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Work readiness Generation Z's on diploma programme: The influence internship program and digital literacy

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ABSTRACT

This study aims to examine how Merdeka Belajar Kampus Merdeka (MBKM) and digital literacy affect Generation Z's work readiness for the Diploma Programme. The study involved 169 students from the Diploma Programme of the Faculty of Economics and Business, Jenderal Soedirman University, and 90 students were randomly selected as the sample because the population was homogeneous, meaning that all students had participated in MBKM internships. The data analysis used the Structural Equation Model (SEM) with the Partial Least Square (PLS) method as an alternative. The quality of the structural model was evaluated by testing the measurement index, namely R2. The test results revealed: (1) MBKM internships had a significant impact on the work readiness of generation Z, with a t-test value of 8.323 > t critical value of 1.987; (2) digital literacy did not have a significant impact on work readiness, with a t-test value of 0.744 < t critical value of 1.987; and (3) there was a simultaneous influence of MBKM internships and digital literacy on work readiness, with a Sig value of 0.000<0.05 and R2 of 0.844 indicating that MBKM internships and digital literacy jointly explained 84.4% of the variance in work readiness. Recommendations for policymakers regarding diploma programs include integrating digital literacy as a fundamental component of the curriculum across all disciplines, enhancing access to internship opportunities via industry collaborations, employing virtual internships and remote work simulations, and upgrading infrastructure while ensuring access to technology.

INTRODUCTION

In the workplace, the quick advancement of technology in many sectors brings new difficulties. The future of work for students and study program managers is a major worry regarding preparing students for novel scenarios and problems in the workforce (Kapareliotis et al., 2019). Vocational education aims to train students in practical aspects and abilities of specific domains, which can equip them with the knowledge and skills they require to develop as individuals and secure jobs in their fields of interest after their studies (Hoidn & Šťastný, 2023; Oroh et al., 2023). Through their mastery of technology and communication, Generation Z is anticipated to adjust more quickly to prepare supplies and be ready for the workforce (Miranda et al., 2018; Shtembari & Elgün, 2023). People who belong to Generation Z have birth years ranging from 1997 to 2012. According to the 2020 BPS poll results, which, most of Indonesia's population (27.94%) comprises Generation Z or Gen Z.

The labor force employed will depend on how prepared a person is for the workforce. According to data on the labor force in 2022, open unemployment in Indonesia is trending downward from 2020 to 2022 at all educational levels, with diploma I, II, and III education showing the biggest

decline, from 8.08% in 2020 to 4.59% in 2022 (Badan Pusat Statistik, 2024). This is the outcome of numerous government and academic institutions' initiatives to increase diploma graduate students' preparation for the workforce. According to Wibowo et al. (2020), work readiness is a person's capacity to do or accomplish a job or task based on skills and knowledge that demonstrate professionalism and are supported by the work attitude that the job demands. Caballero and Walker (2010) define work readiness as the degree to which graduates have the attitudes and traits that make them ready or able to succeed in the workplace. How well a graduate is prepared for work is thought to influence their future job performance, success, promotion, and career progression (Atlay & Harris, 2000; Casner-Lotto & Barrington, 2006; Mole et al., 2008).

One example of work readiness is the ability to adapt to a new workplace (Knouse & Fontenot, 2008). A person's work readiness is influenced by both internal and external factors. Internal factors include intelligence, skills and abilities, talents, digital literacy, human literacy, technological literacy (Lestari & Santoso, 2019; Noviyanto & Wijanarka, 2023), abilities and interests, motivation, health, psychological needs, personality, work aspirations and goals, and salary expectations (Fauzan et al., 2023; Setyadi et al., 2021). External factors include the employee's sense of security, family, and job environment. Opportunities for promotion, coworkers, relationships with supervisors, and compensation are all factors to consider. According to Kapareliotis et al., (2019), internships are one of the most crucial elements influencing student job preparation, offering a promising outlook for the future workforce.

Previous research by Daud et al. (2024) has examined how gender dynamics influence individual creative potential and Gen Z's job readiness to thrive professionally. Research Shtembari and Elgün (2023) suggests that the skills of Generation Z students to become job-ready, including communication skills and digitalization, can be honed through internship programs. It is important to note that Generation Z's high level of digital readiness in communicative aspects, coupled with the right skills, knowledge, and resources, can significantly enhance job readiness Tolstikova et al. (2024), instilling confidence in their adaptability.

Students who participate in the internship program rate all areas of work readiness positively. They understand what their bosses want from them at work. They can use fundamental academic skills, high-level talents, and professional skills required by employers efficiently and are more interested in intrinsic benefits than extrinsic incentives (Kapareliotis et al., 2019). Students who participate in internships have a more favorable perception of employment chances than students who do not (Ashforth et al., 1997; Setyadi et al., 2021; Utami & Raharjo, 2020).

Students' digital literacy is a pivotal factor in their work readiness (Lestari & Santoso, 2019). The workforce is undergoing a profound transformation, with existing roles evolving and new ones emerging. This shift necessitates the latest competencies and abilities related to ICT, commonly known as digital literacy. Digital literacy is not just a skill, but a form of adaptability that empowers individuals to navigate the vast and diverse information available on the Internet (Noviyanto & Wijanarka, 2023). Those with excellent digital literacy are better equipped to adapt to the dynamic work conditions of the future than those with poor digital literacy (Lestari & Santoso, 2019).

According to Miranda et al. (2018), students must develop digital literacy skills as they are indispensable for the workplace. This underscores the crucial role of higher education in shaping the future workforce. The recommendation to include digital literacy in higher education curricula is not just a suggestion, but a call to action. Digital literacy, as shown by (McKnight et al., 2021; Putri & Supriansyah, 2021), significantly enhances the work readiness of Generation Z. It is a key factor in a person's employability, representing a set of variables and processes that enable people to acquire a job, stay employed, or continue working (Miranda et al., 2018).

This research aims to determine whether the internship program implemented in the Faculty of Economics and Business diploma program influences student work readiness. The Freedom to Learn–Independent Campus internship (MBKM) is now being carried out in the Diploma Programme, Faculty of Economics and Business, Jenderal Soedirman University. MBKM internships last a semester and are with more trusted partners because they are through collaboration agreements or those who partner with the ministry, namely Certified Independent Internships and Studies (MSIB), to provide students with more readiness and experience in entering the world of work. Furthermore, students are now required by the study program to participate in MBKM

internships, which were previously fieldwork practices lasting 1.5 months. MBKM Internship provides work experience to students so that they have a portrait of the skills that need to be mastered, which helps their readiness to enter the workforce. Skills that need to be mastered help their readiness to enter the world of work. The skills that students need to build are 21st-century professional competencies. The 21st-century professional competencies, according to Hamidi et al. (2022), include digital literacy, computational thinking, and computational thinking.

Digital literacy in Diploma Programme students from the Faculty of Economics and Business, Jenderal Soedirman University, is another independent variable that should be studied for its impact on work preparation. Generation Z students have access to many types of information connected to the world of work of interest via the internet, be it websites, social media, YouTube, and so on. A wealth of information is available on how to create a curriculum vitae, job interview strategies, and an overview of the working world. In addition to being technologically savvy, Gen Z is born with the advantage of understanding themselves. One of Gen Z's traits is hyper customization. Students gradually become accustomed to selecting their own needs. Need and need to get. Surfing in cyberspace is one of the ways Gen Z meets their demands (Rahma et al., 2021).

Many students struggle with work readiness. According to the interview results, students fear entering the working world due to a lack of awareness of the circumstances and competition. Students' confidence is also affected by a lack of understanding of the working conditions that may be encountered. Students believe they are less capable of applying what they have learned at university in the workplace.

Work readiness can increase when students take an internship program (Kapareliotis et al., 2019). MBKM internships provide students with practical insights into technical and soft skills needed in the world of work (Suranto et al., 2023). Students learn to work in teams, manage time, communicate with colleagues, and apply the knowledge gained on campus in real situations. Students can experience firsthand work dynamics in companies or institutions relevant to their field (Fauzan et al., 2023). Digital literacy refers to the ability of individuals to understand, use, and utilize digital technology in various contexts, such as education, work, or daily life (Putri & Supriansyah, 2021). Digital literacy also includes the ability to search for accurate information, use digital tools safely, and understand the ethics of using technology (Miranda et al., 2018). In an increasingly digitized world of work, digital literacy skills are an absolute requirement. Mastery of office applications, data analysis, communication through digital platforms, and cybersecurity are skills often needed in many companies. MBKM internships often involve digital technology, allowing students to improve their digital literacy.

Previous academics have conducted substantial research on work readiness and the elements that influence it (Fauzan et al., 2023; Kapareliotis et al., 2019; Setyadi et al., 2021; Wibowo et al., 2020) have done work readiness studies. To determine job preparation, these researchers employ motivational factors, industrial work practices, and higher education programs. Researchers attempted to investigate the impact of internships and digital literacy elements in this study to supplement the findings of earlier studies.

Students in Generation Z are believed to be more work-ready than prior generations since they are more connected to technology and easily adapt to the advancement of science and technology. Motivation, digital literacy, internship programs, the environment, career opportunities, and other factors can all impact student work readiness. One method the study program manager uses to increase student work readiness is to include an MBKM internship as one of the obligatory courses in the Diploma Programme at the Faculty of Economics and Business. It is believed that MBKM internships with a semester duration and student choice in choosing internship fields will boost student job preparedness, as Generation Z tends to choose activities based on their interests and expertise. In addition to internships, digital literacy influences student work readiness.

This research must be carried out as a form of orientation to D3 students regarding the use of technology and digital literacy in the workplace. This will provide an overview of the work readiness of Generation Z in the era of digitalization and the freedom of internships provided by the study program.

Referring to the literature review, this study hypothesizes that MBKM internships play a significant role in influencing the work readiness of Generation Z. Additionally, digital literacy is believed to have a profound impact on their preparedness for the workforce. Furthermore, the study explores the combined influence of MBKM internships and digital literacy on Generation Z's work readiness. The primary aim of this research is to examine how these two variables interact and contribute to shaping students' readiness for employment. By focusing on these critical factors, the study seeks to provide valuable insights for education stakeholders on ways to better prepare students to meet the demands of an evolving and dynamic workforce. This analysis is expected to contribute significantly to efforts in enhancing the relevance and effectiveness of vocational education in the modern era.

METHOD

This research, a quantitative study employing survey techniques, is conducted with the highest academic rigor. The study participants are students from the Diploma Programme of the Faculty of Economics and Business, Jenderal Soedirman University, who belong to the Class of 2021 and number 169. The Class of 2021 has participated in the MBKM internship program. The study selected 90 students randomly using a simple random sampling technique. A total of 90 students were obtained from the total sample who filled out the questionnaire until it was completed. The data collection was done using closed-ended questionnaires with a four-point scale, ranging from strongly agree to disagree (Fauzan et al., 2023). The research variability and constructs measured in this study are presented in Table 1.

Table 1. Research Variables and Constructs

Variable	Indicators	Construct	Source
Work readiness	Clarity of Roles	WRC	(Bowen, 1986)
Generation Z	Ability		(Fauzan et al., 2023; Gault et al., 2000;
	- Basic academic/technical skills	WTS	Kapareliotis et al., 2019; Winterton &
	- High order thinking skill	WHT	Turner, 2019)
	- Professional Team	WPT	
	Motivation		(Bowen, 1986; Kapareliotis et al., 2019;
	- Intrinsic Motivation	WMI	Konovalova et al., 2020)
	- Extrinsic Motivation	WME	
MBKM	Personality Competencies	IPC	(Fauzan et al., 2023; Kay et al., 2019)
Internship	Social Competence	ISC	
	Managerial competence	IMC	
Digital Literacy	Functional Skill and Beyond	DFS	(Covello, 2010; Musiin, Dan Indrajit,
	Creativity	DCR	2020; Park et al., 2021)
	Collaboration	DCO	
	The Ability to find and select Infomation	DAF	
	Critical Thinking and Evaluation	DCT	

A structural equation model (SEM) with the Partial Least Square (PLS) technique was used to analyze the data collected from the participants' surveys. SEM-PLS allows researchers to test models involving multiple independent variables and one dependent variable simultaneously. The structural model's quality is assessed by examining the measurement index, R2, with criteria based on convergent validity values, discriminant validity, and consistency reliability in the measurement model. During the structural model evaluation, the analysis will elucidate and forecast causal relationships among latent variables. This exploration of relationships will involve parameter bootstrapping and testing. The structural model analysis will also encompass the evaluation of effect values ($f2$), R-square, and Q-square for predictive relevance. Additionally, at the t-statistical stage, the significance test for the relationship between constructs will serve as the foundation for

hypothesis testing. t-statistical values will be examined for partial and simultaneous influences between latent variables, specifically MBKM internships, digital literacy, and job readiness (Fawaid et al., 2022; Purwanto & Sudargini, 2021). Based on the substance of the theory.

Outer Model Design Measurement

The purpose of this model design was to ascertain the nature of each latent variable. Figure 1 depicts a measurement model design implemented using SmartPLS. This model design, of significant importance, aimed to ascertain the relationship and impact of each latent variable on Generation Z's work readiness. Figure 1 illustrates the structural model developed using SmartPLS, showcasing the interactions between the MBKM Internship (X1), Digital Literacy (X2), and Work Readiness of Generation Z (Y). Each latent variable is represented as a construct, with observed indicators connected to them, as shown in the diagram. The MBKM Internship (X1) includes 16 indicators (X1.1 to X1.16) that measure various dimensions of internship experiences relevant to enhancing job preparedness.

Similarly, Digital Literacy (X2) comprises 10 indicators (X2.1 to X2.10) reflecting students' technological competencies and ability to navigate digital environments effectively. The latent variable Work Readiness of Generation Z (Y) is represented by 22 indicators (Y1 to Y22), capturing a comprehensive range of factors contributing to job readiness, including technical skills, adaptability, and problem-solving abilities. The model design also indicates directional relationships among these constructs, emphasizing how MBKM internships and digital literacy collectively influence Generation Z's readiness to enter the workforce. This visual representation helps analyze the strength and significance of the hypothesized relationships, providing insights into the factors that enhance students' employability in a rapidly changing labor market.

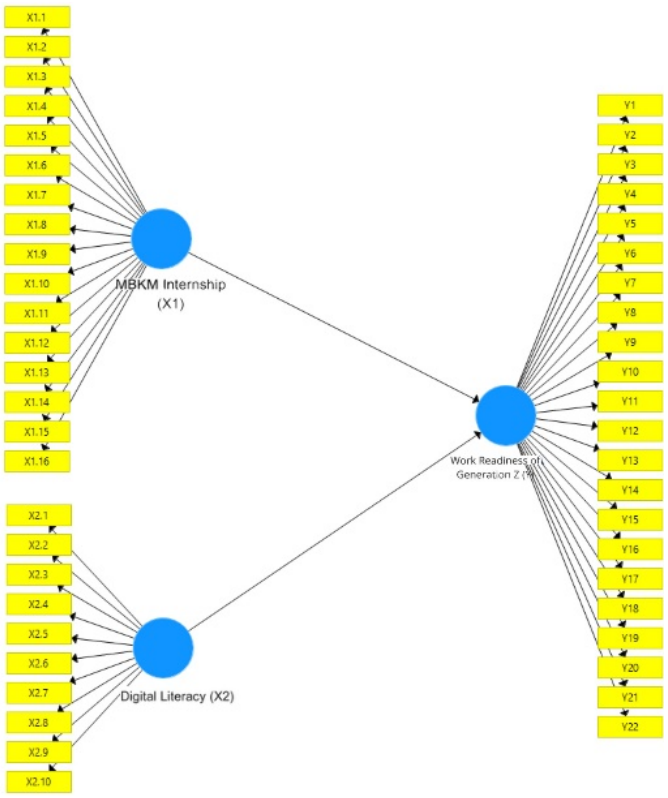

Figure 1. Initial Measurement Model Design (Outer Model)

Outer Model Design Measurement

The assessment of the measurement model aimed to validate it and estimate the data reliability for MBKM Internship, digital literacy, and work readiness using Smart-PLS. Convergent validity assesses how accurately a latent variable is measured by its indicators. This examination relies on the loading factor value, which should exceed 0.7 for outer loading or 0.5 for average variance extracted (AVE). A higher value signifies a greater capacity of a latent variable to explain the variability of the indicator. An AVE exceeding 0.5 is a key indicator, showing that a latent variable has effectively captured more than 50% of information from its indicators. Figure 2 illustrates the structure of the final measurement model, commonly referred to as the outer model.

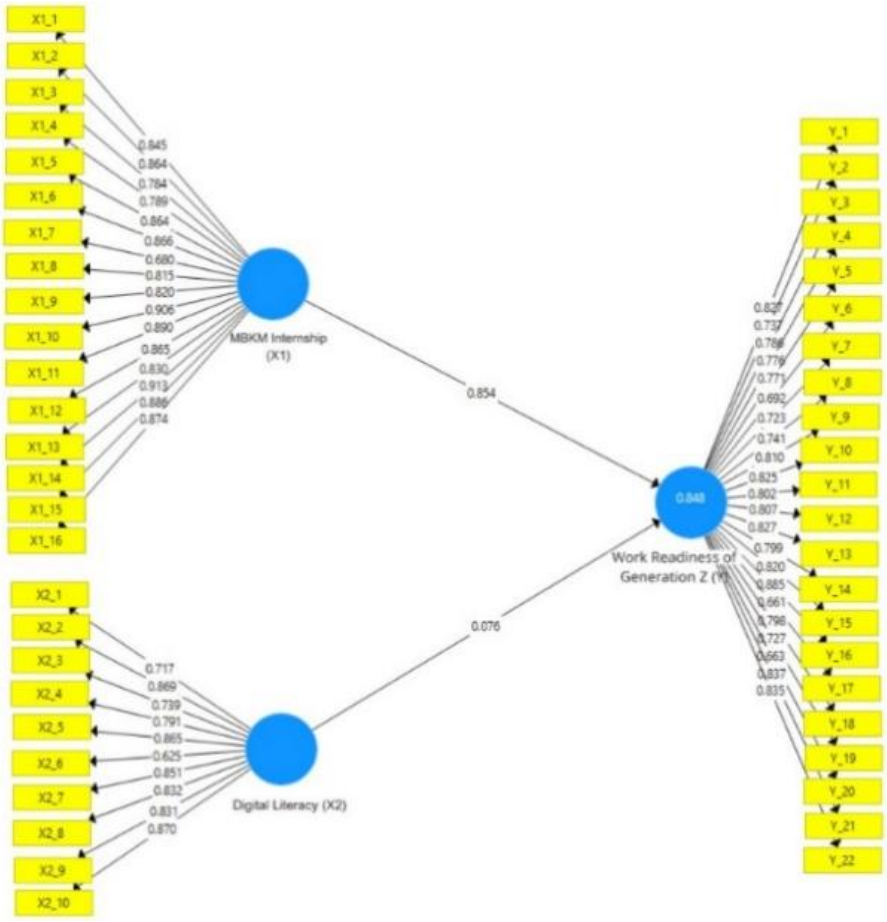

Figure 2. Design of the Final Measurement Model (Outer Model)

Figure 2 indicates that the Loading Factor of the latent variables X1_7, X2_6, Y_6, and Y_17 has a factor loading greater than 0.6. Examining the Average Variance Extracted (AVE) value can determine the convergent validity value. Each concept in this study has an AVE value surpassing 0.5, signifying the absence of convergent validity concerns in the examined model, as indicated in Table 2.

Table 2. Average Variance Extracted (AVE)

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average Variance Extracted (AVE)
X_1	0.973	0.974	0.975	0.714
X_2	0.938	0.947	0.947	0.644
Y	0.969	0.971	0.972	0.611

Reliability testing is used to assess the trustworthiness of an instrument based on reliable studies. A variable is considered reliable if its consistency reliability value exceeds 0.7. The results of the reliability assessment conducted using SmartPLS can be seen in Table 3.

Table 3. Reliability Test Results

Variable	Consistency Reliability	Result
Work Readiness Generation Z (Y)	0.975	Reliable
MBKM Internship (X_1)	0.947	Reliable
Digital Literacy (X_2)	0.972	Reliable

The results of the reliability test show that each variable's reliability value exceeds 0.7. Consequently, it can be concluded that the test outcomes meet the standards for consistency and reliability.

RESULTS AND DISCUSSION

Results

Structural Model Evaluation (Inner Model)

The assessment of the structural model employs the R Square (R^2) value to evaluate the impact and explanatory power of the latent variables on the dependent variable. The R Square (R^2) value represents the proportion of variance in the dependent variable explained by the model's independent variables. Table 4 displays the results of the R Square analysis conducted using SmartPLS, highlighting that the Work Readiness of Generation Z (Y) has an R^2 value of 0.848. This indicates that 84.8% of the variance in Generation Z's work readiness is explained by the combined influence of the MBKM Internship (X1) and Digital Literacy (X2), leaving only 15.2% attributable to other factors not included in the model.

The R Square Adjusted value, which accounts for the number of predictors in the model to provide a more accurate estimation, is slightly lower at 0.844, affirming the robustness of the model's predictive capability. These findings underscore the significant influence of internships and digital literacy on Generation Z's readiness to enter the workforce and validate the inclusion of these variables in the model. This high R^2 value demonstrates that the structural model is well-suited to analyzing the relationships between the latent variables and provides strong support for the hypothesized relationships.

Table 4. Results of R-squared

	R Square	R Square Adjusted
Work Readiness Generation Z	0.848	0.844

Hypothesis Testing and Path Coefficient Analysis

In PLS-SEM, hypothesis testing employs the bootstrapping procedure, using either the t or p values. The test is conducted at a significance level of 5%, corresponding to a critical value of 1.987 in the t-table. The criteria for this test are as follows: if the count value is equal to or exceeds the table value, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. Conversely, if the count value is less than or equal to the table value, H0 is accepted, and Ha is rejected. The outcomes of the bootstrapping test on the path coefficient are detailed in Table 5.

Table 5. Path Coefficient

Information	Original Sample (O)	Sample Average (M)	Standard Deviation (STDEV)	$t_{statistic}$	P Value
$X_1 \rightarrow Y$	0.854	0.845	0.102	8.323	0.000
$X_2 \rightarrow Y$	0.076	0.081	0.103	0.744	0.457

The test results show that the MBKM internship variable significantly impacts the work readiness of Generation Z, with a t count of 8.320, surpassing the critical t table value of 1.987. In contrast, the correlation coefficient between digital literacy and Generation Z's work readiness is 0.076, indicating no statistically significant influence (t-value < 1.987). Consequently, it can be concluded that digital literacy does not significantly affect the work readiness of Generation Z. Meanwhile, the hypothesis is concurrently examined through an F-test presented in Table 6.

Table 6. Simultaneous Test Results

Model	*Sum of Squares*	df	*Mean Square*	F	Sig.
Regression	9507.406	2	4753.703	224.256	.000[b]
Residue	1844.194	87	21.198		
Total	11351.600	89			

Table 6 shows a Sig value of 0.000, less than the 0.05 threshold. This finding provides evidence that MBKM internship and digital literacy impact the work readiness of Generation Z, thus accepting hypothesis H3.

Discussion

MBKM Internships Analysis

The first prediction of this study has been confirmed, underscoring the significant correlation between MBKM internships and the level of work readiness among Generation Z individuals. This research, conducted at the Diploma Programme, Faculty of Economics and Business, Jenderal Soedirman University, has shown that MBKM internships play a crucial role in enhancing students' work readiness. The test results for each indicator related to MBKM internships significantly enhance work readiness. The highest indication score in the statement of providing outstanding service at the internship location gives students insight into their behavior while employed. Additional metrics also demonstrate exceptional performance, such as proficiency in collaborative work during an internship, strong work ethic, self-assurance, meticulousness, teamwork proficiency, and aptitude in generating comprehensive reports, significantly impacting students' readiness for employment. These findings are consistent with a study carried out by Fauzan et al. (2023), Kapareliotis et al. (2019), and Utami and Raharjo (2020).

An internship is a vocational program conducted in a certain industry, with the purpose of equipping individuals with the necessary skills required for a particular occupation, tailored to meet the specific requirements and competencies of the position. Skills are attributed to an individual with sufficient expertise, knowledge, and experience in their chosen sector. Addressing the initial premise can yield insights into the substantial and favorable impact of MBKM internships on job preparedness. Consequently, the greater the exposure to competency-based experiences students gain throughout their internship, the better equipped they will be to navigate the professional realm. Generation Z students, known for their adaptability, intelligence, and decisive nature, want a platform to enhance their skills through tailored apprenticeship programs that cater to their specific needs in preparing them for the professional world (Konovalova et al., 2021; Yunos & Din, 2019).

The findings of this study suggest that the academic program should actively promote student engagement in the MBKM internship initiative. Moreover, it emphasizes the need for structured planning and support. This comprehensive approach, encompassing personalized consultations for student internship program plans and robust monitoring and evaluation of MBKM internship activities, provides a clear roadmap for success. It reassures both students and educators that the process is well-defined and the support is in place, instilling confidence in the effectiveness and impact of the internship experience.

Digital Literacy Analysis

The test results for the second hypothesis fail to address the proposed hypothesis. Generation Z students with strong digital literacy skills are more inclined to adapt to diverse job environments than pupils without (Lestari & Santoso, 2019). The findings of this study do not relate. The creativity

indicator, which refers to the capacity to generate products in diverse formats and models in line with advancements in the labor market, exerts a limited impact on students' readiness for employment. In addition, the findings from student responses indicate that the capacity to collaborate in digital environments enhances success in internships with limited value. Students do not effectively utilize other indicators, such as proficiency in using IT-based equipment, the ability to search and select relevant information, critical thinking, and evaluating digital-based information. As a result, these indicators do not impact their readiness for work. This observation is supported by research conducted by (Ahmad et al., 2019). The statement posits that technological proficiencies, such as computer literacy and familiarity with the internet, do not contribute to one's preparedness for the industrial revolution. 4.0. The lack of influence can also be caused by stronger external factors influencing the work readiness of Generation Z. These external factors include the internship curriculum (Jackson, 2018), workshop infrastructure Setyadi et al. (2021) and other internal factors, such as work motivation (Fauzan et al., 2023).

The study results imply that students' closeness to digital technology must be directed through learning programs that integrate technology into learning. The course content in the diploma program must be inserted with the content of using digital technology to increase job readiness. This supports the opinion (Lestari & Santoso, 2019) that universities should create habits and cultures for students to access various information through the internet.

MBKM Internships and Digital Literacy Analysis

This research simultaneously addresses the hypothesis of the impact of MBKM internships and digital literacy on the work preparedness of Generation Z. The combined contribution of X1 and X2 to Y, as indicated by the R Square value, is 0.848 or 84.8%. While the MBKM internship variable (X1) significantly impacts job readiness, when examined jointly, both variables have an effect on work readiness. The assessment of work preparedness demonstrates significant outcomes, particularly in collaborative teamwork proficiency. MBKM internships, as this research shows, are a powerful tool that allows students to gain practical experience by collaborating on team-based projects. Internship students enhance their high-order thinking skills, particularly in effectively resolving challenges encountered at the internship location. This underscores the potential of MBKM internships to inspire and motivate students, and the impact of their work on the future workforce. Key indicators of digital literacy that enhance the work readiness of Generation Z include their proficiency in digital collaboration, which facilitates their ability to work effectively in online environments, as well as their aptitude for conducting comprehensive online research to gain insights into job descriptions and requirements within their desired fields of work (Kapareliotis et al., 2019; Miranda et al., 2018). Universities are expected to encourage MBKM internships that can optimize the digital literacy of Generation Z and help them prepare themselves for the world of work. Habituation in accessing information about internship opportunities through the internet.

The findings in this study have not answered all the hypotheses proposed due to limitations in the research. The limitations of this study include a relatively small sample size and geographical limitations where the research is only conducted at one university. There are other variables outside the research variables, such as the influence of gender in this study, which has not been considered. Other potential variables that could be considered in future research include socio-economic status, educational background, and cultural differences. This can be an input for future research to increase the number of research samples, expand the research population, and pay attention to these aspects in research on the work readiness of Generation Z.

CONCLUSION

This study investigates the impact of the MBKM internship factor and digital literacy as independent factors, which are believed to affect the work readiness of Generation Z. The research findings indicate that MBKM internships have a limited impact on the work preparedness of generation Z, whereas digital literacy does not have any affect on work readiness. The analysis revealed that the capacity to collaborate in the digital realm enhances performance in low-value internships, proficiency in utilising IT-based equipment, the aptitude to locate and choose relevant

information in one's field of interest, and the ability to critically assess and utilise digital-based information are not fully optimised. However, there is a contemporaneous correlation between the MBKM internship variable and digital literacy in relation to work readiness. Generation Z students, who possess digital literacy skills, are expected to effectively apply their digital literacy skills to enhance their readiness for work. Some recommendations for policymakers for diploma programs include make digital literacy a core part of the curriculum across all disciplines, expand access to internship opportunities through industry partnerships, utilize virtual internships and remote work simulations and update infrastructure and provide access to technology.

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