented online. Emails will notify HNIP alumni of the survey. The email will include an internet URL for the location of the survey and a unique respondent password. The survey homepage will provide some brief information about the reason for the survey and expected time to complete the survey. Respondents will be asked at the homepage to enter their password to initiate the survey. Respondents wishing to complete the survey who do not have a password will have an option on the survey landing page allowing them to take the survey (E.g., Click here if you wish to take the survey but do not have a password). Respondents selecting this option will receive a page that asks them to enter the following identification information.

Section I. HNIP Survey Landing Page
Welcome to the 2012 HACU National Internship Program (HNIP) Alumni Survey

The purpose of the survey is to evaluate the impacts of the Hispanic Association of Colleges and Universities (HACU) internship on participants academic and career goals and to use the information collected as part of future policy discussions about the program. The information collected will also be made available to prospective interns to help guide their decision making process. The survey is voluntary and will take approximately 10-15 minutes to complete

To begin the HNIP Survey please enter your password ___. (if password accepted go to SIII, if not re-prompt, after 3 tries go to SII).

If you do not have your password you may still complete the survey but will be asked a few additional identification questions.

Click this button if you do not have a password and wish to complete the survey ___. (go to SII)

Section II. For respondents without password or incorrect personal information.

1. Please enter your current: a. First Name ___, b. Middle Initial (opt.) ___, c. Last Name ___.
2. Please enter your email address: ___.
3. Please enter a phone number where you may be contacted: ___.
4. What is your current address: a. Street ___, b. City ___, c. State ___, d. Zip ____, e. Country ___?
5. What is your gender identification: ___ Female or ____ Male?

Continue to Section III.

Section III. Display of Personal Information:
This is your personal information.

Display data in Section II.

Would you like to update your information? __Yes (go to SII), __ No (go to SIV).

Section IV. Internship Information

Several questions relate to internship sessions. For the purpose of this survey, an internship session is the internship conducted in a single office/location/program, even if this extended over multiple semesters.

6. How many internship sessions did you ___?
7. Did you do your internship with: ___the federal government; ___another organization; or ___ both?

Survey code: if Q7 is "federal government" or "both" go to Q8 else if "another organization" go to Q9.

8. What agency was your internship with (most recent if more than one) ___? go to Q10.
9. What organization was your internship with (most recent if more than one) ___? go to Q10.

10. Enter the name of the college or university you attended during your first internship session ___.

Survey coding: If Q6 response is greater than one, display Q11 and 12 below, else go to Q13.
11. Enter the name of the college or university you attended during your most recent session ___.
12. At the time of my most recent internship, I was pursuing? (use drop down list with choice, an associate's degree, a bachelor's degree, a master's degree, a doctorate in philosophy, law, or medicine, other advanced degree)

13. What year did you do your internship (or most recent session if you did more than one) ___?

(For questions 14 to 23: Check 1 if you strongly disagree; 2 disagree somewhat; 3 does not apply; 4 agree somewhat; 5 strongly agree).

14. My HACU internship influenced me to seek a higher academic degree: 1-5.
15. Financial support associated with my internship was critical in my taking the internship: 1-5.
16. My HACU internship was the first experience, outside college, where I was on my own: 1-5.
17. There was a person or persons in the agency where I did my HACU internship that mentored me to transition into the agency: 1-5.
18. I had a sense of belonging with the workplace where I did my internship: 1-5.
19. I had a sense of belonging with the community surrounding my internship workplace: 1-5.
20. The overall quality of my internship benefited from contacts I made through HACU: 1-5.
21. Overall my internship was an extremely worthwhile experience: 1-5.
22. My ability to participate in the internship was due to HACU assistance with housing: 1-5.
23. My ability to participate in the internship was due to HACU assistance with travel arrangements: 1-5.
24. The overall quality of my internship benefited from the orientation sessions provided by HACU: 1-5.
25. The overall quality of my internship benefited from the networking and professional development opportunities: 1-5.
26. The HACU internship had a significant influence on my future professional opportunities:
    ___ Yes or ___ No.
27. I did a session of my internship in the Washington D.C. metro area:
    ___ Yes, or ___ No.

Section V. Career Information

28. My HACU internship enabled me to make better career decisions: ___ Yes or ___ No.
29. What is your current career status: ___ employed by federal government; ___ employed outside the federal government; ___ enrolled as student; or ___ other, please describe _____ .

Survey code: if Q28 is "federal government" go to subsection 1; if "employed outside federal government" go to subsection 2; else if "student" go to subsection 3; if "other" go to Section VI).

Subsection 1, for respondents who are current federal employees.

If you are not a current federal employee click: Return to Question 29.

30. My HACU internship was a major factor in my taking the position I did: ___Yes or ___ No.
31. The organization in which I did my HACU internship with offered me a career position:
    ___ Yes or ___ No.
32. I accepted the offer made by the organization I interned with: ___ Yes or ___ No.
33. The best explanation for my choice of accepting or rejecting the position offer is: 1, Location of position; 2, Salary; 3, Accepted another offer; 4, My professional goals; 5, Work environment; 6, Continue my education; 7, Family obligations; 8, Other.
34. What was your entry grade level: ___?
35. What is your current grade level ___? (go to Sec VI)

Subsection 2, for respondents currently employed outside the federal government

If you are a full-time student or employed by the federal government click: Return to Question 29.

36. My HACU internship was a major factor in my taking the position I did: ___Yes or ___ No.
37. The organization in which I did my HACU internship offered me a career position:
    ___ Yes or ___ No.
38. I accepted the offer made by the organization I interned with: ___ Yes or ___ No.
39. The best explanation for my choice of accepting or rejecting the position offer is: 1, Location of position; 2, Salary; 3, Accepted another offer; 4, My professional goals; 5, Work associates; 6, Continue my education; 7, Other.
40. What was your entry annual salary: ___ less than $24,999; ___$25,000-$34,999; ___$35,000-$46,999; or ___ more than $47,000___?
41. What is your current annual salary: ___ less than $24,999; ___ $25,000-$37,9989; ___$38,000-$80,999, or ___ more than $81,000? (go to Sec VI)

Subsection 3, for respondents who are currently students

If you are not a student click: Return to Question 29.

42. Following your HACU internship did you transfer to another institution or pursue an additional degree at another college or university: ___ Yes or ___ No.
Survey code: if question 40 is "Yes" display:
43. Enter the name of the college or university you transferred to: _____.
 if Q42 is "No" go to Section VI.

Section VI. Completion and Review

One more question and you will complete the 2012 HNIP Survey.

The HACU Alumni Association serves as a professional network for HACU alumni and current interns and promotes leadership and service for the greater Hispanic community.

44. Would you would like to learn more about the HACU Alumni Association? ___ Yes or ___ No.

Do you wish to review your answers before submission:
 __Yes (Display responses for edits. Add a note that the questions will not be consecutively numbered because not all questions are asked of each respondent.)
__ No (go to submission page)

Submission page:
Click submit to save responses (go to exit page)

Exit page:

Thank you for completing the 2012 HNIP Survey
We expect to have a report available on the HACU web site by October 2012.

HNIP Survey 2012