CONSTRUCTING AN INTERNSHIP MANAGEMENT DATABASE

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ABSTRACT

The goal of the project is to conducted an Internship Database and to actively collect opinions from the students and enterprises or institutions on interns. Once executed, there are several purposes can be achieved: to facilitate the correction of teaching orientation, to management of the workplace internship program, to standardize departmental internship procedures and to protect intern trainee rights and interests. More important, to improve the effectiveness of student training.

After establishing this internship database, the students' opinions are actively collected. The survey results showed satisfaction with all aspects of the internship students via using this Internship Database, Although the survey results are not collected regard to usage or efficiency of the Internship Database, but are tested for the communication between internship training content, courses, trainers, schoolteachers and other stakeholders. Therefore, it proves that the Internship Database is workable and usable.

Keyword: Internship, Database, Institution, Training, Satisfaction, Trainee Rights

PURPOSE AND GOALS

The project intends to establish a management database of internship communication and platform (hereinafter referred as Internship DB), and expects to actively collect opinions from the enterprises or institutions on interns, so as to facilitate the correction of teaching orientation, to management of the workplace internship program, to standardize departmental internship procedures and to protect intern trainee rights and interests. More important, is to improve the effectiveness of student training.

At present, the Ministry of Education of Taiwan stipulates that vocational schools must set "Measures for the Implementation of Students' Off-Campus Internships" and set internship goals, contents, rules, incentives and disincentives, leave arrangements, assessment methods for student internship, and internships self-assessment form. Therefore, the "Internship Database" proposed in this project is intended to achieve the above requirements of the Ministry of Education as shown in the figure below.
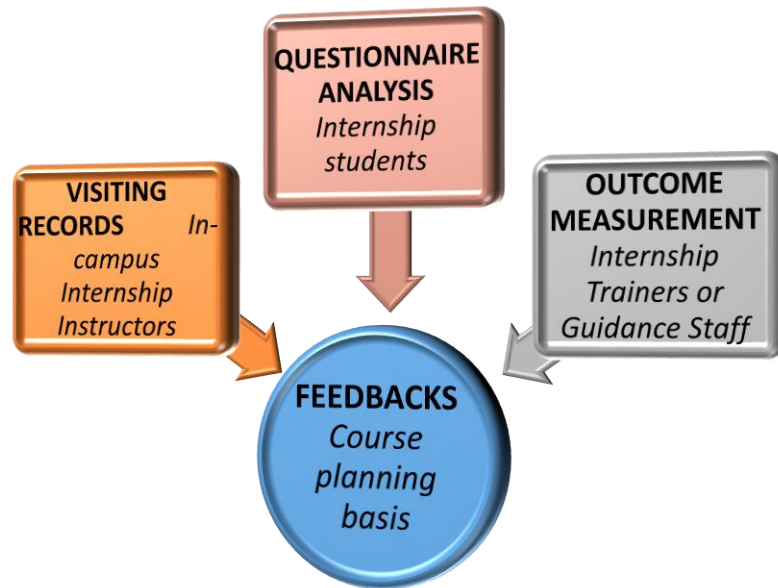
FIGURE 1. Stakeholders and Anticipated Feedbacks of Internship DB

ANTICIPATED RESULTS

Overall, through the Internship DB which offers the platform for communication to understand all internship stakeholders' views, then to re-examine the curriculum, teaching skills, and adjust the intern mechanism.

For students' aspects, the Internship DB helps internship students to return internship results, and help the college to understand the intern impacts.

For teachers' aspects, who are off-campus trainers, the Internship DB helps teachers, to have a platform for reporting to the school, including uploading related intern information.

For teachers' aspects, who are in-campus instructors, the Internship DB helps them to immediately grasp the intern students' difficulties, troubles, and embarrassment, then analyze the survey results of internship students.

For curriculum aspect¸ the Internship DB helps the Department to improve internship curriculum, mechanism, and practical in-campus environment.

LITERATURE REVIEWS

Definition of Intern

The origins of the internship were in the United Kingdom, due to the 1880 sandwich courses. For students who joined the program should six months in the factory for technical internship, six months in school for knowledge and moral education, then cycling courses in this way.

Chen (2004) defined internship, according to the Oxford Dictionary and Webster's Dictionary, people who do practical work or research do not work in a classroom or lab. Mainly refers to students jumping out of campus environment to learn how to provide professional services and skills in real workplaces.

On the significance of internships, Tsai (2010) pointed out that the internship system provides a chance for career exploration. Students learn about the workplace through internships and explore personal career goals and career orientation.

According to the Practice of Professional Practice in Chung Yuan Christian University (2013), professional intern refers to train students to apply the concept of unity and

early experience of the workplace; therefore, the department or college should plan professional knowledge and technical fields, arrange students to the relevant areas of the enterprise or institutional internships to increase the adaptability and competitiveness.

Functions of Intern

Internship is a very important experience for current students, because through the internship phase can help students to develop a correct working attitude, values and a better understanding of future suitable work environment.

Some scholars (Cao, Rong , Liu, 2000) also believed that "practical" is the first goal of technical and vocational education, because through internships, students can learn practical work skills, interpersonal skills, and develop an independent spirit. In addition to making a living skills, for selecting future career or jobs, the self-knowledge, interpersonal relationships and willingness and attitude to work are also required. These factors are very important for students' successful transition from school to society.

Most people also believed that school education can be used in industry practice and allows students to engage in both theoretical and substantive learning to build learning confidence and self-growth. Therefore, internships should be designed and arranged in school curricula.

Wen and Zhang (2007) think internship experience helps the industry to nurture many professionals in terms of practice, and internship also helps the industry to replace some of its full-time staff by recruiting and promoting interns with students, or to supplement and solve the problem of off-season and peak season manpower deployment. Therefore, the internship also reduces significantly the manpower costs.

Chuang and Kuo (2008) indicated that although internship can enhance students' practical ability, but students in the process of internship will have the following conflicts:

1. Individual internal conflicts, such as: role conflict, cognitive conflict, emotional conflict, values conflict, moral conflict, etc.
2. Interpersonal conflicts, such as: peer conflicts, subordinates conflict between superiors, etc.
3. Conflicts among groups, such as labor conflicts, student conflicts at different schools, etc.

Therefore, if students fail to find proper mediation, it will affect their willingness to choose work in this industry. Huang and Lin (2010) have similar views that intern is a very important experience, no matter negative or positive impact.

1. For students:
   Through the internship to understand the practice of the industry, and connect to school learning. Students also have a preliminary understanding of the future work environment.
2. For internship industries and institutions:
   Provide students with practical job opportunities and career experience, while also addressing institutional manpower needs.

The following table is Merritt (2008) sort out for the intern in the domains of education and philosophy

TABLE 1- The Educational Foundation & Philosophical Basis for Student Internships

Pedagogical Domain	Description
Curriculum	Activity-oriented, career-oriented, direct experiences, innovative, integrated, practical-application, project-based, work-based, youth-developmental, service/social action
Placement	Appropriate, assigned, fields of interest, personalized, realistic
Environments	Community, non-classroom, nontraditional, off-campus, out-of-school, professional, structured
Instruction	Advising, coaching, counseling, expertise-oriented, guidance, mentoring, on-the-job training, professional, supervision
Learning	Active, applied, community-based, cooperative, engaging, experiential, hands-on, independent, individualized, interdisciplinary, real-world, service
Evaluation & Assessment	Authentic, competency-based, exhibitions, performance-based, portfolios
Outcomes	✧ Experiences-applied, hands-on, in-depth, practical, work-based; skills-basic, communications, computer-literacy, interpersonal-relations, job-readiness, leadership, organizational, problem-solving, professional, researching, report-writing, team working, technology, workplace. ✧ Attitudes and behaviors-autonomy, collegiality, cooperation, dependability, independence, initiative, positive, professional, self-confidence, self-motivation, work ethic, work values.

Source: Merritt, 2008: 3

Foreign Higher Education Internship Courses
1. **United of America**
   On May 11, 2010, the US ex-President Barack Obama signed a memorandum declaring the U.S. government's plan to boost the admission and use of human resources (*Federal Recruitment and Hiring Process*), which is administered by the *U.S. Office of Personnel* and *Administration Office of Personnel Management,* and on July 10, 2012 signed executive order. This project named as *Pathways for Students and Recent Graduates to Federal Careers* (U.S. Office of Personnel Management, 2012a). About the following types of path (2012b):
   (1). Internship Program, detailed description:
   - A. Internship program mainly by the employer to promote
   - B. Internship time can be short-term up to a year
   - C. Internships can be full-time internships can also part-time internship
   - D. The responsible employer needs to sign an internship contract with the intern
   - E. The internship needs to be related to the academic background of the intern.
   - F. The intern may be able to transfer 16 as a regular employee of the internship unit within 120 days after completing the internship.
   - G. The basic requirement for becoming a regular employee is to have accumulated at least 640 hours of work experience during the internship

to complete a degree that meets the eligibility criteria of the employer and performs well during the internship.

H. Up to 320 hours may be waived if the intern shows superb academic performance and job performance, reducing the cumulative hours of work experience.

(2). USAJobs (https://www.usajobs.gov/)

The purpose of this website is to promote federal government agencies and organizations that work and employ on human resources for all phases of their work.

One of the goals is to create a digital platform that will provide internships and employment information and also to provide US citizens with public information platforms on federal employment opportunities. Therefore, the target group also includes the disadvantaged groups, individual with disabilities, university students and early graduates, veterans, senior executives.

(3). Other Internship Programs by Academic Communities and Private Enterprises

Such as, EduChoices.Org, The American Association for the Advancement of Science, The Association of American Universities, (AAU), NSF's Summer Scholars Internship Program (SSIP), The NIH Office of Technology Transfer, AGI Geoscience and Public Policy Internship, and so on (US Science Policy in the 21st Century, 2012).

To sum up, currently the university internship in the United States has not established by the Central Government directly, but has adopted a variety of internship opportunities. Because, all schools have different approaches in American education system. Because of the minimum wage and overtime work phenomenon for internship, thirteen university presidents complain to Secretary of State Hilda Solis on April 28, 2010, and ask the government to regulate the internship system. Therefore, the Wage and Hour Division (WHD) develops six criteria to assess whether an intern is an employee (as followings), only all of *six standards* are met, intern is not listed an employee.

A. Provide training similar to that offered by vocational schools.

B. Provide training mainly for the benefit of students as a consideration.

C. Students do not replace regular employees and need to be supervised.

D. Employers will not receive immediate benefits from the activities of trainees, and employers may even be hindered while operation.

E. Students are not guaranteed a job after training.

F. Both students and employers understand that students are not eligible to receive payment during training.

2. England

The Lambert Review (2003) states: "Work experience is widely recognized as developing employment skills and business awareness." For higher education students and graduates, the value of working experience or intern improves the competitive employability. Therefore, the British government proposed several unique and effective internship programs from 2003.

(1). Knowledge Transfer Partnerships (KTP)

KTP began in 2003, replacing the original Teaching Company Scheme (TCS). It is that the best example of encouraging university to work with industry. Each KTP should include three partners: a company, a higher education

institution (academic partner) and a newly graduated student (KTP Associate). Companies need to pay half of the cost of the program and the government's balance (KTP 2010; Technology Strategy Board, 2012).

(2). July 2009 GTP (Graduate Talent Pool, GTP)

The purpose of the GTP is to help graduates entering the labor market during the economic recession of 2008 and 2009, so that they can gain work experience through internships, and accumulate work experience (BIS, 2011).

(3). 2010 (National Internship Scheme)

The National Internship Scheme, mostly aimed at locking in young ethnic groups aged 13 to 24. The Scheme would expect companies to provide internships to give college graduates opportunities to work or learn new skills.

The British government also commissioned consultancy firm *Oakleigh Consulting Limited* to conduct research on improving the quality of intern of higher education students. The report assessed the impact of internship on students. The report found, in skill-developing, that the higher-scored items were: *communication skills, prioritization of issues, problem solving, teamwork and time management*. The results also showed that students think the main impact of internship are:

(1). Make students feel more confident

(2). Determined the working interest in this professional department

(3). I will look for other opportunities in order to build my work experience

TABLE 2- Main impacts on intern-students

Questions	Rate of Answer	Total number of respondents
Employers provide me more paid work	19.4%	26
The employer gave me a full-time job after graduation	7.5%	10
Let me want to work permanently for intern institutions	31.3%	42
I will be more confident while applying for work	70.1%	94
Let me determine the working interest in this department	64.2%	86
Let me turn down a job in this type of career	5.2%	7
I am willing to find other opportunities to build my work experience	54.5%	73
I became better at making good use of time to make money to support my studies	3.0%	4
Let me feel more confident about completing the internship program	50.7%	68
Internship has no effect	0.0%	0
Other impacts	5.2%	7
Others (Please explain in details)		12
Total respondents		134

Source: HEFCE (2011: 67)

TABLE 3- Intern-Students' Views on [Skills Development]

You feel that [development skills] are helpful during the internship (1= none; 4= very much)	
Questions	**Average score**
Business Sense	2.73
Communication skills	3.39
Customer Awareness	2.81
Ability of Impact / Negotiation	2.59
Leadership	2.54
Practical ICT skills	2.74

Source: HEFCE (2011: 67)

3. Japan

Japanese initial establishment of the internship system mainly focuses on economic development and industry-university cooperation. It considers that internship not only is as a part of industry-university cooperation, but also has positive significance on the reform of economic structure and promotion of employment such as the founding of new industries. The attention and declaration of internship mainly came from the three units:

(1). Education Reform Program: Proposed by Ministry of Education, Culture, Sports, Science and Technology on January 24, 1997,

(2). The Action Plan for Economic Change and Creation: Proposed by the Cabinet on May 16, 1997"

(3). Basic Idea on Promoting Internships: Proposed jointly by the three ministries including the Ministry of Education, Trade and Industry and the Ministry of Labor on September 18, 1997.

After the consensus of the three ministries in 1997 emerged, the government's initial conception and expectation of the internship system were drawn up, and the implementation of the encouragement practice system between universities and industry began. Therefore, 1997 was known as the "first year of internship"(Ministry of Education, Science and Technology, 2009).

The internship gradually becomes institutionalized, while the patterns and internships are also diversified:

(1). Internship phase: from the previous higher specialized schools expanded to universities and research institutes.

(2). Positioning of internships: Gradual expansion from non-curricula to official credits.

(3). Internship time: from short-term to long-term.

The following table shows the contents and patterns of internships at Japanese universities.

TABLE 4-Types of Internship Content

Types	Contents of Intern
Enterprise training type	✧ Internship is shorter, about a week ✧ Understand business real operation ✧ Similar to Part-time work
Enhance employment awareness	✧ Internship is about two weeks ✧ Conduct internship in various departments to improve employment awareness. ✧ Similar to new employee training seminars.
Theme internship	✧ Apply related the subject learned in the classroom through internships
Type of problem solving and proposal	✧ More than two weeks. ✧ Put forward the topics to be explored and make suggestions or reports to the enterprises during the internship period and after the internship.
Type of volunteer activity participation	✧ More than two weeks. ✧ Participating in various volunteer activities.

Source: Hiroyuki Ishida, Kazuo Ota, Hiromi Konede, Nobuhide Tanaka (2007), p. 59.

Since 1997 to 2010s, the internship system has been implemented, in addition, the Japanese academic community established the Japanese Society of Internship (JSI) in 1999 to advocate the importance of internship activities. It also convenes conferences and publishes annual reports to form a network, and promote internship activities, the Japanese university internship system gradually formed as the following trends (Yang, Wang, Chen, & Zhan, 2012):

(1). In response to the needs of economic development, internships become increasingly institutionalized.
Japan's largest asset is talent, and the main organization for talent cultivation is universities. Therefore, in 2010, the "University Setting Benchmark" was amended explicitly to promote the university internship system.

(2). University internship activities are becoming larger and more institutionalized.
From 1997 to 2007, the practice internship rates Japanese universities, short-term universities, colleges and universities were 67.7%, 43.6%, 100.0% respectively, the ratio of colleges and universities is the highest, this shows that university internship activities are heading toward "institutionalization".

(3). The government agencies responsible for internship gradually diversified.
Some universities deal with related issues with the entire school of cross-departmental organizations, and provide different assistance during all phases of the internship, and determine credits to improve students' willingness to participate.

(4). Overseas internship became great significance.
It has a positive impact on improving the international visibility of universities and also provide graduate students employment opportunities in international institutions (foreign companies).

4. Australia

The Australian AC Neilson (2000) survey pointed out that employers believe that there are three major deficiencies in college graduates' skills: (1) business communication in spoken language; (2) professional creativity and agility; and (3) problem solving skills. In other words, graduates lack skills of employability, graduate, and generic (Freudenberg, Brimble & Cameron, 2010). Therefore, some scholars (Bradley, Noonan, Nugent, & Scales, 2008; Universities Australia, 2008) believe that work-integrated learning (WIFI) helps improve graduates' employment readiness and skills. WIL emphasizes that in addition to the professional learning of the school, it also includes internships with related industries. As a result, Australian developed the following relevant internship programs:

(1). A National Internship Scheme 2008

Clearly identify the difference between internships and working hours: Working Hours-- because of income, and it is for life; Internships-- for the promotion of future employment skills. This national scheme clearly stipulates that the internship package should include:

A. Encourage
B. Guided by the example
C. Cooperation between the public sector and the private sector
D. Increased subsidies for the public sector

(2). The Australian National Internships 2011 (Plan, ANIP)

Depending on the content of the different courses, 18 credits (3 courses) or 12 credits (2 courses) can be obtained. This ANIP divided into the following four types:

A. A program: suitable for undergraduate or graduate applications, the internship is a series of seminars.
B. B project: suitable for college students or graduate students who want to improve their research ability.
C. C project: Suitable for college students or graduate students who already have considerable research ability.
D. D Project: Suitable for undergraduate or graduate Application to execute approved internship research topics.

(3). Other internship providers

A. Australian Internships (AI):
Established in 1998, working as a mediator for internships.
B. International Internships (referred to as II):
Offering internship opportunities for international students, which are paid practice courses.
C. Student Internships:
This is Australia's largest internship communications network, providing more than 2,000 internships.

Current Taiwan Higher Education Internship Courses
1. Origin

The implementation of the internship system in Taiwan began in 1939 when the Ministry of Education promulgated a Cooperation Approach, which connecting the polytechnic institute and Economy Traffic Arms Factory. However, the practice of an internship system has been universally implemented since 1954---the Ministry of Education promulgated the 'Project for the Implementation of Cooperation in Teaching and Education'.

The internship system has now become a model of cooperation between the industry and the academic world. There are mainly three main stakeholders in this model:

(1). Schools: school education can be strengthened through the industry-university cooperation system.

(2). Industry: industry-university cooperation has become one of the most important workforce resources in the industry, including: recruiting strategies, teaching and education systems, manpower planning for co-operatives, and educational training.

(3). Internship students: students actually apply the knowledge learned to the work of related units, and develop skills and learning company operating models from internships.

2. Current Introspection and Criticism Related to Internship

From 1939 to nowadays, there are occurring phenomenon showed as the followings:

(1). No pay internship is common
The worse thing is that these unpaid institutions usually do not have explicit academic or practical training. Low-income students are not unable to participate in non-paying internships, or they are required to take out debts for internships. This phenomenon damages on their rights and interests.

(2). General employee work replaced by intern
This affects directly the job opportunities of other job seekers. Interns can not only reduce employer's expenditure on health insurance and employee benefits, but also reduce employer's tax quota, which indirectly affects government taxation.

(3). Young interns lack legal protection
Because the law only protects formal employees. Responsibility of employers for job compensation and unemployment insurance and retirement benefits are also neglected by current laws.

The researcher works as a college educator would like to suggest 1: universities and employers are obliged to inform the interns of their rights and interests. Some other foreign scholars also recommend that the federal intern system should be used to subsidize low-income students intern in NPOs and official institutions because these units are usually not paid internships (Edwards & Hertel-Fernandez, 2010).

PROJECT ARCHITECTURE

In order to meet the project goals: to manage database of internship communication, to actively collect opinions from the enterprises on interns in the university, to facilitate the correction of teaching orientation, and to manage the internship program, the researcher designs and conduct the project by following the architecture showed below.
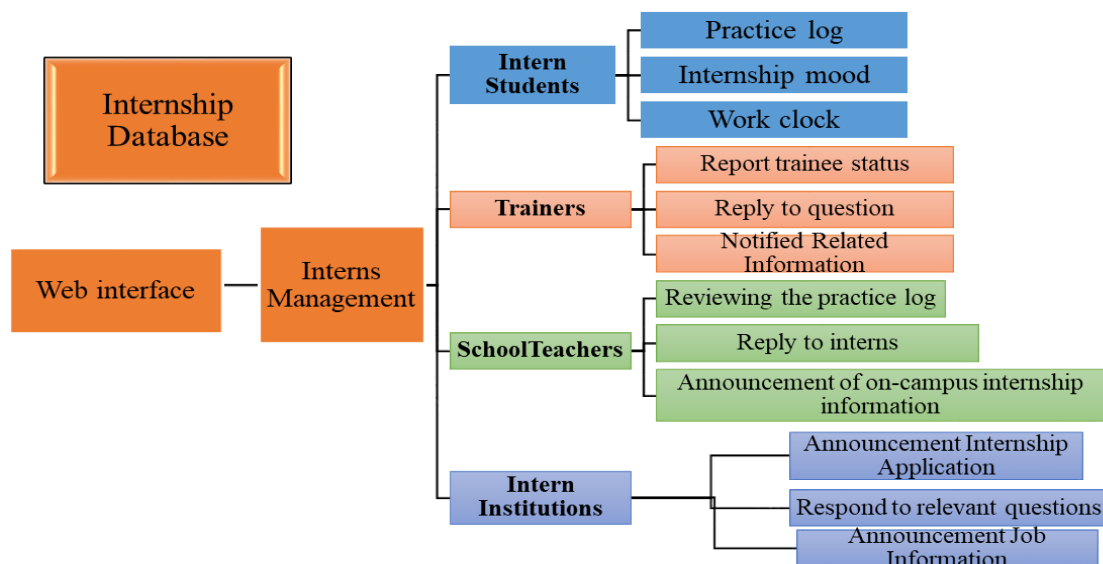

FIGURE 2. The Architecture of Internship DB

EXECUTE STRATEGIES

In order to achieve this program's goals, the directions when writing the program are as follows:

1. Establish a "workplace internship management platform and database" backend platform.
2. Deepen the current trainee tracking platform, the establishment of internship enterprises (units), internship log database.
3. Practice internship and management (including practical evaluation).
4. Analysis of the internship results and related suggestions feedback, planning and adjustment of the curriculum to achieve the appropriateness for the future practice.
5. To establish overseas internship communication and management pipeline (mobile APP).

EFFECTIVENESS OF IMPLEMENTATION

In order to collect the opinions of trainees, internship units and internship counselors through the Internship DB built by the project, a total of 19 pre-internship briefing sessions and internship platform education training were conducted.

The intern students who were trained to use the Internship DB before interning, while during the intern, they and other stakeholders have already used the established Internship DB.

Through the established Internship DB and platform, the satisfaction of internships and internships, and the satisfaction of internship organizations were investigated and collected. The result are as follows:

TABLE 5- 2016 Intern Overall Satisfaction Survey (each college)					
Colleges	Very Dissatisfied	Dissatisfied	Acceptable	Satisfied	Very Satisfied
Human Ecology	1%	0%	5%	34%	61%
Business & Management	1%	0%	7%	67%	25%
Health &Nursing	3%	0%	22%	34%	41%
Average	2%	0%	11%	45%	42%

TABLE 6-2016 Internship teacher Survey (colleges)					
Colleges	Very Dissatisfied	Dissatisfied	Acceptable	Satisfied	Very Satisfied
Human Ecology	0%	0%	43%	23%	33%
Business & Management	0%	0%	0%	14%	86%
Health &Nursing	0%	0%	6%	51%	43%
Average	0%	0%	17%	29%	54%

TABLE 7-2016 Intern-related Courses Satisfaction Survey Results (colleges)					
Colleges	Very Dissatisfied	Dissatisfied	Acceptable	Satisfied	Very Satisfied
Human Ecology	0%	0%	9%	39%	53%
Business & Management	0%	0%	0%	56%	44%
Health &Nursing	1%	0%	2%	41%	57%
Average	0%	0%	4%	45%	51%

TABLE 8-2016 Interns Institution Satisfaction Survey Results (colleges)					
Colleges	Very Dissatisfied	Dissatisfied	Acceptable	Satisfied	Very Satisfied
Human Ecology	0%	0%	4%	35%	61%
Business & Management	0%	0%	0%	26%	74%
Health &Nursing	0%	1%	6%	33%	61%
Average	0%	0%	3%	31%	65%

From the survey results, the students of Business and Management College are very satisfied regarding the Interns Institution and Internship teachers; the students of Health and Nursing College are very satisfied regarding the Intern-related Courses; and the students of Human Ecology College are very satisfied regarding the intern overall aspects.

The above data are not collected toward the Internship DB, but are tested for the communication between internship training content, courses, trainers, schoolteachers and other stakeholders. It proves that the Internship DB is workable and usable.

CONCLUSION AND SUGGESTIONS

The plan aims to conduct an internship platform. The internship platform collects the opinions of all the related persons in the MU case university intern during the internship. Analyze the data to improve the practicum course, process, and relationships with various stakeholders. In turn, the harmonious cooperation will make the internship more perfect, and both students and internship organizations will win.

From the researchers' observations from the above-mentioned literature and data found that the following topics can serve as the current key-points for improving the satisfaction of internships:

1. Salaries and Allowances

   At present, there are still many controversies in various countries. If it is national-level planning, subsidies will be provided to students or enterprises. However, it is also related to the industrial categories. Most of the relevant internship institutions in the Humanities Department do not offer salary, but salaries are more likely to be provided in the field of technology or business.

2. Insurance

   If the internship system needs to be implemented on a large scale, it must ensure the safety of interns; and the source of insurance premiums, internship institutions and schools must be properly handled.

3. Internship site

   Not all internships are close to home or school, there are even overseas internships. The self-care ability, language ability, and cultural resilience that created for students in advance will also affect the satisfaction of various stakeholders in the internship process.

4. Practice supervision process

   This process is related to the success or failure of the internship. At present, most internship systems lack close dialogues between staff of internship institutions and colleges and universities. In addition, training teachers often frequently changes and are not always supervised by the same training teacher every year. The inheritance of experience can be imagined as a big challenge.

Therefore, the plan proposes to case universities to make good use of this Internship DB to understand the satisfaction and views of various stakeholders in the internship process, and then to arrange for school teachers to work closely with industry trainers. In the end, it is necessary to carry out that the internship supervision and the student's internship situation is accurately grasped are the directions in which the department should make further efforts.

The further study will focus on discussing the number of students' internships in different industries, the length of time, working conditions, evaluation of the effectiveness of the two parties, etc., in this way, the effectiveness of internships in a comprehensive and industry-specific manner can be understood.

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