STUDENT INTERNS' FEEDBACK ON STUDENT INTERNSHIP PROGRAM IN THE PHILIPPINES: BASIS FOR AN ENHANCED INTERNSHIP PROGRAM

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ABSTRACT: According to Kuzgun, internship program is an important tool for the employability of the graduates. It is an excellent training ground that connects the four corners of the classroom to the real work-life. It is also considered as the most popular method of training because it requires only a person who knows how to do the task, and the tools the person uses to do the task. The study was conducted to determine the student interns feedback on the internship program which will be used as basis to improve or enhance the internship program of the Bachelor of Science in Accounting Technology students of the of Cagayan State University. This study was conducted at the College of Business, Entrepreneurship and Accountancy of Cagayan State University- Andrews Campus, Tuguegarao City where the respondents were enrolled in the Student Internship Program. The respondents of this study were the 88 incoming senior BSAT students who had their practicum Summer of 2018. Sampling was used by the researcher in obtaining the results. The survey questionnaire used was patterned from the study conducted by Taladtad, Sunjay G, et.al; Oliver N. Plaza et.al and Imelda L. An et.al. The data gathered were tabulated, analyzed and interpreted using the descriptive statistics like frequency counts, rank, percentage and weighted mean. Descriptive method was used to come up with a good result of the study. Result of the study revealed that from among the various internship criterions, work qualities has the highest category mean of 4.41 and evaluation system got the lowest category mean of 3.89. The result shows further that the student internship program of the college complied the requirements set by CMO 104, Series of 2017 and at the same time the student interns feel satisfied on the implementation of the different activities before, during and after the internship training. The most serious problem encountered by the respondent's s the time conflicts between classes and internship schedule. It is therefore recommended to make sure that at the end of the training the interns would be more confident and would feel that the training is related to their course and would help them in their future career.

KEYWORDS: Student Internship, Skills Performance, Work Qualities, Linkage, Host Training Establishments, Evaluation System, Internship Activities, CHED Memorandum Agreement, Student Internship Program of the Philippines

INTRODUCTION

As stipulated in CHED Memorandum Order No. 50, Series of 2008, and in accordance with the pertinent provisions of Republic Act No. 7722, the Bachelor of Science in Accounting

Technology program aims to keep standards in accounting education in the country comparable with the requirements of the global workplace and provides a foundation of knowledge, skills and values, ethics and attitudes that enable students to continue to learn and adapt to change throughout their lives. The Bachelor of Science in Accounting Technology program is expected to be inter-disciplinary in approach whereby the theories taught in the four corners of the classroom are enriched by an actual learning and exposure into the actual world of work to prepare the graduates in facing the demand of their chosen profession and become more competitive.

To keep with the ASEAN standards, and in accordance with the pertinent provisions of RA 7722 otherwise known as the "Higher Education Act of 1994", and pursuant to Commission en banc Resolution No. 849, dated November 7, 2017 (CMO 104, Series of 2017), Student Internship Program in the Philippines will be implemented by Cagayan State University, College of Business, Entrepreneurship and Accountancy. The Student internship program is meant to equip the students with the needed work qualifications and competencies. It is an opportunity to balance their formal learning with practical knowledge, skills and the right attitude to become aware of the real-life work condition and experience actual work in recognized Host Training Establishments. It is important therefore that the theories and concepts learned in the classroom be experienced to real situations by mandating the graduating students to undergo internship and comply with the required number of hours mandated by their respective curriculum.

According to Kuzgun, internship program is an important tool for the employability of the graduates. It is an excellent training ground that connects the four corners of the classroom to the real work-life. It is also considered as the most popular method of training because it requires only a person who knows how to do the task, and the tools the person uses to do the task. Internship is very essential not only to teach students concerning their chosen field but also to show students the reality about working and with that, the internship experience can help student interns make the connection between their educational studies and the world of real life-work. They can also create valuable connections and networking opportunities to get better employment and career prospects in the future.

Student internship can bring fresh ideas into the organization and is considered as the most challenging and exciting part in the life of a student. The internship training will help student interns to develop their skills and abilities and also an outlet to develop and build oneself. It can help the student interns to gain more self-esteem and self confidence. Aside from the new learning's, students can also acquire the needed values and discipline from the people they work with and the experiences that would teach them essential things. The art of gaining new friends and knowing new people in the work place could also be developed. With this kind of training, the student interns become more effective and would have a better outlook in life and it is where they can assess and realize if they are really fit on their chosen field of career.

Hence, this study assessed the intervening factors of the student internship program of the Bachelor of Science in Accounting Technology of Cagayan State University to examine the areas for improvement in the Student Internship Program that can still develop and enhance various aspects to become qualified future professionals. Lastly, internship is an essential part of an educational process; therefore, it is always necessary to look into the output of the said process for continuous improvement.

STATEMENT OF THE PROBLEM

This study aims to assess the intervening factors of the student internship program of the Bachelor of Science in Accounting Technology trainees of the College of Business Entrepreneurship and Accountancy of Cagayan State University, Andrews Campus.

Specifically, it aims to answer the following questions:

1. How do the students assess their internship in terms of the following internship criterion:

    1.1 Skills Performance

    1.2 Work Qualities

    1.3 Linkage

    1.4 Host Training Establishment

    1.5 Evaluation System

2. How do the students assess the internship program in terms of the following

    2.1 Compliance on the requirements set by CMO 104, Series of 2017 or the Student Internship Program in the Philippines

    2.2 Internship activities

3. What are the problems encountered by the trainees during their immersion?

4. What are the things and activities that can be suggested to improve Student's Internship Program?

METHODOLOGY

This study made use of the descriptive research method employing the questionnaire as main data-gathering instrument. The researcher made use of structured questionnaires to gather the needed data which were given to the trainees.

This study was conducted at the Cagayan State University, Andrews Campus, Tuguegarao City where the respondents were enrolled in the Student Internship Program.

The respondents of this study were 84 senior students who had undertaken their internship Summer of 2018. Random sampling was used by the researcher in obtaining the result.

The data gathered were tabulated, analyzed and interpreted using the descriptive statistics like frequency counts, rank, percentage and weighted mean.

The researcher used the descriptive statistics such as frequency, percentage and the 5 point likert scale was used to treat the data gathered. The given scale was used to analyze and interpret the result of the data gathered from the accomplished questionnaires.

Excellent (E)	4.20 – 5.00;
Very Satisfactory (VS)	3.40 – 4.19;
Satisfactory (S)	2.60 – 3.39;
Fair (F)	1.80 – 2.59;
Unsatisfactory (US)	1.00 – 1.79

For table 3 the given scale will be used.

Numerical Value	Descriptive Value
5	Very Serious
4	Moderately Serious
3	Serious
2	Less Serious
1	Least Serious

RESULTS AND DISCUSSIONS

Table 1.1

Frequency, Item Mean, Descriptive Scale & Rank Distribution of the Trainees'
Assessment Relative to Skills Performance

Skills Performance	5	4	3	2	1	Mean Item	Descriptive Scale	Rank
The intern can understand information presented in a variety of forms	33	45	10			4.26	Excellent	1
The intern can locate, gather and organize work and information using appropriate technology and information system	29	37	22			4.15	Very Satisfactory	3
The intern can observe and record data using appropriate methods, tools and technology	34	29	25			4.10	Very Satisfactory	5
The intern can work to agreed quality standards and specifications	31	46	11			4.23	Excellent	2
The intern can write and speak in a way that other pay attention	29	42	17			4.14	Very Satisfactory	4
The intern can share information using a range of information and communications technologies	23	48	17			4.07	Very Satisfactory	6
The intern can select and use appropriate tools and technology for a certain task	27	39	22			4.06	Very Satisfactory	7
The intern is creative and innovative in exploring possible solutions	24	11	53			3.67	Very Satisfactory	8
Category Mean						4.09	Very Satisfactory	

Table 1.1 shows the frequency, item mean, descriptive scale and rank distribution of the different internship criterion relative to skills performance. As seen on the table, out of 8 criteria 1 got a descriptive scale of "Excellent." "The intern can understand information presented in a variety of forms got an item mean of 4.26 and "The intern can work to agreed quality standards and specifications" got an item mean of 4.23. This only shows that in terms of skills performance, student-trainees are considered competent in terms of the fundamental

skills which include communicating and teamwork skills. The remaining six got a descriptive scale of "Very satisfactory" with the lowest mean of 3.67 which is evident in the criterion "The intern is creative and innovative in exploring possible solutions." This shows that the student-intern needs more time to be immersed in the industry to learn further the techniques in being creative and innovative in exploring possible solutions just like what Peter Drucker (1993) argued that a skill could not be explained in words, it could only be demonstrated. Thus, the only way to learn a skill was through apprenticeship and experience. The category mean of 4.09 or "Very satisfactory" implies that the student – respondents feel very satisfied on the internship training that they have received relative to skills performance.

Table 1.2

Frequency, Item Mean, Descriptive Scale & Rank Distribution of the Trainees'
Assessment Relative to Work Qualities

Work Qualities	5	4	3	2	1	Mean Item	Descriptive Scale	Rank
1. The intern can follow directions	54	29	5			4.56	Excellent	3
2. The intern can deal with people, problems and situations with honesty, integrity and personal ethics	31	40	17			4.16	Very Satisfactory	5
3. The intern can understand instructions	61	27				4.69	Excellent	2
4. The intern can show interest, initiative and effort	32	48	13			4.22	Excellent	4
5. The intern can recognize own and peoples good effort	24	49	15			4.10	Very Satisfactory	7
6. The intern can work independently with minimum supervision	29	42	17			4.14	Very Satisfactory	6
7. The intern is willing to continuously learn and grow	85	3				4.97	Excellent	1
Category Mean						4.41	Excellent	

Table 1.2 shows the frequency, item mean, descriptive scale and rank distribution of the different internship criterion relative to work qualities. Majority of the internship criterion got

an"Excellent" mark. "The intern is willing to continuously learn and grow" got the highest mean of 4.97 and this implies that the interns fully understand the importance of continuous learning and development wherein all the knowledge and skills that they will learn from their internship training would help them later to get an edge in their future career. "The intern can recognize own and peoples good effort" got the lowest mean of 4.10 which implies that interns need more exposure and experience to fully recognize and understand and to give due credit to their own effort and so with other people's good effort. The category mean of 4.41 or "Excellent" implies that the student – respondents feel fully satisfied on the internship training that they have received relative to work qualities.

Table 1.3

Frequency, Item Mean, Descriptive Scale & Rank Distribution of the Trainees'
Assessment Relative to Linkage

Linkage	5	4	3	2	1	Mean Item	Descriptive Scale	Rank
1. There is direct linkage of the school and the office/industry where you conduct internship training program	31	32	25			4.07	Very Satisfactory	3
2. The internship training program is open to the industry or company	27	38	23			4.05	Very Satisfactory	4
3. There is an orientation of the trainees to the cooperating firm	32	31	25			4.08	Very Satisfactory	2
4. There is an SIPP coordinator(s) to serve the link between the school and the cooperating firm	45	43				4.51	Excellent	1
Category Mean						4.18	Very Satisfactory	

Table 1.3 shows the frequency, item mean, descriptive scale and rank distribution of the different internship criterion relative to linkage. It shows further that the descriptive scale of "Excellent" with numerical value of 4.51 is attributed to the criterion on "There is an SIPP coordinator(s) to serve the link between the school and the cooperating firm" and this implies that student interns are given the necessary assistance in terms of coordination. On the other hand, "The internship training program is open to the industry or company" got the lowest mean of 4.05 with a "Very satisfactory" descriptive scale. This implies that there are still

some HTEs who are not yet fully engaged in the implementation of student internship in their respective industries or companies.   However, with the category mean of 4.18 or "Very satisfactory" still implies that   the student – respondents feel very satisfied on the internship training that they have received relative to linkage.

Table 1.4

Frequency, Item Mean, Descriptive Scale & Rank Distribution of the Trainees'

Assessment Relative to Host Training Establishment

Host Training Establishment	5	4	3	2	1	Mean Item	Descriptive Scale	Rank
1. The facilities and equipment used in the place of internship are modernized	18	39	31			3.85	Very Satisfactory	7
2. The training method is efficient	39	26	23			4.18	Very Satisfactory	3
3. Support is given by the immediate boss	38	43	7			4.19	Very Satisfactory	2
4. The trainer has a good working relationship with the trainee	33	42	13			4.23	Excellent	1
5. The firms environment is exclusive for learning	18	42	28			3.89	Very Satisfactory	6
6. The trainer sets a positive example to follow	27	46	15			4.14	Very Satisfactory	5
7. The intern is free to ask questions to the trainer whenever it is necessary	32	39	17			4.17	Very Satisfactory	4
Category Mean						4.09	Very Satisfactory	

Table 1.4 shows the frequency, item mean, descriptive scale and rank distribution of the different internship criterion relative to the Host Training Establishments. It shows further that 6 out of 7 got a descriptive scales of "Very Satisfactory." "The trainer has a good working relationship with the trainee" got the highest rank with a mean of 4.23 or a descriptive scale of "Excellent" and this implies that trainers and the trainees excellently work together. On the other hand, "The facilities and equipment used in the place of internship are modernized" got the lowest mean of 3.85 and this only shows that there are still HTEs who cannot really afford to upgrade their facilities and equipment due to lack of funds. Such situation in a way affects the performance of the student interns since they are

not exposed much in the utilization of modern technology specially nowadays global companies and even companies in the Metro is already making use of the modernized technology. Meantime, the respondents still feel very much satisfied with the other aspects of training. The category mean of 4.09 or "Very satisfactory" implies that the student – respondents feel very satisfied on the internship training that they have received relative to the host training establishment.

Table 1.5

Frequency, Item Mean, Descriptive Scale & Rank Distribution of the Trainees'

Assessment Relative to Evaluation System

Evaluation System	5	4	3	2	1	Mean Item	Descriptive Scale	Rank
1. The system of grading used for the OJT	13	28	47			3.61	Very Satisfactory	2
2. The trainee should be aware of the different aspects to be evaluated by the supervisor.	23	57	8			4.17	Very Satisfactory	1
Category Mean						3.89	Very Satisfactory	

Table 1.5 shows the frequency, item mean, descriptive scale and rank distribution of the different internship criterion relative to evaluation system. It shows further that the descriptive scales were unanimously "Very Satisfactory" with the higher numerical value of 4.17 on "The trainee should be aware of the different aspects to be evaluated by the supervisor" and this implies that they are satisfied with the monitoring system used as manifested by the category mean of 3.89 or "Very satisfactory" and also implies that the student – respondents feel very satisfied on the internship training that they have received relative to evaluation system.

Table 2.1

Frequency, Item Mean, Descriptive Scale & Rank Distribution

Of the Trainees 'Assessment Relative to the Compliance of the Requirements

Set by CMO 104, Series of 2017

Requirements SET by CMO 104, S. 2017	5	4	3	2	1	Mean Item	Descriptive Scale	Rank
1. Availability of the student internship manual.	2	9	18	59		2.48	Satisfactory	7
2. Availability of internship plan from the HTEs in partnership with the HEI.	8	25	34	21		3.23	Satisfactory	6
3. Presence of linkage to Host Training Establishments	36	31	21			4.17	Very Satisfactory	3
4. Presence of SIPP coordinator who is in-charge of monitoring and evaluating the interns' performance.	53	35				4.60	Excellent	1
5. Presence of Memorandum of Agreement with Host Training Establishments.	37	26	21	4		4.09	Very Satisfactory	5
6. Presence of documents for the participation of the student intern in the internship program (acceptance letter, deployment letter, internship contract)	35	29	24			4.12	Very Satisfactory	4
7. Presence of evaluation system to be followed in evaluating the performance of the interns.	40	26	22			4.19	Very Satisfactory	2
Category Mean						3.84	Very Satisfactory	

Table 2.1 shows the frequency, item mean, descriptive scale and rank distribution of the internship program relative to the compliance of the requirements set by CMO 14. S. 2017 or the Student Internship Program in the Philippines. As seen in the table, "Presence of SIPP coordinator who is in-charge of monitoring and evaluating the interns' performance" got the highest mean of 4.60 or with a descriptive scale of "Excellent." This implies that a certain

SIPP coordinator was assigned to oversee the implementation of the student internship program of the college. "Availability of the student internship manual" got the lowest mean of 2.48 or with a descriptive scale of "Satisfactory." The college should start coming up with a new internship manual and let it be printed to be distributed to the interns for them to know the do's and the don'ts in the internship training program. The category mean of 3.84 or "Very satisfactory" implies that the student – respondents feel satisfied on the compliance of the requirements set by CMO 14. S. 2017.

Table 2.2

Frequency, Item Mean, Descriptive Scale & Rank Distribution of the Trainees'
Assessment Relative to the Internship Activities

Internship activities	5	4	3	2	1	Mean Item	Descriptive Scale	Rank
1. Orientation was conducted prior to deployment to internship venues including among others work ethics and anti-sexual harassment laws.	28	37	23			4.06	Very Satisfactory	5
2. Orientation was conducted to discuss the different roles and responsibilities of the HEI, HTE and the student intern.	33	31	24			4.10	Very Satisfactory	2
3. Formal endorsement was done by the SIPP coordinator to the Host Training Establishment.	29	37	22			4.08	Very Satisfactory	4
4. SIPP coordinator regularly monitors the trainees to check on their performance and to discuss with the immediate supervisor activities to improve the internship program.	33	35	20			4.15	Very Satisfactory	1
5. A regular conference with the students is conducted to discuss their common concerns.	13	22	37	16		3.36	Satisfactory	6

6. HTEs provided practical training or work experience in accordance with agreed internship plan and schedule of activities.	27	42	19			4.09	Very Satisfactory	3
7. Exit conference was conducted after the completion of the total training hours.	12	15	24	37		3.02	Satisfactory	7
Category Mean						3.83	Very Satisfactory	

Table 2.2 shows the frequency, item mean, descriptive scale and rank distribution of the internship program relative to the internship activities. The table shows 5 out of the 7 internship activities got a descriptive scale of "Very satisfactory" and the remaining 2 got a "Satisfactory" rating. "SIPP coordinator regularly monitors the trainees to check on their performance and to discuss with the immediate supervisor activities to improve the internship program" got the highest mean of 4.15. The result is consistent with the other parameters and this only shows that SIPP coordinator is actively involved in coordinating and monitoring of student interns in their respective Host Training Establishments. Meanwhile, "Exit conference was conducted after the completion of the total training hours" got the lowest mean of 3.02 or with a descriptive scale of "Satisfactory." This implies that the last activity during the immersion phase was a little bit neglected and should be given attention and importance for the betterment of the internship program. The category mean of 3.83 or "Very satisfactory" implies that the student – respondents feel satisfied on the implementation of the different activities before, during and after the internship training.

Table 3

Frequency and Rank Distribution of Problems Encountered

by the Trainees during Their Immersion

Problems	5 Very Serious	4 Moderately Serious	3 Serious	2 Less Serious	1 Least Serious	Sum of Ranks	Final Rank
1. Lack of self confidence	39	33	16			375	3
2. Time conflicts between classes and internship training schedule	64	22	2			414	1

3. The distance of the cooperating firm is too far from school	47	38	3			396	2
4. Inadequate knowledge regarding the task assigned to	14	26	42	6		312	8
5. There is a risk of accident in the place	3	12	17	11	45	181	13
6. The immediate supervisor don't t have enough time to teach and supervise the student intern.	18	21	43	6		315	7
7. The HTE gives task/s not related to the field of specialization	19	27	38	4		325	6
8. The right facilities and equipment are not available for the practice.	38	25	21	2	1	358	4
9. Instructions are not clearly defined.	15	28	37	4	4	310	10
10. Difficulty in time management due to lack of experience.	37	19	15	9	8	332	5
11. Overwhelmed with work	7	16	23	41	1	251	12
12. Hesitant to ask questions	12	15	22	39		264	11
13. Lack of communication skills	13	28	41	5	1	311	9
14. The immediate supervisor lacks good working relationship with the student intern.				41	47	129	14
15. The immediate supervisor manifests bad habits which may be passed on to the student intern.				36	52	124	15

Table 3 presents the problems encountered by the trainees during their immersion and their ranks as to the degree of seriousness. As presented above, the three most serious problems are "Time conflicts between classes and internship training schedule, The distance of the

cooperating firm is too far from the school, Lack of self-confidence "which rank 1, 2 and 3 respectively while the less serious ones are "The immediate supervisor manifests bad habits which may be passed on to the student intern., The immediate supervisor lacks good working relationship with the student intern and There is a risk of accident in the place".

SUMMARY OF FINDINGS

1. Students assessment in their internship in terms of the following internship criterion:

    1.1 Skills performance – 1 out of 8 criterions got an "Excellent" rating and the rest got a "Very satisfactory rating." The category mean of 4.09 or "Very satisfactory" implies that the student – respondents feel very satisfied on the internship training that they have received relative to skills performance.

    1.2 Work qualities – From among the different criterion set in the assessment of the internship program, work qualities got the highest category mean of 4.41 or "Excellent. This implies the student – respondents feel not just only fully satisfied on the internship training that they have received relative to work qualities but also delighted.

    1.3 Linkage –1 out of the 5 criterion got an "Excellent" rating and the remaining 4 got a "Very satisfactory" rating. The category mean of 4.18 or "Very satisfactory" implies that the student – respondents feel very satisfied on the internship training that they have received relative to linkage.

    1.4 Host training establishment - 6 out of 7 criterions got a descriptive scales of "Very Satisfactory and the remaining 1 got an "Excellent" descriptive scale. The category mean of 4.09 or "Very satisfactory" implies that the student – respondents feel very satisfied on the internship training that they have received relative to the host training establishment.

    1.5 Evaluation system - The descriptive scales were unanimously "Very Satisfactory". The category mean of 3.89 or "Very satisfactory" implies that the student – respondents feel very satisfied on the internship training that they have received relative to evaluation system.

2. Students assess on the internship program in terms of the following

2.1 Compliance on the requirements set by CMO 104, Series of 2017 or the Student Internship Program in the Philippines – 1 out of 7 criterions got an "Excellent" rating, 4 got a "Very satisfactory" rating and 2 got "Satisfactory" rating. The category mean of 3.84 or "Very satisfactory" implies that the student – respondents feel satisfied on the compliance of the requirements set by CMO 14. S. 2017.

2.2 Internship activities -5 out of the 7 internship activities got a descriptive scale of "Very satisfactory" and the remaining 2 got a "Satisfactory" rating. The category mean of 3.83 or "Very satisfactory" implies that the student – respondents feel satisfied on the implementation of the different activities before, during and after the internship training.

3. The three most serious problems are "Time conflicts between classes and OJT schedule, The distance of the cooperating firm is too far from the school, Lack of self-confidence "which rank 1, 2 and 3 respectively while the less serious ones are "The immediate supervisor manifests bad habits which may be passed on to the student intern., The immediate supervisor lacks good working relationship with the student intern and There is a risk of accident in the place".

CONCLUSION

Student internship program is a significant activity that is incorporated in the curriculum of the BS in Accounting Technology program to enhance and explore the connection of knowledge and skills acquired inside the classroom with that of those required in the actual working situation.

The students' feedback in terms of the skills performance, work qualities, linkage, Host Training Establishments and evaluation system got a positive "Very Satisfactory" assessment which means that the student-interns feels satisfied on the internship training that they have received. The student-interns also assessed that the internship program implemented in the college have complied with all the requirements set by CMO 104, Series of 2017 or the Student Internship Program in the Philippines. With a "Very satisfactory" rating, the student interns also gave a positive feedback and assessment on the implementation of the different activities before, during and after the internship training.

It was disclosed also in the study that the most serious problem that student-interns encountered is the time conflicts between classes and internship schedule and the least encountered issue or problem was "The immediate supervisor manifests bad habits which may be passed on to the student intern."

RECOMMENDATIONS

In the light of the foregoing findings, the researcher has the following recommendations to offer:

1. A pre-deployment seminar should be conducted to prepare the student interns in their training at the same time conduct orientation for all involved. Orientations ensure that everyone starts with the same expectations and role definitions.

2. To improve on the interpersonal, communication and other needed skills in the industry, activities related to those mentioned should be incorporated or integrated in the course syllabus to be discussed and executed inside the classroom.

3. A careful analysis as to the venue and distance of the cooperating firm to the school/residence of the student-interns must be taken into consideration on the process of deployment and as much as possible for those students deployed far from the University, they should be offered flexi-time or other options which will be helpful and beneficial to both parties.

4. Provide an internship training manual to all parties involved so as they would be aware of their respective duties and responsibilities and at the same time they would know more about the do's and the don'ts while they are deployed in the various Host Training Establishments.

5. The students must be evaluated based on the specific performance that they should learn during their internship training.

6. Making the trainees aware of the grading system and the different aspects to be evaluated will be helpful for the student interns toward the right track of their future career.

7. "Correct practice makes perfect" hence, the student interns' monitoring towards doing the right while they are on their training would be a great help towards the respondents' growth and development.

8. Provide student interns the opportunity to do work that matters and work that contributes to the bottom line. Have them work on real projects, real problems, and deal with real issues and engage them the whole time they are working for the HTEs.

9. Collaborate with the HTEs to come up with a clear and well-defined internship plan and clearly present and explain to the student-interns the content of the internship plan.

10. Establish a well-defined student contract for the internship training stating the students' roles and responsibilities while undertaking their internship.

11. Job rotation should be encouraged so that student trainees would have a wider exposure and job experience on their respective HTEs.

12. The internship program for the BSAT should be scheduled on a regular semester to give them more and longer time to finish their training.

13. Make sure that at the end of the training the interns would be more confident and would feel that the training is related to their course and would help them in their future career.

14. The college must maintain and reinforce its linkage with established HTEs and if possible must also target national HTEs.

15. The office may revisit the existing students' evaluation tool to address the problems, situations and current trends to properly assess the performance of the student-interns.

16. The SIPP coordinator responsible for each program and the student internship course may look carefully on the deployment of student interns with the proposed industry to avoid mismatch.

17. Make exit interviews a standard part of the program. Whether face-to-face or over the telephone, a real-time exit interview done by the SIPP coordinator or any faculty member of the college is an excellent way to gather feedback on the student's experience and to assess the impact of the internship program in their future career and so as to know further areas to improve in the internship training program of the college.

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