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Prepared by Dara Naphan
1. Introduction

Introduction: Overview

For the first time, in the 2014-15 academic school year, the Pack Internship Grant Program provided funding for twenty individual student internships with Northern Nevada businesses, nonprofits and public or government agencies. The current report details the development and results of an assessment of the Pack Internship Grant Program.

Purpose of the Program

This program seeks to assist business, nonprofit, and government leaders in developing substantive internship opportunities for Nevada students. The Pack Internship grant Program will work with local organizations to create new internships or renovate an existing internship to ensure a mutually beneficial professional experience for both the organization and the student.

Beneficial for student interns:

Our assessment was designed to determine whether or not the students’ internship experiences helped the students to gain real-world experience in the fields they wish to enter. We consider a successful internship experience any experience in which the students become acquainted with their potential career fields to help them decide if this is career for them. One purpose of the program is to help the students clarify their career goals.

Beneficial for organization:

Another purpose of the program is to benefit the employers by providing them with paid interns who perform valuable work, and to create a pipeline from the University of Nevada, Reno, to the community by connecting them to a pool of qualified job applicants.

Purpose of the Assessment

The purpose of this assessment is to determine if the Pack Internship Program was able to help our students preview the potential career fields to gain real world experience that will help them clarify their career expectations. We also would like to know if the program helped local non-profits and organizations with paid interns who perform value work in their organizations.
2. Timeline

Phase 1: Development

**Summer 2014: Identify and Invite 10 Local Organizations**
The Career Studio identifies organizations to participate in the first year of the Internship grant Program. Organizations should be locally-headquartered non-profit organizations or start-up companies. Preference will be given to non-profit organizations seeking to create new internships.

**August 2014: Site Visits**
The Career Studio and ASUN Rep make site visits to each organizations to initiate the internship development process.

**September 2014: Internship Development**
The Career Studio meets with each organization to develop new internships or renovate an existing internship to align with student learning outcomes developed by the Career Studio. All internships will require a set number of hours and a standard hourly wage, to be paid for by the grant. Select site will have the opportunity to offer spots to more than one intern.

Phase II: Promotion

**October 7, 2014: Stakeholders Reception**
Invite participating organizations, EDAWN representatives, the University executive team, ASUN faculty and students, Career Studio faculty and Career Mentors to celebrate the Internship Grant Program’s launch.

**Early October 2014: Campus Promotion**
Run promotions through email, social media, and targeted messages to academic deans and advisers, as well as dedicated pages on the Career Studio and ASUN website.

Phase III: Selection

**Mid-October 2014: Applicant Pre-screening**
Applicants are required to attend an information session in person or via WebCampus tutorial before submitting an application.

**Early November 2014: Application Window Closes**
Application closes. Applicants are notified that organizations will be reviewing applications and offering interview in December.
November 2014: Inter Review Process
A section committee reviews applications to determine which ones will be forwarded to participating employers. Each employer will be given a hand-picked selection of 10-20 high quality applications, taking into account preference and availability of the applicants.

December 2014: Employer Review Process
Each organization reviews their own applicant pool and conducts interviews on a schedule that works for them.

December 2014: Employers Make Offers
Employers extend offers to the candidates of their choice. Students who accept offers will sign agreements with both the organization and the Internship Grant Program.

Phase IV: Internships

January 20th 2015: Pre-Test
By January 20th, 2015, all interns will be required to complete a self-reported pre-test via WebCampus assessing various competencies in addition not asking them any other information that we cannot access via institutional records (e.g., other employment obligations, employment history, academic aspirations post-undergraduate graduation).

January-May 2015 Internships take Place
Each employer has leeway to determine their interns’ work schedule, provided it satisfies the required number of hours and does not conflict with academic obligations. Students complete bi-weekly assignments and submit reflections via online course to fulfill the requirements of the program. These bi-weekly (or monthly?) reflections will also be used as qualitative data in the assessment process.

March 2015: Site Visits
Career Studio professional staff members make site visits to all 10 organizations and follow up with interns and supervisors to address any needs or concerns.

Phase V: Evaluation

April 15th - 30th: Evaluations, Video testimonials
At the poster session on April 28th, we obtained short, 5 minute video testimonials of 15 student interns.

Supervisors will also be asked to complete an assessment of their intern on various competencies. Interns will complete the same measures as they did on the pre-test, in addition to filling out a written reflection about their experience at the internship site, to determine whether or not the site will be suitable for future interns.
May 2015: Internship Showcase
Interns are required to prepare and present professional posters outlining the experience and personal growth. Supervisors are invited and encouraged to attend the Showcase. Invitations will also be extended to EDAWN representatives.

Learning Outcomes
## What is Evaluated?

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</thead>
<tbody>
<tr>
<td>Intern &amp; Mentor</td>
<td>...Interns will improve by at least one unit in the skill rubric in 2/3 skills identified.</td>
<td>Form 1 Part 1 A&lt;br&gt;Form 1 Part 2 B2&lt;br&gt;Form 4 Part 1</td>
<td>Intern</td>
<td>Intern</td>
<td>Intern</td>
<td>Intern</td>
<td>Intern</td>
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</tr>
<tr>
<td>Intern</td>
<td>...Interns will increase their understanding of what it is like to work in their potential career field.</td>
<td>Form 1 Part 2 - B1&lt;br&gt;Form 1 Part 2-C 3-4&lt;br&gt;Form 4 Part 2-C 3-4</td>
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<tr>
<td>Intern</td>
<td>...Interns will feel more connected to a network of professionals.</td>
<td>Form 1 Part 2-C 5-6</td>
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<tr>
<td>Intern</td>
<td>...Interns will have more experience applying what they've learned in college to the real world.</td>
<td>Form 1 Part 2-C 7-8</td>
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<td>Question 1</td>
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<tr>
<td>Intern</td>
<td>...Intern will perceive greater professional opportunities in the local area.</td>
<td>Form 1 Part 2-C 7-8</td>
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<td></td>
<td></td>
<td>Question 1</td>
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<tr>
<td>Intern</td>
<td>...Interns will perceive that their internship experiences have given them the skills and preparation necessary for career.</td>
<td>Form 2 Part 1, Q1-2&lt;br&gt;Form 5 Part 1 Q1-2</td>
<td></td>
<td></td>
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<td>Question 1</td>
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<tr>
<td>Intern</td>
<td>...Interns will perceive that their work is substantial.</td>
<td>Form 2 Part 1, Q7-10&lt;br&gt;Form 5 Part 1 Q7-10</td>
<td></td>
<td></td>
<td></td>
<td>Question 2</td>
<td>Questions</td>
<td></td>
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<tr>
<td>Intern</td>
<td>...Interns will be able to reflect on how the internship impacted their career prospects.</td>
<td>Form 2 – Part B11&lt;br&gt;Form 5 Part 3 Q1-2</td>
<td></td>
<td></td>
<td></td>
<td>Question 2</td>
<td>Questions</td>
<td></td>
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<tr>
<td>Intern</td>
<td>...Interns will clarify individual career goals through reflection on the internship experience</td>
<td>Form 5 Part 3 Q3</td>
<td></td>
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<td>Question 3</td>
<td></td>
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<tr>
<td>Intern</td>
<td>As a result of being an intern, compared to time 1 (either pre-assessment or mid-assessment), at time 2 (mid-assessment or post-assessment),...</td>
<td></td>
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<td></td>
<td></td>
<td>Question 1</td>
<td>Questions</td>
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</tr>
<tr>
<td>Intern</td>
<td>As a result of participating in the Pack Internship Grant Program 2015, Interns will have high levels of satisfaction with the program.</td>
<td>Form 2 D14&lt;br&gt;Form 5 Part 2 D14</td>
<td></td>
<td></td>
<td></td>
<td>Question 1</td>
<td></td>
<td></td>
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<tr>
<td>Statement</td>
<td>Form 2 – Part 1</td>
<td>Form 3 – Part 4</td>
<td>Form 5 Q3-5</td>
<td>Form 6- Part 2 Q8</td>
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<tr>
<td>Interns will have high levels of satisfaction with their supervisor’s guidance.</td>
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<tr>
<td>Supervisors will have high levels of satisfaction with the program.</td>
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<tr>
<td>Supervisors will have high levels of satisfaction with their interns.</td>
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3. Methods

In order to answer our questions about the effectiveness of the Pack Internship Grant Program,

1. we collected longitudinal data (at three points in time).
2. we collected both quantitative and qualitative data.
3. we did this using three different methods:
   o online questionnaires
   o journal entries
   o video testimonials

Online questionnaires

I. **Time one** (Late January-early February):
   1. Supervisors and students jointly fill out pre-assessment form #1 together (part of the form the student does by him or herself)

II. **Time two** (March):
   2. Students fill out form #2: mid-point assessment
   3. Supervisors fill out a form #3: mid-point assessment

III. **Time three** (End of April)
   1. Supervisors and student jointly fill out form #4 together (part of the form the student does by him or herself)
   2. Students fill out form #5 independently, the post-assessment.
   3. Supervisors fill out form #6 independently, the post-assessment.

****See Appendix for measures

Journal Entries

Data Collection

The journal prompts were given to the students at the beginning of the internship and the students submitted their entries at the end of the internship.
Questions

1) Have you used knowledge gained in the classroom at your internship site? Explain two specific examples.
2) How have you grown or changed as a professional because of this internship? How do you hope to continue growing professionally in the future? Give specific examples of (a) your growth during the internship, and (b) an area for additional growth in the future.
3) What career field are you exploring through this internship? How has the internship affected your interest in the field? Would you want to work in this career field? Explain.

Analysis

These journal entries will be analyzed qualitatively. The journal entries will be coded thematically, and using Microsoft Access or Excel, the rows will represent students and the columns represent themes. Each cell will contain chunks of text from a particular student with a particular theme.

Video Testimonials

When and where?

At the end of their internships, students attended a poster session to present to stakeholders (ASUN and Career Studio staff, University officials, internship site supervisors, etc.)

Why?

We decided to collect the video testimonials as both a form of qualitative data, as well as a way to advertise/market the internship program to future prospective students and employers.

Process

1. Several weeks before the poster session, the GA contacted the students and told them about the video testimonials and scheduled times each student could participate. They were told that we would show them final promotional materials.
2. We pulled aside as many students as possible into the adjoining room and videotaped 14 short, 5-10 minute testimonials of the students’ experiences at their internship.

Questions

Not all students were asked the exact same questions. Some students chose to answer some questions more thoroughly or enthusiastically than other questions.

1. What do you consider to be the most beneficial aspect(s) of your internship experience?
2. What do you consider to be the least beneficial aspect(s) of your internship experience?
3. How well prepared do you think your education prepared you for the position?
4. What effect (if any) did this internship have on your future career goals?

Two students who were unable to be video-interviewed agreed to an interview with the GA at a later date. Those interviews lasted about 20 minutes each and discussed the above questions in greater depth.

Analysis

See analysis for journal entries.

4. Data Analysis

Data Analysis:

The quantitative data (data in the form of numbers) was analyzed in Excel using frequencies and descriptive statistics. Our sample size of 20 cases does not allow for complex models that would test whether multiple variables measured at the pre-assessment could predict levels of outcome variables at the post-assessment. Therefore, the findings presented below are in the form of graphs representing the frequencies of different responses to questions (whether they were closed- or open-ended responses).

The Qualitative data (data in the form of words) was also analyzed in Excel, but analyzed thematically by color-coding and generating categories or themes that emerge from the data. Although they are qualitative data, they are reported in the form of frequencies to show the most common themes. For each theme, there is an example of a quote taken directly from an intern or supervisor representative of that theme.

5. Findings

Demographics:

The sample was mostly female, White and Hispanic, the residency in spring 2015, their grade levels in spring 2015, their credit load in spring 2015, the colleges of their majors, and their cumulative grade point averages in spring 2015.

<table>
<thead>
<tr>
<th>Sex</th>
<th>14</th>
<th>70%</th>
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<tbody>
<tr>
<td>Female</td>
<td></td>
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## Male

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<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>30%</td>
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<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
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### Racial-ethnic identification

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<tbody>
<tr>
<td>White</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>Hispanic &amp; White</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Asian &amp; White</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic, American Indian/Alaska Native, &amp; White</td>
<td>1</td>
<td>5%</td>
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<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
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### Residency - Spring 2015

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<tr>
<td>In-state</td>
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<td>Out-of-state</td>
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<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
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### Level - Spring 2015

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<tr>
<td>Sophomores</td>
<td>3</td>
<td>15%</td>
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<tr>
<td>Juniors</td>
<td>4</td>
<td>20%</td>
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<tr>
<td>Seniors</td>
<td>13</td>
<td>65%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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### Credit load - Spring 2015

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<tbody>
<tr>
<td>6 credits</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>12 credits</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>15 credits</td>
<td>10</td>
<td>45%</td>
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<tr>
<td>16 credits</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>18 credits</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
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### College of Major

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<tbody>
<tr>
<td>Liberal Arts</td>
<td>15</td>
<td>44%</td>
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<tr>
<td>Business</td>
<td>8</td>
<td>24%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>Engineering</td>
<td>3</td>
<td>9%</td>
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</table>
### Pack Internship Grant Program 2015 - Assessment Report

#### Major Distribution

<table>
<thead>
<tr>
<th>Major</th>
<th>Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100%</strong></td>
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14/20 students had two majors, and 6/18 had 1 major.

#### Grade Point Average - Spring 2015

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Average GPA</td>
<td>3.58</td>
</tr>
<tr>
<td>STDEV</td>
<td>0.31</td>
</tr>
<tr>
<td>Range</td>
<td>3.01-3.98</td>
</tr>
</tbody>
</table>

#### Key Findings:

**Skill Development**

Although all 20 intern-supervisor pairs documented their skill development at time one, only 17 did so at time three. Because each student worked on 3 goals, we therefore have data for whether 51 (17*3) goals were met over the course of the internship.

For someone to meet one of their three goals, they must have improved in skill levels as specified at the beginning of the assessment. None of the intern-supervisor pairs picked skills that the interns were already “advanced” at, so there was room for improvement for each student in three different areas.

**Across all interns, how many of their goals were met, and not met?**
Overall, students improved in 41/51 skills they intended to work on, leaving 10 (20%) of the goals unmet.

- Two interns did not improve to their expected skill levels (they were at separate internship sites)
- One intern exceeded all three goals
- The rest had a combination of exceeding their goals, meeting their goals, and not meeting their goals.

Of the 10 goals not met...

Thus, for 60% of the goals that were not met, the students still improved in the skills.
Overall, interns met goals of skill improvement:

When the levels were quantified by coding beginning =1, developing =2, intermediate=3, proficient=4, advanced=5, the average skill levels of the group is much smaller than at time three. They improved from 1.97/5, or developing to 3.82/5, or somewhere between intermediate-proficient.

Types of skills interns worked on:

On the form they filled out independently, students reported what knowledge or skills they wanted to improve in during their internships. These responses were coded thematically and quantified here:
Examples:
1. Have a more in depth understanding of PR strategy and the industry.
2. Plan a fun, educational event.
3. Communicate expectations to a group.
4. Proper record keeping and its importance.
5. Prepare and extract samples.
6. The intern will be able to obtain the ability to work in a fast pacing and demanding legislative work environment.
7. Cultivate professional relationships with local businesses in pursuit of sponsorship/vendor/donation item opportunities.

Which types of skills were students able to make improvement in over the course of the internship?

Of the different types of skills that were identified, for which skills were students most likely to meet their goals for improvement?

This graph does not include missing data, which accounts for the numbers for each category not summing to the total.

This graph indicates that for skills involving planning and creating something, of the 7 goals, 6 were met and only one was not met. (And, 60% of goals that were not met still improved from time 1 to time 3).
Three/seven goals involving design/media were not met, while 9/15 of those involving knowledge/understanding were met.

Examples

See above.

Time 1- students: What specific skills, knowledge, and experience do you personally hope to gain through this internship?

On the form they filled out by themselves, students responded to an open-ended question about what they wanted to gain from the internship. The responses were coded thematically and graphed quantitatively below. **Time 1: n=20**

Examples:

1. **Knowledge/understanding:** The legislative process, how lobbying works, what goes into the passage of a bill, the extent of the role that lobbyists play in the legislative process.
2. **Skill development:** Proficient in laboratory skills used in the forensic community.
3. **Experience:** I hope to get a feel for what it is like to work in a start-up environment.
4. **Use of technology:** I still have a lot to learn/improve about the technical side of PR (using media softwares like Cision...)
5. **Communication:** Effective communication through blogging and online media marketing,
6. **Marketing/PR:** I hope to gain more networking skills, marketing, and PR.
7. **Research:** I hope to become more proficient in research methods...
8. **Problem Solving/Strategizing**: Writing for strategic communications, coming up with and implementing strategy

9. **Networking**: Networking and cultivating relationships with professionals in various fields, primarily those in non-profit or community organizations.

10. **Other**: I hope to be able to have a better understanding of the needs and wants of the community and raise awareness about food issues.

**Self-reported measures at the beginning and end of internship**

Students self-reported their levels of familiarity with their potential career field at the beginning and end of their internships on scales from 1-7 with 1= Not very much and 7= very much. **Time 1: n=20, Time 3: n=17**

![Graph showing self-reported measures at the beginning and end of internship](image)

[Click here to see items and response options.](#)

**Students, Times 2 and 3: Internship Experiences**

Students reported on their experiences in their internship thus far. **Time 2: n=20; Time 3: n=15**

Prepared by Dara Naphan
**Students, Times 2 and 3: Internship Experiences**

<table>
<thead>
<tr>
<th>Student Experience</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am gaining professional skills and feel more...</td>
<td>6.50</td>
<td>6.47</td>
</tr>
<tr>
<td>I have a good working relationship with others in...</td>
<td>6.40</td>
<td>6.47</td>
</tr>
<tr>
<td>I am given responsibility and autonomy consistent...</td>
<td>6.13</td>
<td>6.60</td>
</tr>
<tr>
<td>There are many opportunities for me to learn</td>
<td>5.80</td>
<td>6.00</td>
</tr>
<tr>
<td>My supervisor is available when I have questions</td>
<td>5.80</td>
<td>6.00</td>
</tr>
<tr>
<td>I have enough work to do on a regular basis</td>
<td>5.47</td>
<td>5.95</td>
</tr>
<tr>
<td>The work I perform is challenging and stimulating</td>
<td>6.11</td>
<td>6.60</td>
</tr>
<tr>
<td>My supervisor and I meet regularly to discuss my...</td>
<td>5.93</td>
<td>6.60</td>
</tr>
<tr>
<td>I have been given adequate training or explanation...</td>
<td>5.80</td>
<td>6.11</td>
</tr>
<tr>
<td>This experience has given me a realistic preview of...</td>
<td>6.60</td>
<td>6.35</td>
</tr>
</tbody>
</table>

*Click here to see items and response options.*

For each of these items, students agreed more strongly at time 2 than at time 3. This was particularly so for “this experience has given me a realistic preview of this career field.”

**Students, Time 2: What have been the most positive aspects of your internship thus far?**

At the midpoint, students were asked about the best part of their internships. This was an open-ended question and was thus coded thematically. One response could have multiple themes in it. The most common themes are presented below. **Time 2: n=20**
Examples

1. **Hands-on experience**: I have jump-started my career by managing projects for a variety of clients, doing hands-on work that I can add to my portfolio, and gaining skills I would not have gained working elsewhere.

2. **Helpful/welcoming staff**: This internship has provided an extremely friendly environment which I look forward to coming to every day! My supervisors have been supportive in my training and have continually challenged me to reach new goals.

3. **Learning**: I’m learning a lot and continue to learn more each time I go in.

4. **Work is meaningful**: Furthermore, knowing that the work I do is meaningful and contributing to the companies goals is very rewarding.

5. **Learning from experts**: The most positive aspects of my internship so far have been the people that I have had the pleasure of working with--everyone on site is always very open to allowing me into their current work and showing me a little of what they are currently doing.

6. **Appropriate work**: They have assigned me projects appropriate for my skill level.

7. **Other**: I have enjoyed applying my skills to real business challenges and goals.

8. **Teaching**: Working in the field and interacting with the students have been the most positive aspects.

9. **Work is interesting**: ...web design and development is something that I am very interested in and would want to pursue as a career in the future.

10. **More confidence**: I learned, and now feel really confident in, creating social media metrics. I am learning so much!
Students, Time 2: What have been the most challenging aspects of your internship thus far?

At the midpoint evaluation, students were also asked about the most challenging aspects of their internships. This was an open-ended question and was thus coded thematically. One response could have multiple themes in it. The most common responses are listed below. T2: n=20

![Bar chart showing the most challenging aspects of the internship]

**Examples**

1. **Too much to do, not enough time:** There is so much to do, sometimes I feel like I don’t have enough time for everything!

2. **Understanding/Learning something:** Understanding how non-profit organizations operate different from organizations that build profit.

3. **Doing things they lack experience in:** I have been challenged by being trusted with projects I don’t have a lot of experience doing. For example, I have never created a newsletter but now I am in charge of creating them for two different clients.

4. **Pressure because work is important:** In this type of environment, everything that one does is meaningful and contributes to the "bigger picture". Knowing this, it put some pressure on me to learn what I needed to learn quickly and be able to apply it correctly.

5. **Lack of guidance/feedback:** It often feels like I am being thrown into the deep end without much instruction. Although I think I am managing okay, I receive little feedback on my work, if any, and usually don’t know what I can do to improve. I enjoy the autonomy, but it is generally difficult to get into contact with my supervisor if I have questions. Overall, I am struggling with trying to understand what is expected of me, if I am meeting those expectations, and if not, what I can do to meet them.

6. **Difficult/uncomfortable tasks:** Getting out into the community and soliciting/cold calling to businesses for donations. It’s uncomfortable, but I’m learning a lot from it.

7. **Nothing:** I haven’t experienced anything challenging or difficult.
8. **Red-tape:** The most difficult part has been overcoming "red-tape", technical barriers in the organization.

**Supervisors, times 2 and 3: Perceptions of interns**

At both times 2 and 3, supervisors were asked to evaluate their interns with the same set of questions. They agreed/disagreed on a scale from 1= strongly disagree to 7= strongly agree. Below are the average scores for each item for times 2 and 3. **Time 2: n=19; Time 3: n=7**

![Graph showing perceptions of interns]

Each of these items was relatively stable from time 2 to time 3. Unfortunately, only 7/19 completed the measure the second time. It could be the case that supervisors who took the time to do our questionnaire demanded more from their interns and had a different perception of their interns at time two.

**Supervisors, times 2 and 3: Overall satisfaction with the student's performance**

At times 2 and 3, supervisors also rated how satisfied they were overall with the student’s performance. **T2: 19; T3: n=7**
Supervisors’ satisfaction overall decreases from time 2 to time 3. However, the attrition from time 2 to time 3 could be concerning, particularly if supervisors whose satisfaction decreased were more likely to take the survey to voice their opinion.

Supervisors, time 2: List 2-3 strengths student has displayed

At time 2, supervisors listed several strengths the students had displayed. **T2: n=19**

**Examples:**

1. **Eager to learn:** ...eager to learn about the different aspects of accounting.
2. **Communication:** great communication skills
3. **Ask questions:** ...no fear of asking questions for clarity on any tasks he’s been assigned.
4. Initiative/independence: She takes initiative,
5. Time management: Excellent time management skills
6. Personable: (Student) is very personable.
7. Intelligence/knowledge: (Student) has a great knowledge of technology
8. Enthusiasm/passion: (Student) is very passionate about this internship
9. Follow-through: She is creative and sees projects through to the end
10. Open to constructive criticism: He has been patient and responsive when I have given him critical feedback
11. Professional: She carries herself professionally.
12. Creative: Eager to learn and creative solutions
13. Going extra mile: He is very involved in the process and is always doing extra research.
14. Research skills: (Student) has excellent writing and research skills.
15. Focus: Ability to focus

Supervisors, times 2 and 3: List 2-3 areas for continued improvement in the student’s skills or performance

At time 2, supervisors also listed several areas in which the students could show improvement. T2: n=19

Examples:
1. Writing: making voice be heard in meetings confidence in writing and design skills
2. Analytic skills: Constructing complex arguments is not his strongest suite and his composition abilities are average.
3. Nothing: None at this time. She is learning and growing every day and will be successful in the professional field she has chosen.
4. **Be more social/outgoing:** Also, it’s hard to work on this one, but (student) could benefit from being a bit more outgoing...that will be a skill that will help him most when interviewing for jobs to start his career.

5. **Learn about organization/mission:** Eric could work on becoming more familiar with the organization's strategic and financial goals to make a strong connection with his work.

6. **Communication about work:** communication on scheduling or work conflicts.

7. **Asking for more work:** ask for more work or what else needs to be done when his task list is empty

8. **Field-specific goals:** Continue to learn the process of operating the instrumentation in the laboratory.

9. **Detail of work:** ...he does need to work on the quality and detail of his work.

10. **Time management:** improvement on his time management skills.

11. **Taking initiative:** (Student) has room for growth in taking the initiative.

**Supervisors, time 2: Why or why wouldn't you recommend the Pack Internship Program to other employers**

At time two supervisors reported why they would or wouldn’t recommend the Pack Internship Program to other employers. **T2: n=19**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because the interns were &quot;high-quality&quot;</td>
<td>5</td>
</tr>
<tr>
<td>Because program is mutually beneficial for interns and community</td>
<td>3</td>
</tr>
<tr>
<td>Because interns were helpful to organization</td>
<td>3</td>
</tr>
<tr>
<td>Process was smooth</td>
<td>2</td>
</tr>
<tr>
<td>Process was inconvenient for the organization</td>
<td>2</td>
</tr>
<tr>
<td>Because it's nice for non-profits/startups who can't...</td>
<td>2</td>
</tr>
<tr>
<td>Already recommended the program to another...</td>
<td>1</td>
</tr>
</tbody>
</table>

**Examples:**

1. **Because the interns were “high-quality”:** The quality of the intern candidates was outstanding.

2. **Because the program is mutually beneficial for interns and community:** Excellent, mutually beneficial opportunity for all involved.

3. **Because interns were helpful to organization:** The work that our intern had been accomplishing has been extremely useful to our organization.

4. **Process was smooth:** I was sent quality candidates, and the process was very smooth.
5. **Process was inconvenient:** Yes, but this process has required a tremendous amount of work on our end. From interviewing students, completing assessments and the general work that is required to get a new person up to speed, it has ended up being a tremendous undertaking.

6. **Because it's nice for non-profits/startups who can't afford to pay interns:** It's just an overall great idea, especially for a startup that might not otherwise have the capital to pay interns on their own.

7. **Already recommended the program to another employer:** I have recommended the program to Assistant DA Bruce Hahn.

8.

**Students, time 3: What suggestions would you give to students who may intern at this organization in the future?**

At time 3, students were asked what they would suggest to future interns at their internship site. **Time 3: n=14**

### Students, time 3: What suggestions would you give to students who may intern at this organization in the future?

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not be afraid to ask questions and ask for help</td>
<td>4</td>
</tr>
<tr>
<td>Make connections and meet people in the field</td>
<td>3</td>
</tr>
<tr>
<td>Have good communication with supervisors, possibly set up standing meetings</td>
<td>3</td>
</tr>
<tr>
<td>Go beyond the bare minimum, and to be open to...</td>
<td>3</td>
</tr>
<tr>
<td>Be prepared to work independently</td>
<td>2</td>
</tr>
<tr>
<td>Be prepared for working in a fast-paced environment</td>
<td>2</td>
</tr>
<tr>
<td>Students in this internship should commit for at least...</td>
<td>1</td>
</tr>
</tbody>
</table>

**Examples:**

1. **Do not be afraid to ask questions and ask for help:** *Don’t be afraid to ask questions... it is better to ask a dumb question rather than make a big mistake.*
2. **Make connections and meet people in the field:** *My advice would be to not be afraid to introduce yourself to people and make connections.*
3. **Have good communication with supervisors, possibly set up standing meetings** *Keep a strong line of communication open with the supervisor*
4. **Go beyond the bare minimum, and to be open to doing anything asked of them:** *I would just advise them to go into this internship prepared to go beyond what they ask of you. You will not thrive in this environment by trying to get away with the bare minimum.*
5. **Be prepared for working in a fast-paced environment:** The work is very engaging and fast-paced, so be prepared to change gears while working on a project.
6. **Be prepared to work independently:** Learn to work alone without any guidance or direction.

7. **Students in this internship should commit for at least a year:** There is a great deal of growth that can be made during this internship, but to truly learn the procedures expected of you, it will take approximately a year.

**Time 3, students: What recommendations would you give to this employer for future internships?**

At time 3, students were asked what recommendations they would give their employers.

**T3: n=15**

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**Students, time 3: What recommendations would you give to this employer for future internships?**

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue what they are doing</td>
<td>7</td>
</tr>
<tr>
<td>More time training so the interns know what is expected of them</td>
<td>3</td>
</tr>
<tr>
<td>Set the bar higher*</td>
<td>2</td>
</tr>
<tr>
<td>Establish the intern training program with the mentor positions</td>
<td>1</td>
</tr>
</tbody>
</table>

*One student reported she sometimes did not have enough to do, and the other reported having to do monotonous office work.

**Examples:**

1. **Continue what they are doing:** Keep doing what you are doing, you guys are great!
2. **More time training so the interns know what is expected of them:** Maybe give a little bit more guidance on projects so that interns know what exactly you expect from them.
3. **Set the bar higher***: I would recommend that SNJ finds a greater variety of tasks that the intern could complete...sitting in the office alone folding and stapling for hours at a time was not a fun experience.
4. **Establish the intern training program with the mentor positions:** Establishing the intern training program immediately along with the mentor positions will allow for the fastest growth.

**Students, time 3: Has this internship stimulated your interest in this career field? Why or why not?**

At time 3, students were asked whether or not the internship stimulated their interest in their field, and then to explain why or why not. **T3: n=15**
Examples:
1. Described their internships as "interesting", "inspiring", or that they enjoyed it: It is certainly not for some people, but I personally enjoyed it.
2. Internship gave them realistic insight into what it would be like to work in their field: Yes it has because now I have gotten a look at what I could be doing some day...
3. Claimed that they want to continue in the same career paths as their internships: It's sparked my interest and made me want to pursue what my mentor does. I feel like I've tapped into a passion I didn't know I had before.
4. Internship solidified their interest in the field: Yes, this internship has further solidified my passion for this field ...
5. Internship showed them that they have the skills to work in their fields: I really found the strengths necessary to be successful in this career which has clarified my ambitions in pursuing work in this field.
6. Internship helped him realize his true passion (history): ...the internship made me realize that what I truly love is history and I now know I would like to go into that field.
7. Supervisors could have made the experience better: ...the legislature is a very inspiring place to be. Unfortunately, was not properly handled by management thus, making the overall experience not as beneficial.

Plan of Action:

Main themes:
Several students reported that they were lacking guidance from their supervisors, and that they were not receiving any feedback or expectations from the employers. We may consider stressing to employers that giving the interns feedback is important.

The most common challenge students reported having was time management. Many seemed to feel that there was too much to do in too little time. One student suggested that future interns take internship credits to fulfill credit requirements. Perhaps a time management class would benefit these students- especially those who have to commute to Carson City to get to their internships.

The most common positive quality that employers saw in their interns was an eagerness to learn. The most common area that supervisors thought their interns could work on was in writing.

Supervisors seemed to want a longer lead time to get things set up (e.g., HR, payroll)

**Unanswered questions:** Why did students’ scores on their measures specific to the internship- (This internship has given me a realistic preview...) decrease from times 2 and 3, when their scores on their measures from times 1 and 3 about their familiarity with the field increased? It may be because there was a floor effect at time 3 for that measure. The average score for measures on the internship experience at time 1 was 6.4/7 while the average score for the measures about their general familiarity with their chosen career field was a 4.8/7.

**Issues with process:**

When we asked the supervisors and interns to jointly discuss their skills and goals for improving on those skills, we asked them to document the product that would be evidence of meeting this goal. Most of the time, the supervisors repeated the skill that the student would be focusing on, instead of thinking about evidence of meeting their goal. In the future, the assessment might benefit if we check these responses or work with the interns and supervisors to help them think about an objective criteria for reaching their goals. We should also give better directions, perhaps some examples (e.g., The students’ completion of a task with fewer than 2 errors in X time will indicate they are proficient in X skill).

**Fidelity**

We also do not know whether or not supervisors actually used the criteria at the end. Some of them may have wanted to but did not have the original assessment, which tells them how to judge the students’ progress. One supervisor mentioned in the comments section that it would be nice to get a copy of what they wrote this first meeting with their intern.

We also do not know if the supervisors actually gave the students feedback as often as they said they would in the beginning. We may consider implementing a way to check that.

**Attrition**
When respondents at time one do not all participate at time 2. This was particularly so for the supervisors. At time two, for instance, there were 19, and at time 3 there were only 7. It may be possible that those employers who did respond are somehow different than the employers who did not respond in a way that could affect our results.

One employer did complain about the time the paperwork and even the assessments took. We may consider stressing that the skill development part is part of the internship itself, and not just the assessment. We could also consider not formally assessing at the midpoint to reduce the burden on the employer.

Appendix

Form #1: Pre-assessment form completed by students and supervisors (late January)

At the beginning of their internships, students and employers met one-on-one, and filled out the first part of the form (See Skill Development, sections A-D).

Part 1- Students and Supervisors

A) Skill Development:

For the first portion of this form, students and supervisors jointly discussed three different skills that the student wanted to improve in throughout their internship. For each skill, they were asked:

1. What level the student was currently:
   I. **Beginning**: Needs detailed instruction and oversight to start, progress, and complete a task. Makes mistakes. Does not recognize mistakes. Not capable of fixing a mistake without detailed instruction.
   II. **Developing**: Capable of starting a task, but needs detailed instruction and oversight to make progress or complete the task. Makes mistakes. May not recognize a mistake, but is capable of fixing a mistake with feedback.
   III. **Intermediate**: Capable of starting a task and making progress independently with general instruction. Needs minimal oversight and feedback to complete a task. Is capable of recognizing mistakes, and fixes mistakes with little or no feedback.
   IV. **Proficient**: Able to start, progress, and complete a task with minimal instruction or oversight. Makes few mistakes, is capable of recognizing mistakes, and fixes mistakes with little or no feedback.
   V. **Advanced**: Able to instruct someone else on how to start, progress and complete a task. Capable of identifying mistakes in the work of others. Provides feedback to others and helps them fix mistakes.
2. How often the student would receive feedback from their supervisor on their development in the skill
   a.  *Daily, weekly, bi-weekly, monthly, and the mid-point and end of semester*

3. At what level the student will be at the end of the internship
   a.  *Beginner, Developing, Intermediate, Proficient, and Advanced*

4. To describe the product or outcome that will be evidence of skill development.
   a.  *Open-ended*

**Part 2 - Students only**

At times 1 and 3, students were then instructed to fill out the remaining section of the survey by themselves.

**B) Questions about career and internship aspirations:**

1. What career field do you intend to explore through this internship?
   a.  *Open-ended*

2. What specific skills, knowledge, and experience do you personally hope to gain through this internship?
   a.  *Open-ended*

**C) Measures of familiarity with field, transferability of classroom knowledge to professional setting, and perceptions of job opportunity**

*Familiarity with field*

3. How thorough is your understanding of what it would be like to work in this field?
   a.  *(1=No understanding – 7= Thorough understanding)*

4. How much knowledge do you have about the professional culture of this field?
   a.  *(1=No knowledge – 7= A lot of knowledge)*

5. How connected do you feel to a network of professionals who can help you get started in this field?
   a.  *(1= Not connected at all – 7= Very connected)*

6. How confident do you feel that you could ask for a letter of recommendation when applying for future positions in this field?
   a.  *(1= Not confident at all – 7= Very confident)*

*Transferability of classroom knowledge to professional setting*

7. How much experience do you have applying what you've learned in the college classroom to real-world situations?
   a.  *(1= No experience – 7= A lot of experience)*

8. How applicable would you say your college coursework is in a professional setting?
Perceptions of employment opportunity

9. How much professional opportunity in this field would you say exists here in the greater Reno area?
   a. (1 = No opportunity – 7 = A lot of opportunity)

10. How much professional opportunity in general would you say exists here in the greater Reno area?
    a. (1 = No opportunity – 7 = A lot of opportunity)

Form #2: Mid-assessment measures completed by interns (March)

A. Questions about their internship experiences:

At the mid-point of the internships, students rated how much they agreed/disagreed with the following 10 items:

Internship is a professional socialization experience

1. This experience has given me a realistic preview of this career field.
2. I am gaining professional skills and feel more prepared to enter the workforce as a result of this experience.

Interactions with supervisors

3. My supervisor is available when I have questions.
4. I have been given adequate training or explanation of projects.
5. My supervisor and I meet regularly to discuss my goals and progress.

Interactions with others

6. I have a good working relationship with others in the organization.

“Substantial” work

7. The work I perform is challenging and stimulating.
8. I have enough work to do on a regular basis.
9. There are many opportunities for me to learn.
10. I am given responsibility and autonomy consistent with my abilities.

Students rated these items in a Likert scale matrix with the following response options (1 = Strongly Disagree 2 = Disagree 3 = Slightly Disagree 4 = Neutral 5 = Slightly Agree 6 = Agree 7 = Strongly Agree)
B. Questions about positive and challenging aspects of internships:

   11. What have been the most positive aspects of your internship thus far?
       a. (Open-ended)

   12. What have been the most challenging or difficult aspects of your internship thus far?
       a. (Open-ended)

C. Question about recommending the internship to other students:

   13. Would you recommend this internship to other students?
       a. (4 = Highly recommend, 3 = Recommend 2 = Recommend with reservations 1= Would not recommend)

D. Question on overall level of satisfaction with the experience until then:

   14. Overall satisfaction with internship experience thus far?
       a. (4 = Very satisfied 3= Satisfied 2 = Somewhat satisfied 1= Not satisfied).

Form #3: Mid-assessment form completed by supervisors (March)

Independent from their interns, supervisors were asked to fill out the following sets of questions at the midpoint of the internship.

Part 1. Questions about interns:

1. Intern has taken an interest in the mission/goals of the organization
2. Intern has taken initiative or responsibility consistent with his/her abilities
3. Intern has asked for clarification or additional work as needed
4. Intern has a good working relationship with others in the organization
5. Intern has gained transferable skills as a result of this experience

Supervisors rated these items in a Likert scale matrix with the following response options: 1 = Strongly Disagree 2 = Disagree 3 = Slightly Disagree 4 = Neutral 5 = Slightly Agree 6= Agree 7= Strongly Agree

Part 2. Open-ended questions about strengths and areas for improvement:

6. List two or three strengths this student has displayed during his/her internship experience
7. List two or three areas for continued improvement in the student’s skills or performance

Part 3. Satisfaction questions

8. Overall satisfaction with the student's performance
9. Overall satisfaction with the Pack Internship Grant Program thus far
Supervisors rated their levels of satisfaction using the following scale: 1 = Very satisfied 2 = Satisfied 3 = Somewhat satisfied 4 = Very satisfied

Part 4. Recommendation questions:

10. Would you recommend the Pack Internship Grant Program to another employer?
   a. (Yes/No)
11. Why or why not?
   a. (Open-ended)
12. Additional Comments
   a. (Open-ended)

Form #4: Post-assessment form completed by students and supervisors (April)

Part 1
At the end of the internship, students met again with supervisors and together they repeat the skill development (See these questions again) questions and reflect on how much the student has improved in each skill.

Part 2
By themselves, students also fill out the same measures of familiarity with field, transferability of classroom knowledge to professional setting, and perceptions of job opportunity (See these questions again).

Form #5: Post-assessment form completed by students (April)

Part 1
At the end of the internship, students filled out a final form by themselves. On it, they are asked to answer the same questions about their internship as they had answered at the beginning of the internship (See these questions again).

Part 2
They are also asked again whether they would recommend the internship to other students, and how satisfied they were with the internship experience overall (See these questions again).

Part 3
They are also asked the following open-ended questions:

1. What suggestions would you give to students who may intern at this organization in the future?
2. What recommendations would you give to this employer for future internships?
3. Has this internship stimulated your interest in this career field? Why or why not?

**Form #6: Post-assessment form completed by supervisors (April)**

**Part 1. Questions about interns**

At the end of the internship, supervisors filled out a form by themselves as well. Supervisors answered the same questions about their interns as they did at the midpoint evaluation (See these questions again).

**Part 2. Questions about satisfaction with students and program**

They were also asked how satisfied they were with their students’ performance and with the Pack Internship Grant Program overall (See these questions again).

**Part 3. Questions about satisfaction with specific program elements:**

1. How satisfied were you with the following program elements:
   a. Program Organization
   b. Program Policy and Logistics
   c. Clarity of Expectations
   d. Communication with Internship Coordinator, Elizabeth
   e. Selection Process
   f. Quality of Candidates
   g. Paperwork Required

Supervisors rated these items in a Likert scale matrix with the following response options: 1 = Very Dissatisfied 2 = Dissatisfied 3 = Somewhat dissatisfied 4 = Neutral 5 = Somewhat Satisfied 6 = Satisfied 7 = Very satisfied.

**Part 4. Questions about future with Pack Internship Grant Program**

2. Would you be interested in supervising other interns through the Pack Internship Grant Program in future semesters?
   a. (Yes/No/Perhaps, contact me at a later date)

3. Would you be interested in having other UNR students intern at your organization outside of the Pack Internship Grant Program?
   a. (Yes/No)

**Part 5. Question on specific benefits of internship for organization**

4. What specific benefits (if any) did this internship have for your organization?
   a. (Open-ended)
Part 6. Additional Comments

5. Please share any suggestions or feedback that would improve this overall experience for you and/or the student intern in the future:
   a. *(Open-ended)*