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**Description of Credit-Bearing
Internships at Public and Private
Institutions of Higher Education
in Virginia for Academic Years
2019-2022**

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EXECUTIVE SUMMARY

In 2019, the Virginia General Assembly enacted into law the Innovative Internship Fund and Program and appropriated funding to the State Council of Higher Education for Virginia (SCHEV) for this statewide initiative to facilitate the readiness of students, employers and institutions of higher education to participate in internship-based and other work-based learning opportunities. In 2020, through a partnership with the Virginia Chamber Foundation, the program was rebranded as the Virginia Talent + Opportunity Partnership (V-TOP).

In January 2023, SCHEV engaged an external evaluation team to assist in developing a plan to assess V-TOP as a systems-change initiative and, over time, examine the system's effects on outcomes for individuals, as well as collective outcomes for institutions, localities and regions.

SCHEV prepared this descriptive report to inform the evaluators' work.

This report describes credit-bearing internship activity in Virginia over three academic years – Academic Years 2019-2020 (AY19-20), 2020-2021 (AY20-21) and 2021-2022 (AY21-22). Data are included from 64 institutions of higher education totaling 2,216 individual courses in 454 majors.

Academic Year	Total Internship Course Enrollment	Unduplicated Headcount for Internship Course Enrollment
2019-2020	22,946	19,527
2020-2021	19,455	16,691
2021-2022	21,228	17,924

Credit-bearing internships are only one aspect of work-based, experiential learning in Virginia. No reliable data are available regarding many other aspects, most notably non-credit internships. Work is ongoing to develop questions for further research and discuss and make recommendations regarding internship data gaps, including options to gather more reliable and generalizable data about non-credit internships in Virginia.

INTRODUCTION

This report describes credit-bearing internship activity in Virginia over three academic years – Academic Years 2019-2020 (AY19-20), 2020-2021 (AY20-21) and 2021-2022 (AY21-22). Credit-bearing internships are one aspect of work-based learning, and work-based learning is one aspect of the broader spectrum of experiential learning. Other types of work-based learning include non-credit internships, non-credit micro-internships, health professional clinicals, student teaching and science field experiences. While all of those opportunities provide valuable experience for the students, they are not the primary focus of this report. For purposes of this report, cooperative education experiences are included in the term “credit-bearing internships.” Zero-credit internship courses are defined and included as well.

Reliable and generalizable data about non-credit work-based learning are currently unavailable. Sources of data and issues surrounding that data are explained in the section titled, “Caveats for Use of This Information.” Several activities are underway to investigate these gaps and consider solutions.

Each year, community colleges, four-year public institutions and four-year private non-profit institutions that participate in the Tuition Assistance Grant (TAG) program submit course-level and student-level data to the State Council of Higher Education for Virginia (SCHEV). SCHEV’s Policy Analytics division extracted records of students who took credit-bearing internship courses in each academic year, beginning with summer 2019 and extending through spring 2022.

Descriptions of the data follow. Detailed tables are available in the Appendices.

The final tallies described in this report for each academic year are:

Academic Year	Total Internship Course Enrollment	Unduplicated Internship Course Enrollment	Total Fall Headcount	% students participating in an internship
2019-2020	22,946	19,527	560,150	3.49%
2020-2021	19,455	16,691	546,805	3.05%
2021-2022	21,228	17,924	545,063	3.29%

Data are included from 64 institutions of higher education totaling 2,216 individual courses in 454 majors.

Adding together all three years of total internship course enrollment yields 63,629. Of that number, 50,138 are unique students, less than the 54,142 total unique students from

individual years. Meaning that, while some students who took two or more internships in one academic year may also have taken internships in subsequent years, *an additional* 4,004 students took internships in two or more separate years. In summary, 13,491 students (27%) participated in multiple credit-bearing internships.

No conclusions are drawn from the data for reasons explained in the section titled, “Caveats for Use of This Information.” Rather, questions are posed for future research and suggestions are made for obtaining more reliable data.

Methodology

SCHEV’s Policy Analytics division extracted records of students who took credit-bearing internship courses during academic years 2019-2022. Internship courses were identified in one of two ways: (1) a course-type tag that identifies a class as an internship or cooperative education course; or (2) a course title that included the words “internship” or “cooperative education” or variations thereof. Duplicates were deleted.

Staff in SCHEV’s Strategic Planning and Policy Studies division cleaned the data by deleting courses that were not internship or cooperative education classes. Those courses were identified in several ways.

Starting in academic year 2007-2008, SCHEV, in collaboration with institutions, defined a variety of course-type codes for institutions to apply to each course (See Appendix C). Three of the definitions apply to experiential learning classes.

- IS: Internship
- ST: Special Training or Activity/Fieldwork Experience
- SU: Student Teaching

Institutions sometimes assign a code to a course that does not conform to the definitions. Examples include student teaching in an elementary or secondary school being tagged as an internship, rather than as student teaching and medical school residencies being tagged as internships, rather than special training. Staff removed easily identifiable erroneously tagged courses from the data set.

The second method for deleting records was more straightforward. For example, a course with the title “Pre-Internship Seminar” was included in the data set because the word “internship” was in the title. However, the institution had correctly tagged the course as a seminar and the course catalog described the class as preparation prior to an internship placement, so those records were removed. Another course entitled “Student Teaching

Internship” was also included in the data set. The institution had correctly tagged the course as student teaching, so that was removed as well.

Academic Year	Initial Number of Records	Final Internship Course Enrollment	Number of Records Removed	% Removed
2019-2020	40,465	22,946	17,519	43%
2020-2021	37,351	19,455	17,896	48%
2021-2022	43,912	21,228	22,684	52%

Because only one course-type code can be assigned to each section of a course, institutions sometimes must choose which of two correct course-type codes to assign. For example, SCHEV publishes information about distance learning at Virginia institutions. A course-type code identifies which classes are offered via distance learning. If that course is also an internship, the institution must decide which code to assign. By including in the data set courses with the words “internship” or “cooperative education” in the title, this report captured those classes that were tagged as distance learning.

Staff contacted institutions to ask questions and make further revisions to the data set.

Staff then added formulas to calculate key information about the credit-bearing internship activity described in this report.

Caveats for Use of This Information

Credit-bearing internships are only one aspect of work-based experiential learning in Virginia. No reliable data are available regarding many other aspects, most notably non-credit internships. Therefore, seemingly surprising information in this document simply might be the result of the absence of data regarding non-credit internships. For example, the percentage of students in engineering-related programs and computer science-related programs who participated in credit-bearing internships in AY21-22 is low (1.76% and 1.63%, respectively) compared to the percentage of English language and literature majors who did so (7.18%). This raises many more questions than it answers. Questions include:

- Do non-credit internships outpace credit-bearing internships and, if so, by how much?
- Do some industry sectors favor one type of internship over the other?
- Do some degree programs have densely structured course sequences and required courses leaving no credits available for internship courses?
- Do some institutions require an internship in some degree programs for students to graduate and, if so, does the institution require a for-credit or non-credit internship?

Identifying sources of data related to non-credit internships has proven difficult. Some institutions survey students as they graduate, using tools such as the nationally recognized First Destination Survey or proprietary exit surveys. Some institutions choose to include questions about experiential learning in which the student participated during their years in college. However, each institution chooses to ask different questions, and most do not separate responses by whether the experience was for credit or not for credit. SCHEV's Graduate Outcomes Survey also included questions about participation in internships. Data from that survey indicated that 45% of respondents completed at least one internship during their undergraduate college years. All those sources: (1) rely on students or graduates responding to the survey; (2) rely on accuracy of self-reported information; and (3) reflect the students' experiences across all their years of enrollment.

Regarding the descriptions in this report, the high number of credit-bearing internships in education and health profession programs could be an indication that institutions are assigning the internship course-type code to experiences that might better be characterized as student teaching or clinical in nature.

Glossary

Definitions of experiential learning, internship, work-based learning, etc., vary depending on the objectives of the parties involved. The National Association of Colleges and Employers, Jobs for the Future, U.S. Department of Education, U.S. Department of Labor, Virginia Department of Education and others all publish definitions and descriptions of these terms. A work group convened by the Council of Presidents of public institutions of higher education in Virginia is working to reach consensus on terminology and definitions for use in Virginia.

Below are widely accepted descriptions of apprenticeship, cooperative education and internships.

Apprenticeship: The U.S. Department of Labor describes an apprenticeship as a long-term work experience lasting between one and six years that involves on the job training, payment beginning from the start of work, and a direct connection to classroom knowledge.

Cooperative Education: Most definitions of cooperative education mention its rotational nature, in which periods of classroom instruction alternate with periods of paid discipline-related work experience. Co-op students typically participate in a school-work rotation that may span over as many as three academic years throughout their undergraduate education. The Cooperative Education and Internship Association (CEIA) notes that, "co-op experiences are either full-time (40 hours per week) alternating periods (semester, quarter) of work and

school or part-time (20 hours per week) combining work and school during the same time period.”

Internship: The National Association of Colleges and Employers defines internship as a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.

For credit-bearing internships, institutions sometimes combine the definition above with more detailed standards. [For example](#), one institution specifies that, for each credit earned, a student must work a minimum of 30-40 hours at the job site, plus engage in 5 to 15 hours of independent work outside of the internship (including activities such as scholarly research for the final deliverable, academic readings, and reflection) and also participate in contact time with faculty.

Credit-Bearing Experiential Learning Overall for AY21-22

As mentioned, three course-type codes are available to institutions to identify credit-bearing experiential learning courses. SCHEV’s Policy Analytics division makes available a report that tallies all courses for all course-type tags. The report is titled E20: Registrations by Course Type, Course Site, and Reporting Term. This report suffers from the same inconsistencies in the data described above. However, while cleaning the data, SCHEV staff noted that most of the experiential learning courses were tagged with one of the three codes, even if it was not the most accurate code. Therefore, the E20 report can provide some insight into the overall credit-bearing experiential learning landscape in Virginia.

For AY21-22, for public and private institutions, undergraduate and graduate students, the report shows:

Fall enrollment in experiential learning: 24,696.

Spring enrollment in experiential learning: 28,718.

Summer enrollment in experiential learning: 12,381.

Total enrollment in experiential learning: 65,795.

Total fall headcount: 545,063.

Percentage of students participating in credit-bearing experiential learning: 12%.

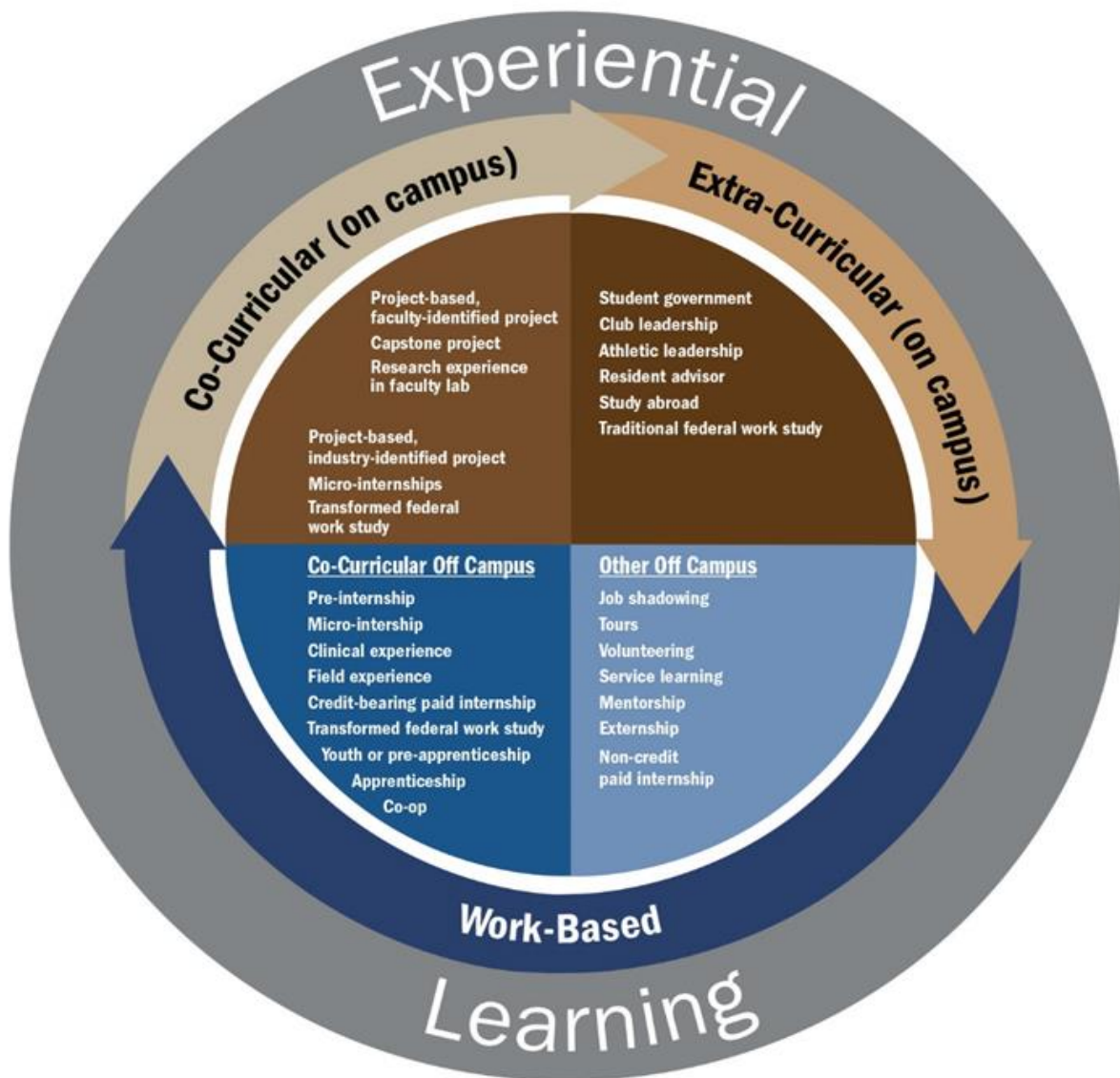
DESCRIPTION OF CREDIT-BEARING INTERNSHIP ACTIVITY

This report describes credit-bearing internship and co-op activity in Virginia for Academic Years 2019-2022. Credit-bearing internships are one aspect of work-based learning. Other types of work-based learning are illustrated in Figure 1.

Descriptions of the data follow. Detailed tables are available in the Appendices.

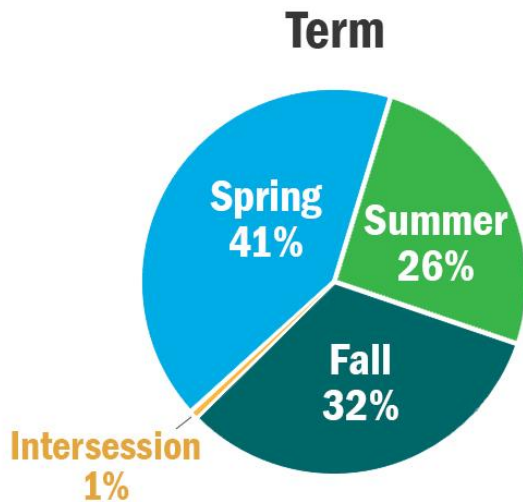
No conclusions are drawn from the data for reasons explained in the section titled, "Caveats for Use of This Information." Rather, questions are posed for future research and suggestions are made for obtaining more reliable data.

Figure 1



Term

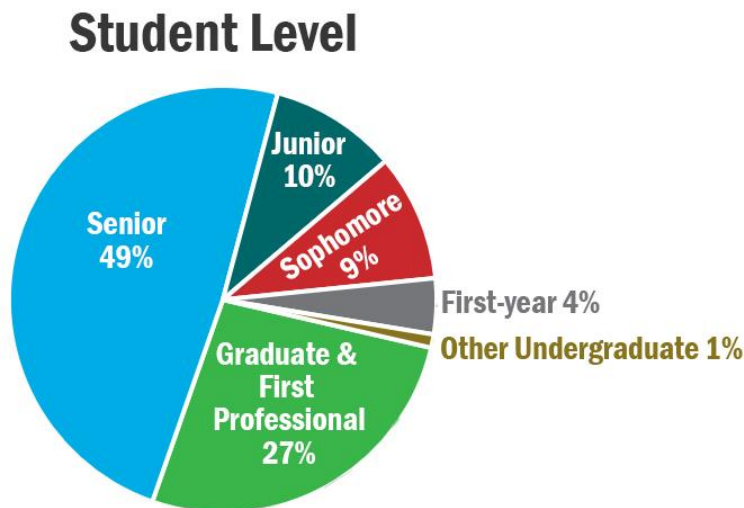
The percentage of credit-bearing internship courses taken during each term is illustrated below.



Question for Future Research: Does the smaller percentage of summer internships for credit indicate that students cannot afford to pay summer tuition and so do not take internships for credit in the summer?

Student Level

The percentage of credit-bearing internship courses taken by students at each level of matriculation is illustrated below.

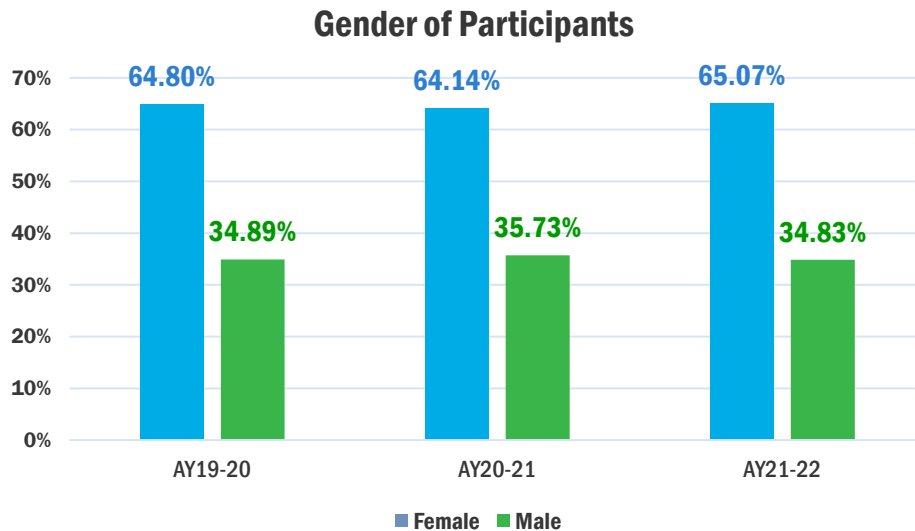


Note: This chart does NOT represent the percentage of seniors, for example, who took an internship course.

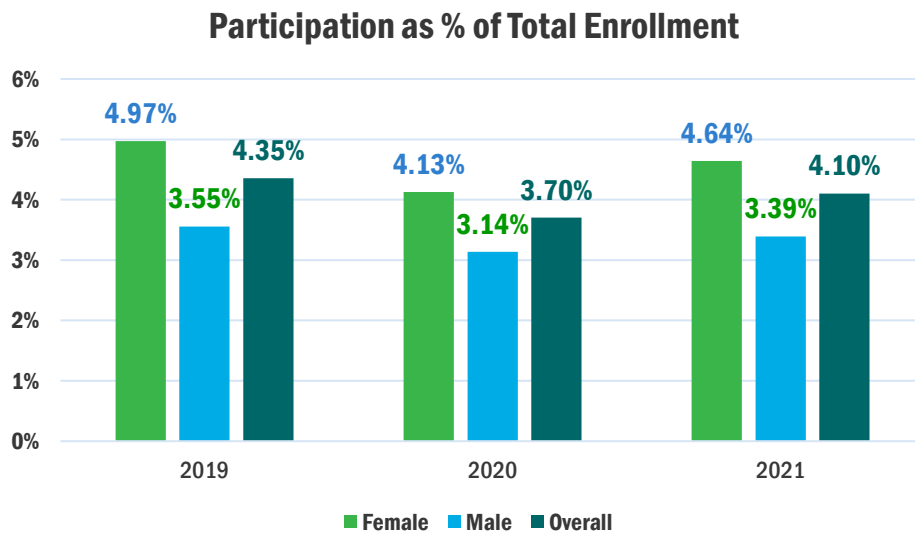
Question for Future Research: Are credit-bearing internship courses available to first-, second- and third-year students? Regarding students who participate in multiple internships, are those required by the curriculum and in a particular sequence or are they independently initiated by the student?

Gender

The percentage of credit-bearing internship courses taken by males and females is illustrated below.



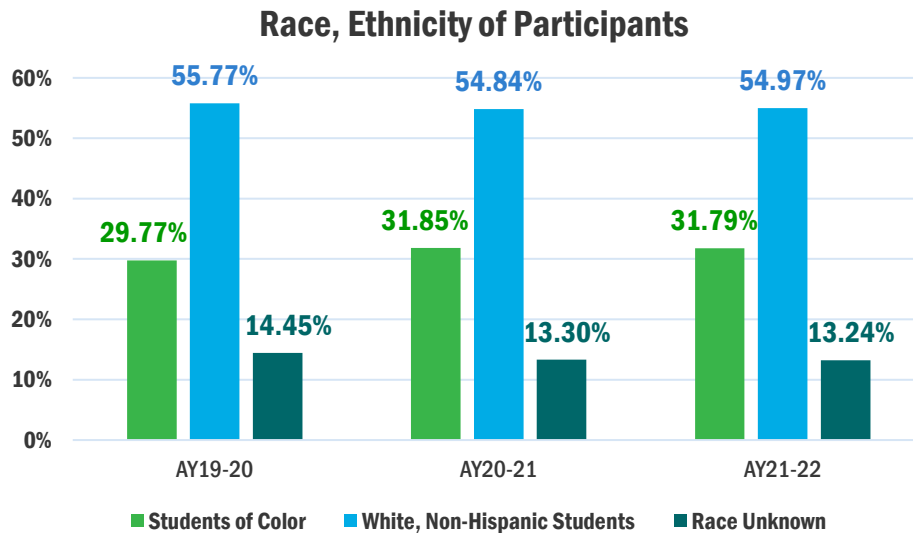
The participation as a percentage of total enrollment is shown below.



Question for Future Research: In Fall 2019, 57% of all students enrolled in Virginia’s public and private institutions of higher education were women and 43% were men (Source: SCHEV Report E03: Fall Headcount Enrollments in Percentages). Do these graphs reveal a disparity regarding which students are able to participate in internships for credit or is the apparently high participation rate of women a result of some other factor (i.e., choice of degree program and requirements for graduation)?

Race and Ethnicity

The percentage of credit-bearing internship courses taken by students of color, white non-Hispanic students and students whose race is unknown is illustrated below.

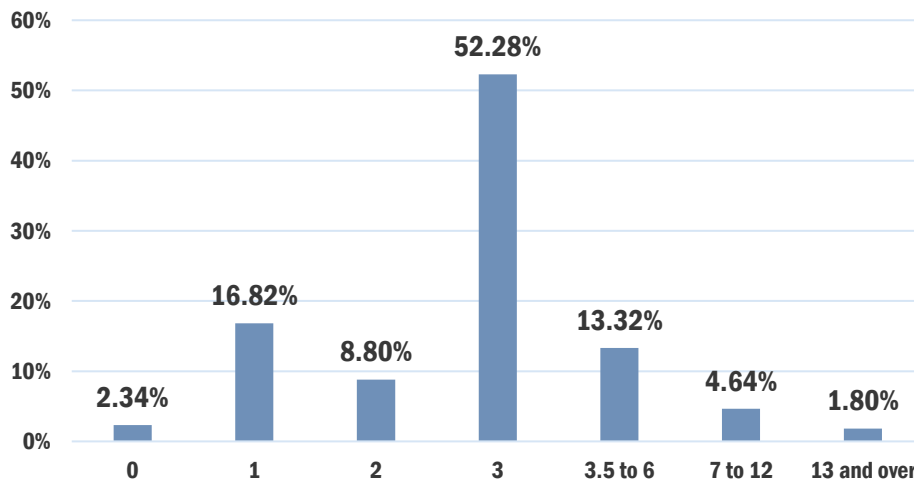


Question for Future Research: In Fall 2019, 37.3% of all students enrolled in Virginia’s public and private institutions of higher education were students of color (Source: SCHEV Report E22: Fall Headcount: Trends in Race Ethnicity). Does this graph reveal a disparity regarding which students are able to participate in internships for credit or does the Race Unknown category include enough students of color to account for the otherwise apparently low participation rate? If a disparity exists, what barriers to participation do students face?

Number of Credits

The number of credits awarded to students for internship courses is illustrated in the chart below.

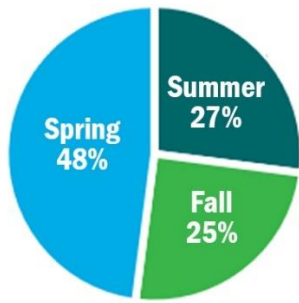
Number of Credits



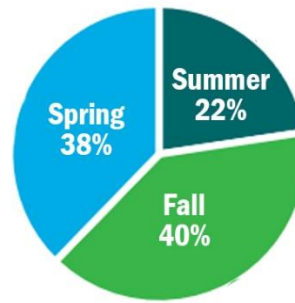
Question for Future Research: Zero credit internship opportunities are a recent innovation. Institutions sometimes charge a small fee (~\$75) to review the student’s portfolio and other work products created during the internship. The goal is to relieve students of the per-credit tuition cost while continuing to validate the rigor of the experience and ensure that it appears on the student’s transcript. Because financial aid for tuition is not as available to most students in the summer term, practitioners have wondered whether (1) students have been opting to pay tuition only for one credit for their summer internship even if the length of the experience would have been eligible for more credits or (2) students would favor the zero-credit process in the summer to avoid paying tuition at all. However, the use of one-credit and zero-credit processes in the summer doesn’t appear to support these theories. It does not appear that students are opting for these lower-cost or tuition-free (but not cost-free) experiences in significantly greater numbers over the summer. Tracking trends in the number of internship course credits students earn over time could reveal whether zero-credit experiences catch on and whether students opt for those opportunities rather than paying tuition.

When reviewing the pie charts below, recall that overall internship participation by term was: Summer: 26%; Fall: 32%; Spring: 41%.

Term of Zero-Credit Experiences



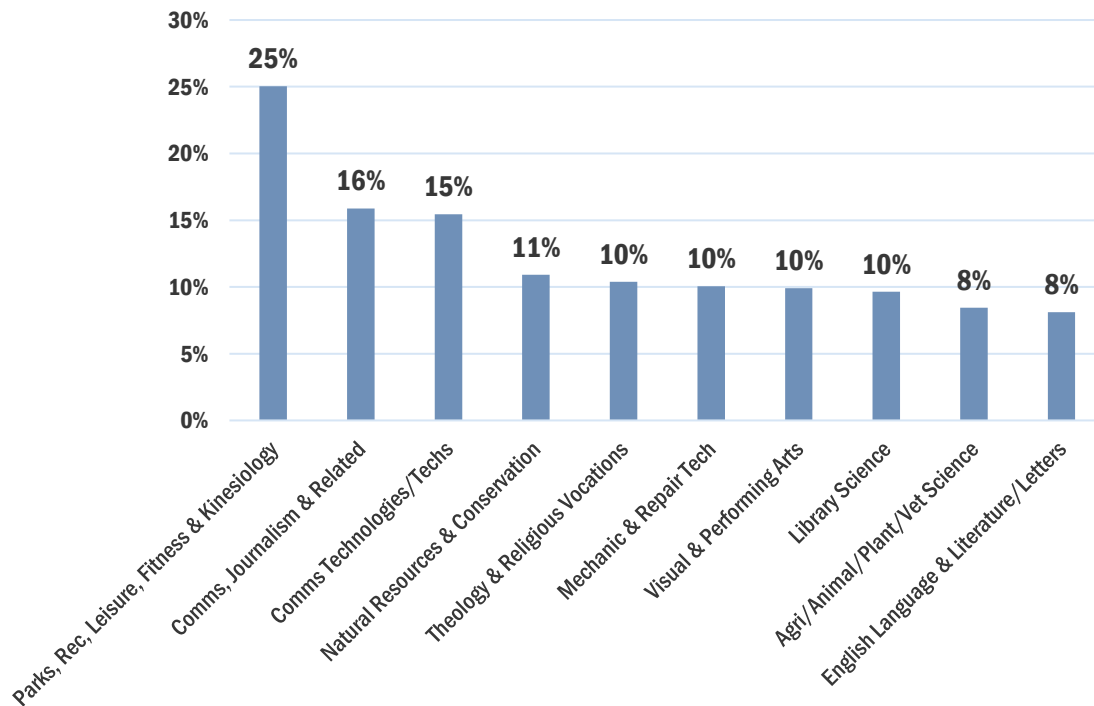
Term of One-Credit Experiences



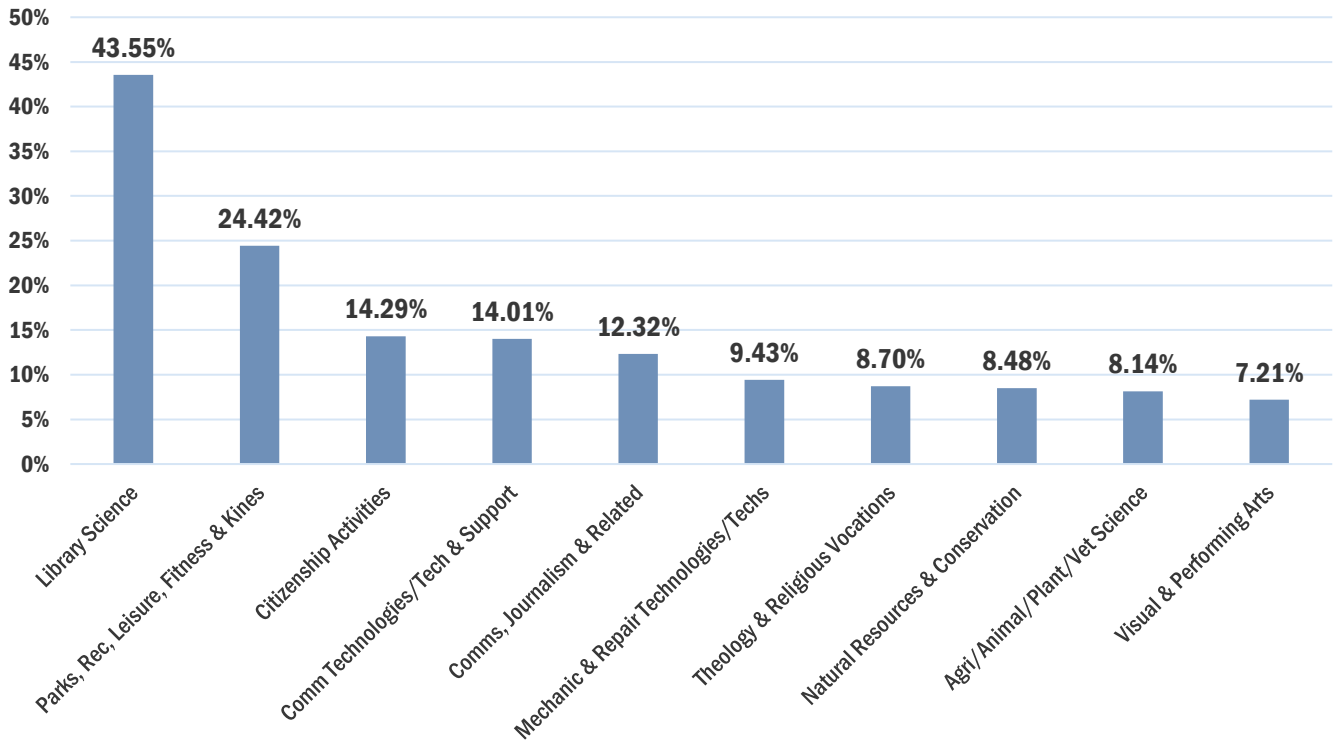
Top Degree Programs

The bar graphs below illustrate the degree programs with the highest percentages of students who participated in credit-bearing internships during each academic year.

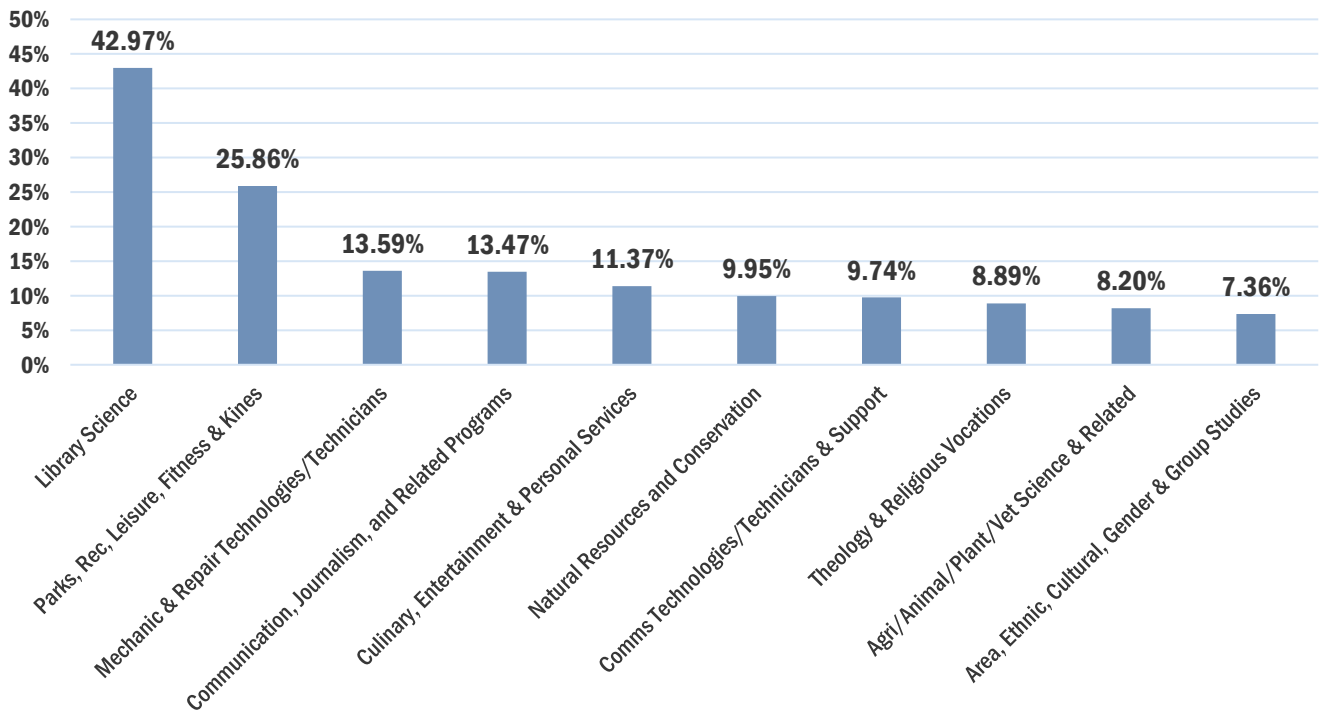
AY19-20 Percent of Enrolled Students Who Took an Internship Course



AY20-21 Percent of Enrolled Students Who Took an Internship Course



AY21-22 Percent of Enrolled Students Who Took an Internship Course



Questions for Future Research: Do some industry sectors favor one type of internship over the other (for credit vs. not for credit)? Do some institutions require an internship in some degree programs for students to graduate and, if so, does the institution require a for-credit or non-credit internship? Do some degree programs have densely structured course sequences and required courses leaving no credits available for internship courses? Are the answers to these questions consistently different when public institutions are compared to private non-profit institutions? For the degree programs that shifted rank over the three years, what is the cause (new requirements, shift in course coding, etc.)?

POTENTIAL SOURCES OF MORE ACCURATE DATA

In January 2023, SCHEV procured an external evaluator to assist in developing a plan to assess all the various activities associated with the Virginia Talent + Opportunity Partnership (V-TOP), a new statewide initiative to facilitate the readiness of employers, students, and institutions of higher education to significantly scale work-based learning in Virginia. Tasks include identifying existing data sources, recommending new data gathering processes, advising on the gathering and analyzing of any available baseline data, and developing a comprehensive plan to assess V-TOP moving forward. New sources of data will include information provided by a newly procured staffing agency that will assist small employers to hire and manage interns. SCHEV will know by early fall 2023 what the external evaluators plan to recommend.

The Council of Presidents of public institutions in Virginia (COP) convened an academic work group on data governance to discuss and make recommendations regarding internship data gaps and the General Assembly passed a bill (Chapter 758) regarding policies for degree-related and non-degree-related work-based learning at baccalaureate public institutions of higher education.

All of these efforts align with a robust list of ongoing assessment-related tasks, such as:

- Defining standards for the various types of work-based learning to be measured.
- Identifying which, if any, of the experiences defined above are of sufficient rigor to appear on transcripts, whether for credit or as “zero-credit” work-based experiences.
- Creating model policies and procedures to guide institutions that wish to begin offering zero-credit transcriptable options to students.
- Providing guidance to registrars and other relevant staff to ensure transcript consistency across institutions, including standardizing usage of course-type codes.
- Identifying methods for collecting and reporting information about non-credit internships that will not appear on transcripts.
- Identifying methods for collecting additional information about credit-bearing internships, such as the name and location of the employer, whether the experience was paid or unpaid, etc.

- Reviewing current and potential future national survey participation by institutions and students; making recommendations for: (1) additional questions to be added related to work-based learning; and (2) additional surveys in which institutions and students should be incentivized to participate.

CONCLUSION

Credit-bearing internship activity dipped from 22,946 in Academic Year 2019-2020 to 19,455 in Academic Year 2020-2021, during the COVID-19 pandemic, and mostly recovered to 21,228 in Academic Year 2021-2022.

Standing alone, the credit-bearing internship data described in this report does not reveal enough of the work-based, experiential learning picture to draw conclusions or make recommendations.

SCHEV continues to make progress on describing current experiential learning activity in Virginia, finding answers to the research questions raised by this report and identifying and creating new sources of data. By focusing on the statutory mandate to “facilitate the readiness of students, employers, and institutions of higher education to participate in internship and other work-based learning,” SCHEV is ensuring that employers will offer a high-quality, evidence-based experience to students, that students will make the most of those opportunities and that institutions of higher education will have the expertise to support employers and assist students on their career discovery journeys.

APPENDIX A: CREDIT-BEARING INTERNSHIP COURSES BY DEGREE AND INSTITUTION TYPE**Table 1: AY2019-2020**

All Credit-Bearing Internship-Tagged Courses by Degree	Public 4-Years	Public 2-Years	Private Nonprofit 4-Years & Professional	Totals	Percent of Enrolled Students Who Took an Internship Course
CIP Code 01: Agricultural/Animal/Plant/Veterinary Science & Related Fields	174	60	15	249	8.44%
CIP Code 03: Natural Resources and Conservation	189	16	73	278	10.91%
CIP Code 04: Architecture and Related Services	52	0	0	52	3.08%
CIP Code 05: Area, Ethnic, Cultural, Gender, and Group Studies	27	0	12	39	5.10%
CIP Code 09: Communication, Journalism, and Related Programs	776	0	465	1,241	15.88%
CIP Code 10: Communications Technologies/Technicians and Support Services	83	5	13	101	15.44%
CIP Code 11: Computer and Information Sciences and Support Services	181	189	149	519	1.93%
CIP Code 12: Culinary, Entertainment, and Personal Services	0	33	0	33	4.16%
CIP Code 13: Education	1,568	0	814	2,382	7.97%
CIP Code 14: Engineering	398	8	23	429	2.09%
CIP Code 15: Engineering/Engineering Related Technologies/Technicians	31	140	0	171	3.50%
CIP Code 16: Foreign Languages, Literatures, and Linguistics	33	23	70	126	5.34%
CIP Code 19: Family and Consumer Sciences/Human Sciences	235	4	100	339	6.97%
CIP Code 22: Law	9	32	12	53	0.80%
CIP Code 23: English Language and Literature/Letters	373	0	140	513	8.10%
CIP Code 24: Liberal Arts and Sciences, General Studies and Humanities	398	104	461	963	1.71%
CIP Code 25: Library Science	8	0	0	8	9.64%
CIP Code 26: Biological and Biomedical Sciences	252	0	420	672	3.72%
CIP Code 27: Mathematics and Statistics	54	0	37	91	2.44%
CIP Code 29: Military Technologies and Applied Sciences	0	0	0	0	0.00%
CIP Code 30: Multi/interdisciplinary Studies	318	22	151	491	2.39%

Description of Credit-Bearing Internships in Virginia for AY19-22

All Credit-Bearing Internship-Tagged Courses by Degree	Public 4-Years	Public 2-Years	Private Nonprofit 4-Years & Professional	Totals	Percent of Enrolled Students Who Took an Internship Course
CIP Code 31: Parks, Recreation, Leisure, Fitness, and Kinesiology	790	2	822	1,614	25.04%
CIP Code 33: Citizenship Activities	0	0	1	1	7.69%
CIP Code 38: Philosophy and Religious Studies	18	0	29	47	0.96%
CIP Code 39: Theology and Religious Vocations	0	0	925	925	10.38%
CIP Code 40: Physical Sciences	84	0	17	101	1.63%
CIP Code 41: Science Technologies/Technicians	0	1	0	1	1.59%
CIP Code 42: Psychology	499	0	1,341	1,840	7.52%
CIP Code 43: Homeland Security, Law Enforcement, Firefighting and Related Protective Services	337	28	71	436	3.16%
CIP Code 44: Public Administration and Social Service Professions	100	0	15	115	1.65%
CIP Code 45: Social Sciences	815	8	316	1,139	4.36%
CIP Code 46: Construction Trades	0	42	0	42	4.32%
CIP Code 47: Mechanic and Repair Technologies/Technicians	0	257	0	257	10.05%
CIP Code 48: Precision Production	0	0	0	0	0.00%
CIP Code 49: Transportation and Materials Moving	0	0	15	15	0.66%
CIP Code 50: Visual and Performing Arts	667	54	892	1,613	9.90%
CIP Code 51: Health Professions and Related Programs	1,135	593	727	2,455	4.70%
CIP Code 52: Business, Management, Marketing, and Related Support Services	1,233	171	973	2,377	3.68%
CIP Code 54: History	138	0	68	206	4.34%
CIP Code 90 & Higher: Not Declared; Institution-Specific Major, etc.	655	187	170	1,012	1.03%
Total	11,630	1,979	9,337	22,946	

Description of Credit-Bearing Internships in Virginia for AY19-22

Table 2: AY2020-2021

All Credit-Bearing Internship-Tagged Courses by Degree	Public 4-Years	Public 2-Years	Private Nonprofit 4-Years & Professional	Totals	Percent of Enrolled Students Who Took an Internship Course
CIP Code 01: Agricultural/Animal/Plant/Veterinary Science & Related Fields	115	104	11	230	8.14%
CIP Code 03: Natural Resources and Conservation	149	20	51	220	8.48%
CIP Code 04: Architecture and Related Services	24	0	0	24	1.42%
CIP Code 05: Area, Ethnic, Cultural, Gender, and Group Studies	24	0	16	40	5.64%
CIP Code 09: Communication, Journalism, and Related Programs	631	0	313	944	12.32%
CIP Code 10: Communications Technologies/Technicians and Support Services	83	5	6	94	14.01%
CIP Code 11: Computer and Information Sciences and Support Services	186	162	144	492	1.79%
CIP Code 12: Culinary, Entertainment, and Personal Services	0	40	0	40	7.02%
CIP Code 13: Education	1,261	1	793	2,055	6.34%
CIP Code 14: Engineering	334	11	22	367	1.78%
CIP Code 15: Engineering/Engineering Related Technologies/Technicians	31	139	0	170	3.88%
CIP Code 16: Foreign Languages, Literatures, and Linguistics	25	25	47	97	4.52%
CIP Code 19: Family and Consumer Sciences/Human Sciences	175	6	84	265	5.90%
CIP Code 22: Law	12	25	2	39	0.58%
CIP Code 23: English Language and Literature/Letters	206	0	84	290	5.01%
CIP Code 24: Liberal Arts and Sciences, General Studies and Humanities	268	108	94	470	0.93%
CIP Code 25: Library Science	54	0	0	54	43.55%
CIP Code 26: Biological and Biomedical Sciences	120	0	404	524	2.86%
CIP Code 27: Mathematics and Statistics	29	0	31	60	1.70%
CIP Code 29: Military Technologies and Applied Sciences	0	0	1	1	0.18%
CIP Code 30: Multi/interdisciplinary Studies	259	26	144	429	2.40%
CIP Code 31: Parks, Recreation, Leisure, Fitness, and Kinesiology	918	0	705	1,623	24.42%
CIP Code 33: Citizenship Activities	0	0	1	1	14.29%

Description of Credit-Bearing Internships in Virginia for AY19-22

All Credit-Bearing Internship-Tagged Courses by Degree	Public 4-Years	Public 2-Years	Private Nonprofit 4-Years & Professional	Totals	Percent of Enrolled Students Who Took an Internship Course
CIP Code 38: Philosophy and Religious Studies	12	0	22	34	0.75%
CIP Code 39: Theology and Religious Vocations	0	0	841	841	8.70%
CIP Code 40: Physical Sciences	45	0	20	65	1.05%
CIP Code 42: Psychology	435	0	672	1,107	3.98%
CIP Code 43: Homeland Security, Law Enforcement, Firefighting and Related Protective Services	226	16	55	297	2.21%
CIP Code 44: Public Administration and Social Service Professions	67	0	9	76	0.95%
CIP Code 45: Social Sciences	538	7	263	808	3.33%
CIP Code 46: Construction Trades	0	30	0	30	3.92%
CIP Code 47: Mechanic and Repair Technologies/Technicians	0	179	0	179	9.43%
CIP Code 48: Precision Production	0	23	0	23	2.53%
CIP Code 49: Transportation and Materials Moving	0	0	12	12	0.44%
CIP Code 50: Visual and Performing Arts	505	46	614	1,165	7.21%
CIP Code 51: Health Professions and Related Programs	1,251	1,226	571	3,048	5.92%
CIP Code 52: Business, Management, Marketing, and Related Support Services	1,103	134	749	1,986	3.10%
CIP Code 54: History	164	0	67	231	4.65%
CIP Code 90 & Higher: Not Declared; Institution-Specific Major, etc.	674	148	202	1,024	1.12%
Total	9,924	2,481	7,050	19,455	

Description of Credit-Bearing Internships in Virginia for AY19-22

Table 3: AY2021-2022

All Credit-Bearing Internship-Tagged Courses by Degree	Public 4-Years	Public 2-Years	Private Nonprofit 4-Years & Professional	Totals	Percent of Enrolled Students Who Took an Internship Course
CIP Code 01: Agricultural/Animal/Plant/Veterinary Science & Related Fields	102	115	24	241	8.20%
CIP Code 03: Natural Resources and Conservation	173	19	85	277	9.95%
CIP Code 04: Architecture and Related Services	21	0	0	21	1.11%
CIP Code 05: Area, Ethnic, Cultural, Gender, and Group Studies	32	0	16	48	7.36%
CIP Code 09: Communication, Journalism, and Related Programs	600	0	442	1,042	13.47%
CIP Code 10: Communications Technologies/Technicians and Support Services	54	4	2	60	9.74%
CIP Code 11: Computer and Information Sciences and Support Services	238	123	107	468	1.63%
CIP Code 12: Culinary, Entertainment, and Personal Services	0	68	0	68	11.37%
CIP Code 13: Education	1,623	0	801	2,424	7.16%
CIP Code 14: Engineering	358	10	20	388	1.76%
CIP Code 15: Engineering/Engineering Related Technologies/Technicians	24	171	0	195	4.24%
CIP Code 16: Foreign Languages, Literatures, and Linguistics	26	27	33	86	3.95%
CIP Code 19: Family and Consumer Sciences/Human Sciences	223	0	86	309	6.91%
CIP Code 22: Law	16	30	4	50	0.72%
CIP Code 23: English Language and Literature/Letters	297	0	116	413	7.18%
CIP Code 24: Liberal Arts and Sciences, General Studies and Humanities	234	104	92	430	0.92%
CIP Code 25: Library Science	54	0	1	55	42.97%
CIP Code 26: Biological and Biomedical Sciences	165	0	395	560	3.08%
CIP Code 27: Mathematics and Statistics	29	0	32	61	1.97%
CIP Code 29: Military Technologies and Applied Sciences	0	0	1	1	0.20%
CIP Code 30: Multi/interdisciplinary Studies	384	30	128	542	3.08%
CIP Code 31: Parks, Recreation, Leisure, Fitness, and Kinesiology	909	5	755	1,669	25.86%

Description of Credit-Bearing Internships in Virginia for AY19-22

All Credit-Bearing Internship-Tagged Courses by Degree	Public 4-Years	Public 2-Years	Private Nonprofit 4-Years & Professional	Totals	Percent of Enrolled Students Who Took an Internship Course
CIP Code 33: Citizenship Activities	0	0	1	1	6.67%
CIP Code 38: Philosophy and Religious Studies	20	0	14	34	0.78%
CIP Code 39: Theology and Religious Vocations	0	0	864	864	8.89%
CIP Code 40: Physical Sciences	44	0	19	63	0.95%
CIP Code 42: Psychology	497	0	814	1,311	4.42%
CIP Code 43: Homeland Security, Law Enforcement, Firefighting and Related Protective Services	340	26	123	489	3.78%
CIP Code 44: Public Administration and Social Service Professions	101	0	16	117	1.40%
CIP Code 45: Social Sciences	652	7	317	976	4.27%
CIP Code 46: Construction Trades	0	17	0	17	2.18%
CIP Code 47: Mechanic and Repair Technologies/Technicians	0	272	0	272	13.59%
CIP Code 48: Precision Production	0	6	0	6	0.67%
CIP Code 49: Transportation and Materials Moving	0	0	7	7	0.24%
CIP Code 50: Visual and Performing Arts	522	58	597	1,177	7.33%
CIP Code 51: Health Professions and Related Programs	1,107	1,332	796	3,235	6.44%
CIP Code 52: Business, Management, Marketing, and Related Support Services	1,142	114	807	2,063	3.27%
CIP Code 54: History	188	0	107	295	5.54%
CIP Code 90 & Higher: Not Declared; Institution-Specific Major, etc.	669	63	161	893	0.99%
Total	10,844	2,601	7,783	21,228	

APPENDIX B: STUDENT DEMOGRAPHICS & DEGREE CHARACTERISTICS FOR CREDIT-BEARING INTERNSHIP COURSES

Table 1: AY2019-2020

Student Demographics; Experience & Degree Characteristics for Credit-Bearing Internship Courses	Public 4-Years	Public 2-Years	Private Nonprofit 4-Years & Professional	Percentage of Total
Term				
Summer 2019	3,068	494	1,529	22.19%
Fall 2019	3,803	518	3,460	33.91%
Intersession	9	0	156	0.72%
Spring 2021	4,750	967	4,192	43.18%
Student Level				
First Professional - 4th Year	10	0	214	0.98%
First Professional - 3rd Year	0	0	140	0.61%
First Professional - 2nd Year	0	0	70	0.31%
First Professional - 1st Year	0	0	52	0.23%
Unclassified NDS First Professional	0	0	1	0.00%
Graduate Doctoral or Advanced	943	0	134	4.69%
Graduate Master's or 1st Year	2,401	0	1,496	16.98%
Unclassified DS Graduate (Post-Baccalaureate)	97	0	0	0.42%
Unclassified NDS Graduate	61	0	28	0.39%
Senior	6,090	0	5,665	51.23%
Junior	1,429	0	1,048	10.79%
Sophomore	463	1,097	323	8.21%
First-year	77	695	127	3.92%
Unclassified DS Undergraduate	40	0	4	0.19%
Unclassified NDS Undergraduate	19	187	35	1.05%
Gender				
Female	7,711	1,070	6,088	64.80%
Male	3,912	903	3,192	34.89%
Unknown/Unreported	7	6	57	0.31%

Description of Credit-Bearing Internships in Virginia for AY19-22

Race/Ethnicity

Multi-Race (NH)	421	93	239	3.28%
Black or African American (NH)	1,773	420	1,228	14.91%
Hispanic	901	180	497	6.88%
Asian (NH)	722	108	164	4.33%
American Indian or Alaska Native (NH)	24	4	35	0.27%
Native Hawaiian or Other Pacific Islander (NH)	9	4	11	0.10%
White (NH)	6,411	1,111	5,275	55.77%
Race Unknown/Unreported (NH)	511	28	1,449	8.66%
NRA	858	31	439	5.79%

Number of Credits

0	475	2	97	2.50%
1	2,069	448	1,888	19.20%
2	896	307	909	9.20%
3	6,043	998	4,550	50.51%
3.5	0	0	67	0.29%
4	540	175	709	6.21%
5	134	49	28	0.92%
6	699	0	585	5.60%
7	6	0	18	0.10%
8	44	0	9	0.23%
9	51	0	143	0.85%
10	3	0	0	0.01%
12	622	0	55	2.95%
13	1	0	0	0.00%
15	47	0	0	0.20%
18	0	0	272	1.19%
25	0	0	1	0.00%
26	0	0	5	0.02%

Description of Credit-Bearing Internships in Virginia for AY19-22

Table 2: AY2020-2021

Student Demographics; Experience & Degree Characteristics for Credit-Bearing Internship Courses	Public 4-Years	Public 2-Years	Private Nonprofit 4-Years & Professional	Percentage of Total
Term				
Summer 2020	2,880	472	1,796	26.46%
Fall 2020	3,171	817	2,126	31.43%
Intersession	8	0	111	0.61%
Spring 2021	3,865	1,192	3,017	41.50%
Student Level				
First Professional - 4th Year	6	0	319	1.67%
First Professional - 3rd Year	0	0	158	0.81%
First Professional - 2nd Year	1	0	91	0.47%
First Professional - 1st Year	1	0	49	0.26%
Unclassified NDS First Professional	0	0	0	0.00%
Graduate Doctoral or Advanced	957	0	187	5.88%
Graduate Master's or 1st Year	2,093	0	1,413	18.02%
Unclassified DS Graduate (Post-Baccalaureate)	66	0	0	0.34%
Unclassified NDS Graduate	50	0	58	0.56%
Senior	5,454	0	3,823	47.68%
Junior	956	0	708	8.55%
Sophomore	218	1,546	184	10.01%
First-year	71	787	51	4.67%
Unclassified DS Undergraduate	33	0	6	0.20%
Unclassified NDS Undergraduate	18	148	3	0.87%
Gender				
Female	6,387	1,572	4,520	64.14%
Male	3,526	902	2,524	35.73%
Unknown/Unreported	11	7	6	0.12%
Race/Ethnicity				
Multi-Race (NH)	346	96	190	3.25%
Black or African American (NH)	1,446	595	1,095	16.12%

Description of Credit-Bearing Internships in Virginia for AY19-22

Student Demographics; Experience & Degree Characteristics for Credit-Bearing Internship Courses	Public 4-Years	Public 2-Years	Private Nonprofit 4-Years & Professional	Percentage of Total
Hispanic	756	199	497	7.46%
Asian (NH)	656	108	147	4.68%
American Indian or Alaska Native (NH)	20	4	25	0.25%
Native Hawaiian or Other Pacific Islander (NH)	12	4	1	0.09%
White (NH)	5,437	1,412	3,821	54.84%
Race Unknown/Unreported (NH)	579	44	974	8.21%
NRA	672	19	300	5.09%
Number of Credits				
0	261	0	116	1.94%
1	1,832	441	853	16.07%
2	718	572	455	8.97%
3	5,078	1,253	4,028	53.25%
3.5	2	0	67	0.35%
4	416	171	499	5.58%
5	113	44	38	1.00%
6	616	0	488	5.67%
7	7	0	2	0.05%
8	57	0	6	0.32%
9	47	0	98	0.75%
10	17	0	0	0.09%
12	693	0	42	3.78%
13	0	0	0	0.00%
15	47	0	37	0.43%
18	0	0	315	1.62%
25	0	0	1	0.01%
26	3	0	5	0.04%

Description of Credit-Bearing Internships in Virginia for AY19-22

Table 3: AY2021-2022

Student Demographics; Experience & Degree Characteristics for Credit-Bearing Internship Courses	Public 4-Years	Public 2-Years	Private Nonprofit 4-Years & Professional	Percentage of Total
Term				
Summer 2021	3,340	665	1,982	28.20%
Fall 2021	3,396	778	2,530	31.58%
Intersession	6	0	147	0.72%
Spring 2022	4,102	1,158	3,124	39.50%
Student Level				
First Professional - 4th Year	7	0	358	1.72%
First Professional - 3rd Year	0	0	140	0.66%
First Professional - 2nd Year	0	0	93	0.44%
First Professional - 1st Year	0	0	81	0.38%
Unclassified NDS First Professional	0	0	1	0.00%
Graduate Doctoral or Advanced	1,090	0	370	6.88%
Graduate Master's or 1st Year	2,223	0	1,352	16.84%
Unclassified DS Graduate (Post-Baccalaureate)	112	0	9	0.57%
Unclassified NDS Graduate	38	0	43	0.38%
Senior	5,829	0	4,190	47.20%
Junior	1,182	0	800	9.34%
Sophomore	243	1,807	236	10.77%
First-year	56	731	90	4.13%
Unclassified DS Undergraduate	38	0	5	0.20%
Unclassified NDS Undergraduate	26	63	15	0.49%
Gender				
Female	7,150	1,696	4,968	65.07%
Male	3,684	899	2,810	34.83%
Unknown/Unreported	10	6	5	0.10%
Race/Ethnicity				
Multi-Race (NH)	439	98	228	3.60%
Black or African American (NH)	1,653	484	1,074	15.13%

Description of Credit-Bearing Internships in Virginia for AY19-22

Student Demographics; Experience & Degree Characteristics for Credit-Bearing Internship Courses	Public 4-Years	Public 2-Years	Private Nonprofit 4-Years & Professional	Percentage of Total
Hispanic	893	229	547	7.86%
Asian (NH)	675	138	189	4.72%
American Indian or Alaska Native (NH)	18	16	33	0.32%
Native Hawaiian or Other Pacific Islander (NH)	11	10	14	0.16%
White (NH)	5,849	1,551	4,269	54.97%
Race Unknown/Unreported (NH)	614	50	1,108	8.35%
NRA	692	25	321	4.89%
Number of Credits				
0	296	0	242	2.53%
1	1,809	519	840	14.92%
2	801	516	426	8.21%
3	5,669	1,262	4,373	53.25%
3.5	0	0	83	0.39%
4	532	277	688	7.05%
5	125	27	48	0.94%
6	717	0	537	5.91%
7	7	0	9	0.08%
8	90	0	8	0.46%
9	83	0	110	0.91%
10	44	0	1	0.21%
11	1	0	0	0.00%
12	628	0	48	3.18%
13	0	0	0	0.00%
14	0	0	0	0.00%
15	42	0	49	0.43%
18	0	0	308	1.45%
25	0	0	1	0.00%
26	0	0	12	0.06%

APPENDIX C: SCHEV COURSE-TYPE CODES

CRSTYPE	CRSTYPE_TEXT	CRSTYPE_DEFINITION
DI	Discussion/Quiz/Recitation Section	A discussion section associated with a large lecture course
ID	Internet Delivered/Web-based	100% of the coursework is delivered via the internet (asynchronous only)
IN	Independent Study	Student is independently working on a project supervised by a faculty member
IS	Internship	Student is performing the duties of an intern and enrolled for course credit; supervised by faculty member and site-supervisor
LB	Lab	Coursework conducted in a laboratory (e.g., science, language, music)
LC	Lecture	Course material delivered primarily in lecture format
LI	Live two-way audio/video	Coursework is presented via synchronous-interactive video
LL	Lecture/Lab	Course is a mixture of lecture and laboratory work
PE	Physical Education/Drill	Coursework requiring physical activity or involving sports or drill formation exercises
RA	Research Abroad	Research is done abroad
RD	Research Domestic	Research is on main campus or off-campus domestic site only not out of country
SM	Seminar	Course material is primarily delivered via small group discussion led by a faculty member
SO	Studio	Practicum coursework normally associated with art, music, dance, and theatre
ST	Special Training or Activity/Fieldwork Experience	Coursework primarily consists of specialized fieldwork experiences (e.g., *professional licensure, volunteering, service learning, science fieldwork, etc.) *Note: Professional licensure includes social work, nursing, legal, counseling, business. Student Teaching is not included in this category, see SU.
SU	Student Teaching	Practicum placement in elementary or secondary school
TH	Thesis	Student is enrolled in a course working toward a thesis supervised by a faculty member
TU	Tutorial	Coursework is delivered through regular weekly meetings with a faculty member and one or two students
VT	Video Tape/DVD Instruction/Televised Instruction	More than 50% of coursework is delivered through prerecorded video media (asynchronous delivery)
ZZ	Course Type Not Available	NOTE: use of this course type will result in exclusion for capital consideration