



**BUSH 635:**  
**MINI-CAPSTONE**  
2018 Internship Experience Survey

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## **I. Introduction**

The intent of this project was to evaluate if the required summer internship for the Public Service and Administration (PSAA) curriculum is producing the desired learning outcomes for the Bush School of Government and Public Service. Our main objective was to administer a survey to the second-year students to promote self-reflection about their individual internship and the value it had as a high-impact learning experience. The survey was distributed to eighty-one second year PSAA students with a total of 49 responses. This is a response rate of 60.49% with a survey completion rate of 81.63%. The raw data, survey questions and codebook are all available for future use.

The survey was distributed via email and Facebook. Our survey questions were divided into the following categories in order to follow the standards set forth by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) core competencies considered for accreditation as well as the Bush School of Government and Public Service's desired learning outcomes:

- Integrative and Life-Long Learning
- Effective Communication
- Leadership, Teamwork, and Communication Principles
- Personal Development
- Miscellaneous Outcomes

Additionally, our survey provided an opportunity for open-ended responses at the end of the survey.

## **II. Methodology**

We designed our survey based upon practices common to internship survey literature (Coco, 2000; McCafferty, 1979; Karunaratne & Perera, 2015; Jackel, 2011), with a particular emphasis on the Bush School's desired learning outcomes and NASPAA's core competencies for accreditation (The Bush School). We consulted Dr. Joanna Lahey throughout the survey design process. Additionally, we reached out to three faculty members, Dr. William Brown, Dr. Lori Taylor, and Dr. William West, to ensure that the survey questions were appropriate for all three academic tracks available at the Bush School. We built and administered the survey with Qualtrics. It contained 28 questions formatted in a variety of ways, including five-point Likert scales, response matrices, and fill-in-the-blank responses.

The survey also included skip logic on one of its questions. When asked whether or not they had participated in an internship, respondents selecting “no” were redirected to a fill-in-the-blank response requesting an explanation for their decision not to participate in an internship. However, none of the respondents selected “no.”

The survey was distributed via email to all second-year students and repeatedly advertised on social media and by word of mouth. We received 49 responses, of which 40 actually completed the survey in its entirety. The survey was open from April 3rd to April 22nd. Our team conducted an analysis of the response data using Qualtrics, Stata, and Excel. The results of the survey and our completed analysis will be outlined in the following sections.

### III. Results

#### A. Demographic Information

	<i>Respondents within Sample</i>	<i>Percentage of Respondents within Sample</i>	<i>Population of 2<sup>nd</sup> Year SA Students</i>	<i>Percentage of 2<sup>nd</sup> Year SA Population**</i>
International Students	5	10.2%	22	27.2%
Female	27	55.1%	50	61.7%
Male	14	44.9%	31	38.3%
Public Management Track (PM)	16	32.7%	38	46.3%
Public Policy Analysis Track (PPA)	22	44.9%	32	39%
Nonprofit Management Track (NPM)	10	20.4%	12	14.6%
Other (PM & NPM)	1	2%	2	2.4%
Undeclared	8	-	-	-
Total	49	-	81*	-

*\*According to the most up-to-date records there are 81 students active in the 2nd year cohort. Demographic information breakdowns were only available for the class at the beginning of the year. At some time during the semester the survey was administered one student was classified as “inactive” and dropped from the official count, which was originally 82 students. However, due to privacy issues, we are not permitted to know which student is no longer included in the total count. We are unaware of which track the inactive student was registered under. Therefore, there is an extra individual included in the track breakdown totals.*

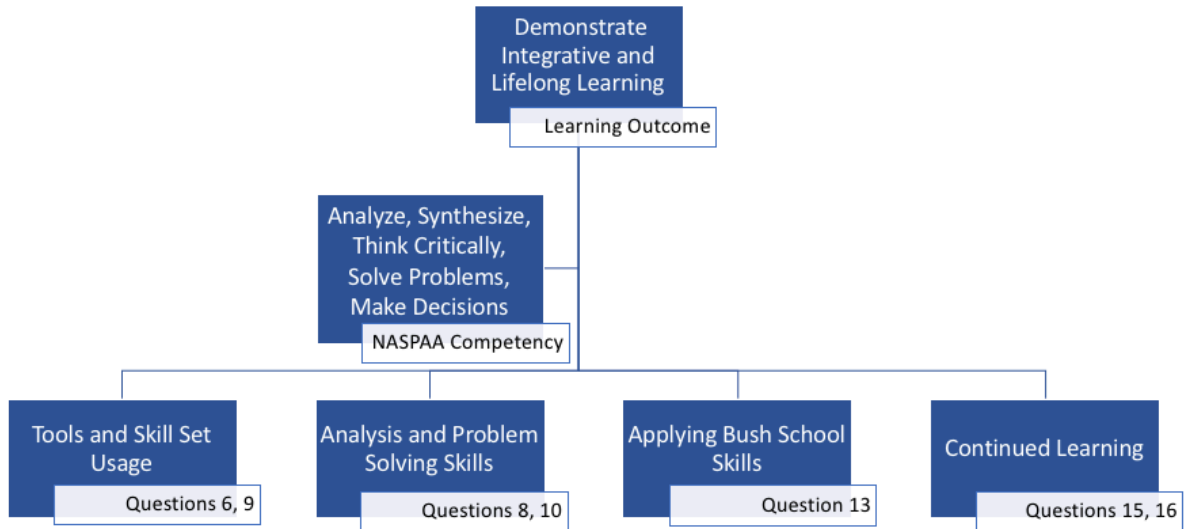
*\*\*The ratios for track percentages were calculated out of 82 students to be consistent with the original demographic numbers.*

The ratio of our sample is not entirely consistent with the ratios found within the population of interest. For example, there is a smaller percentage of international students within the sample (10.2% compared to 27.2%). There is also a smaller percentage of Public Management students in the sample (32.7%) than in the actual population (46.3%) and a larger percentage of both Public Policy Analysis students (44.9% compared to 39%) and Nonprofit Management students (20.4% compared to 14.6%). This must be taken into consideration as we present our analysis of the results.

## **B. Breakdown of Learning Outcomes**

In the following sections, we analyze the various questions and responses. The analysis is organized to reflect the four main learning outcomes identified by the Bush School. Preceding each analysis section is a graphic illustrating the ways the individual questions were mapped to fit into the context of both the learning outcome and the NASPAA competency requirements. It should be noted that certain sections may use multiple NASPAA competencies or none at all. The mapping of NASPAA competencies did not match up exactly with specific Bush School learning outcomes on a 1-to-1 basis, but each competency was identified and mapped according to its most logical placement somewhere within the four desired learning outcomes. Numbered questions are written out in each section but can also be found in the Appendix at the end of this report.

## a. Demonstrate Integrative and Life-Long Learning

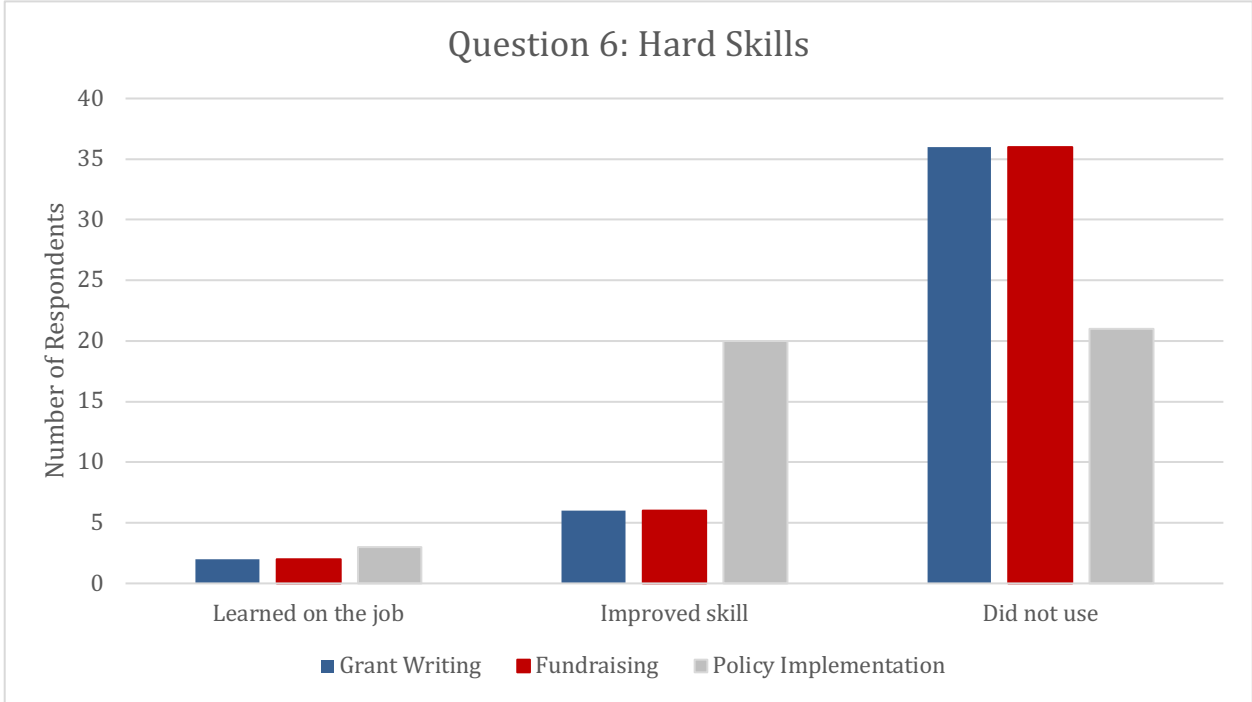


A major desired outcome of the internship experience is for students to develop a capacity for integrative and lifelong learning. Integrative learning implies taking the skills learned in the classroom and applying them in a workplace setting, continuing to use and develop these skills after formal education is complete. These skills should naturally include critical thinking and problem-solving, which are common requirements among various careers within public service and administration. Therefore, the corresponding NASPAA competency is included under this learning outcome.

In order to effectively demonstrate integrative and lifelong learning, students must be able to utilize various tools and technologies, such as collaboration, research, and data analysis software, along with presentation and report generating programs. Students must also be able to apply analytical and theoretical concepts learned in the classroom into practice in the workplace, utilizing problem-solving skills along the way. These skills are addressed in Questions 6, 8, 9, and 10 (see Appendix pages 30-32). Finally, it is desirable that students will continue to engage with learning opportunities long after they have finished formal educational pursuits. Questions 13, 15, and 16 (see Appendix pages 34-35) focus on both the self-reflection of the student in their individual internship experience and also a variety of aspects within the Bush School that were designed to improve their experience on the internship.

To assess the effectiveness of the internship in these areas, respondents were asked questions specifically related to the usage of certain technologies/tools, critical thinking/problem-solving skills and the application of professional skills gained at the Bush School prior to their internship experience. The purpose of these questions was to investigate if students were actively using previously gained knowledge and to demonstrate that they will continue to use these skills after completing their program at the Bush School.

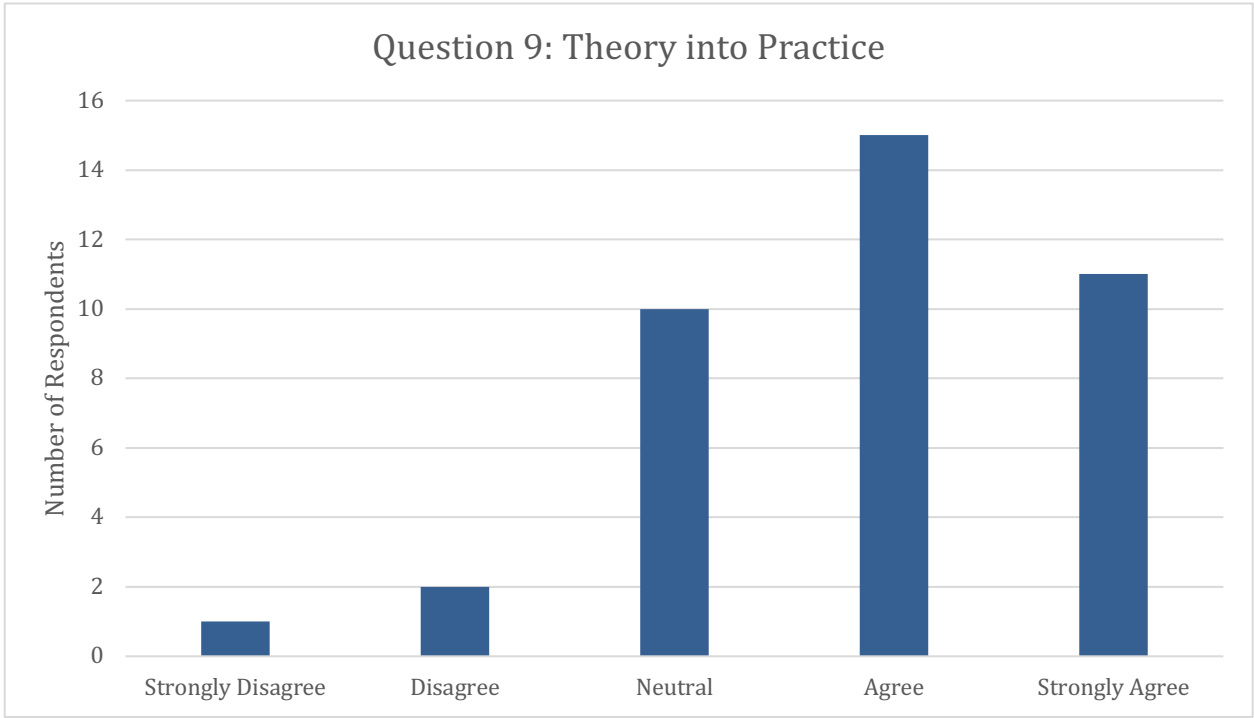
*Question 6 - Through your internship you learned and strengthened “hard skills” (defined by examples below) that you will utilize in your future career, such as:*



Depending on the track of the student, we posited that certain specific skills were not used in their internship. For example, we considered it unlikely that Public Management and Public Policy Analysis students would use grant-writing or fundraising skills in their internship. While this held true in the survey results, we were surprised to discover that Nonprofit Management students did not report higher usages of these skills, as was expected, since these are important skills for this particular field. In fact, 75% of Non-Profit Management respondents reported that they neither learned nor used grant-writing or fundraising skills during their internship, although a quarter of them did.

A slim majority (52.27%) of all respondents reported using the policy implementation skill, by either improving the skill or learning the skill on the job. This skill is important across all tracks. However, it is worth noting that the Public Policy Analysis students were the exception to this rule: only 40% of respondents belonging to the Public Policy Analysis track answered that they used policy implementation skills during the internship.

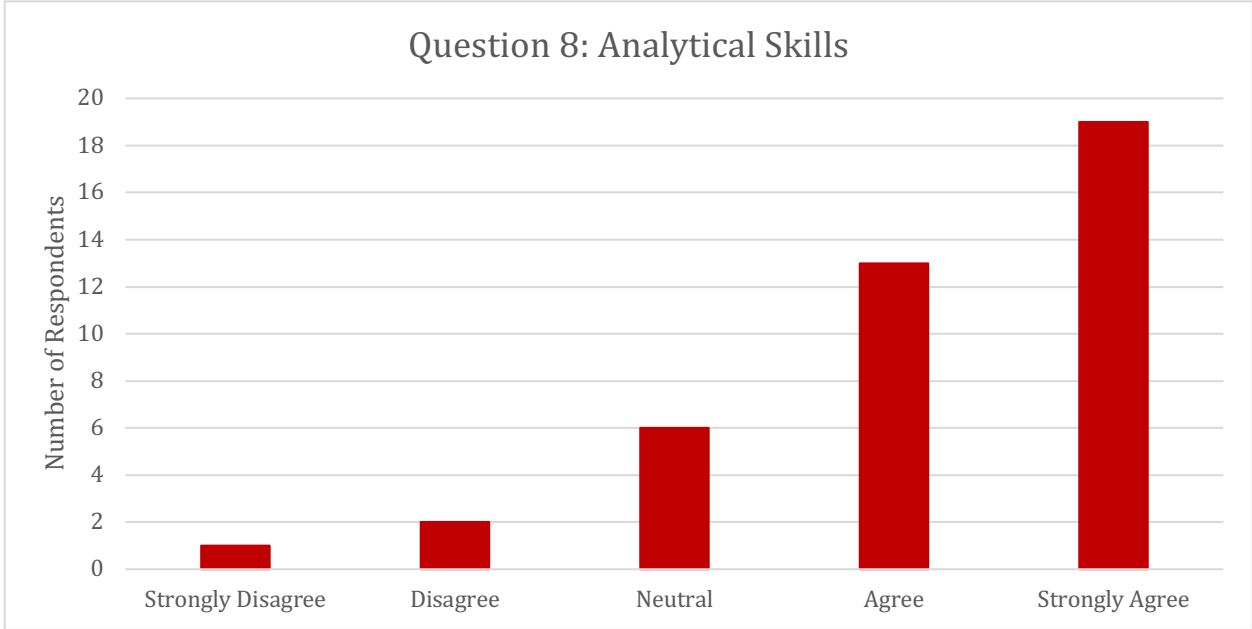
Question 9 - Your internship required you to put theory into practice. (1=Strong Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)



A majority of respondents responded “agree” or “strongly agree” (63.4%), indicating that they felt their internship allowed them to put theory into practice. However, there appear to be differential responses across tracks. Specifically, 83.3% of Nonprofit Management respondents reported that internship experience required them to utilize theory in their work while 73.7% of Public Policy Analysis and 50% of Public Management respondents reported it.

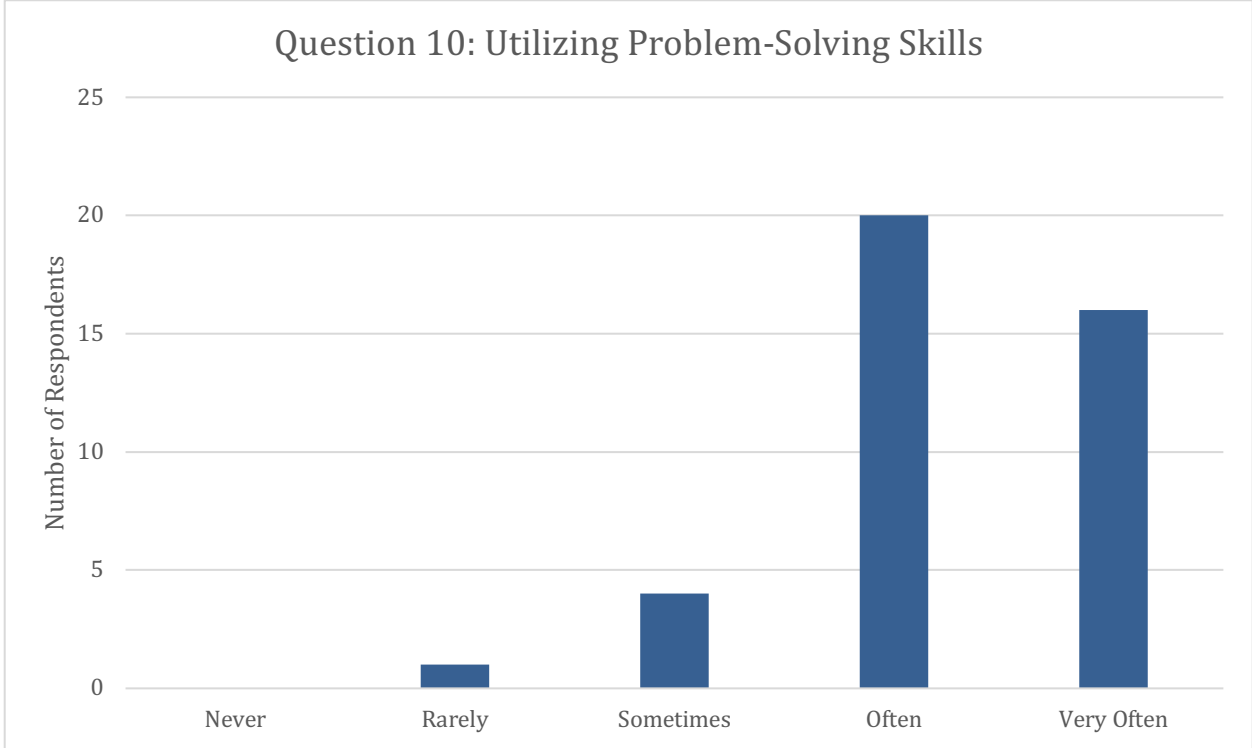


Question 8 - Your internship experience required you to analyze (methodically evaluate) and synthesize (combine different ideas into a single output) information through formal or informal reports/presentations (1=Strong Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)



A majority of respondents (78.05%) either agree or strongly agree that their internship provided opportunities to analyze information and properly incorporate it into reports and presentations. 2.95% of respondents were neutral or disagreed that they had used these skills during the internship. Meanwhile, all Nonprofit Management students stated they used these skills, while only a small portion of Public Management (14.29%) and Public Policy Analysis (5.0%) students said they did not use them.

Question 10 - How often during your internship were you required to utilize problem-solving skills (i.e. define a problem, gather information, analyze data, propose solutions, evaluate outcomes)? (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Very Often)

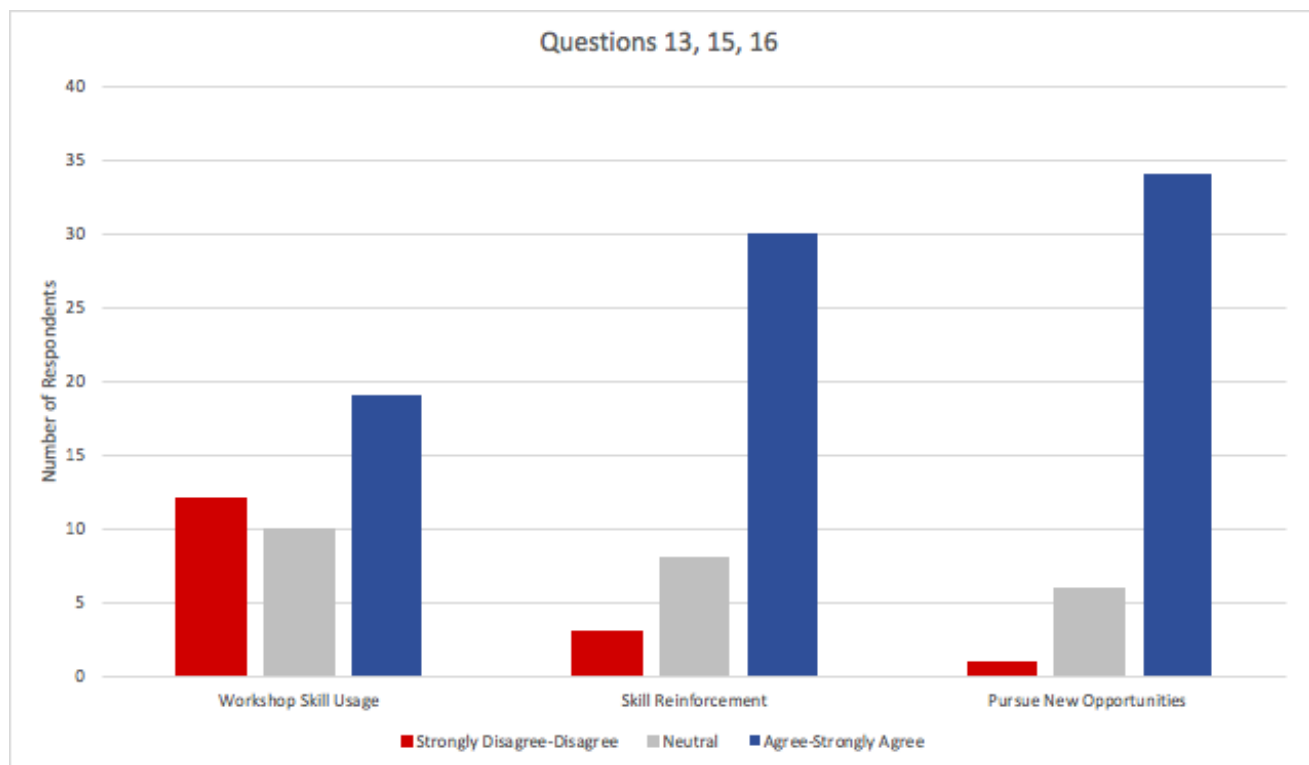


A majority of respondents (87.80%) reported that they were required to utilize problem-solving skills “often” or “very often” on their internship. The frequency of usage is consistent across tracks. Only four students reported using these skills “sometimes” and one individual reported “rarely” using such skills.

Question 13 - You used skills gained from the Bush School career workshops and events to be more professional in your activities and communications during your internship. (1=Strong Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

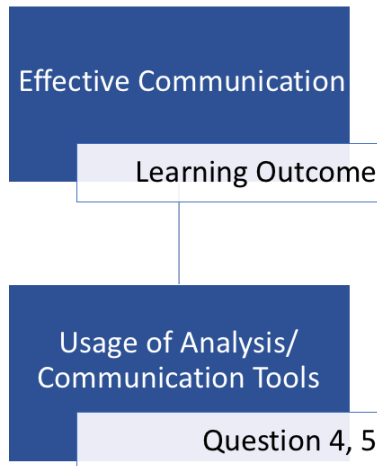
Question 15 - You feel that the internship reinforced skills/understanding gained during your time thus far at the Bush School. (1=Strong Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

Question 16 - You feel that the internship lead you to pursue new opportunities to expand your knowledge, skills, and abilities. (1=Strong Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)



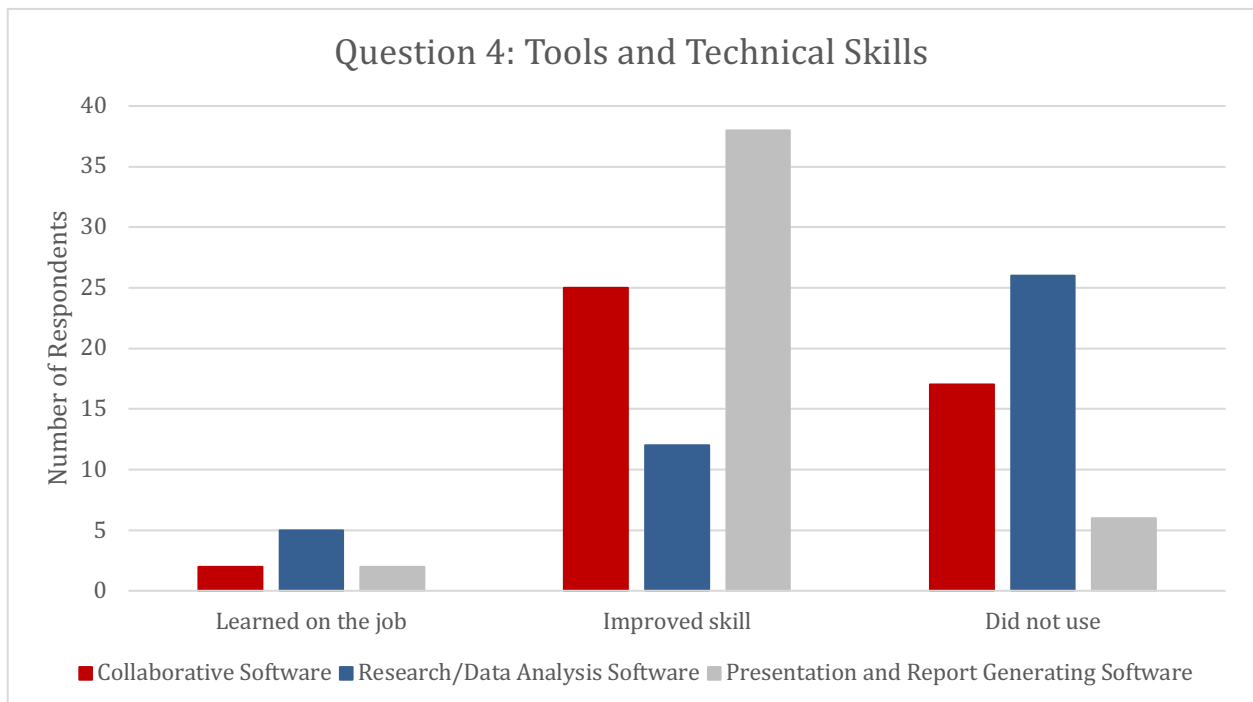
Questions 13, 15, and 16 were answered using a 1-5 Likert scale, with 1 being “strongly disagree” and 5 being “strongly agree”. In the above graph, we grouped “agree” and “strongly agree” together to better illustrate the number of respondents agreeing to the statements in the questions. We likewise grouped “disagree” and “strongly disagree” for the same purpose. Students’ reactions to the professionalism workshops were mixed. While a plurality of respondents (46.34%) reported that the workshops were beneficial, answering either “agree” or “strongly agree”, most indicated that they were either neutral or did not believe they used skills they learned in the workshops during their internship. In contrast, it appears that a majority of students believe that their internship reinforced valuable skills (73.17%) and encouraged them to pursue new opportunities (82.93%).

## b. Communicate Effectively



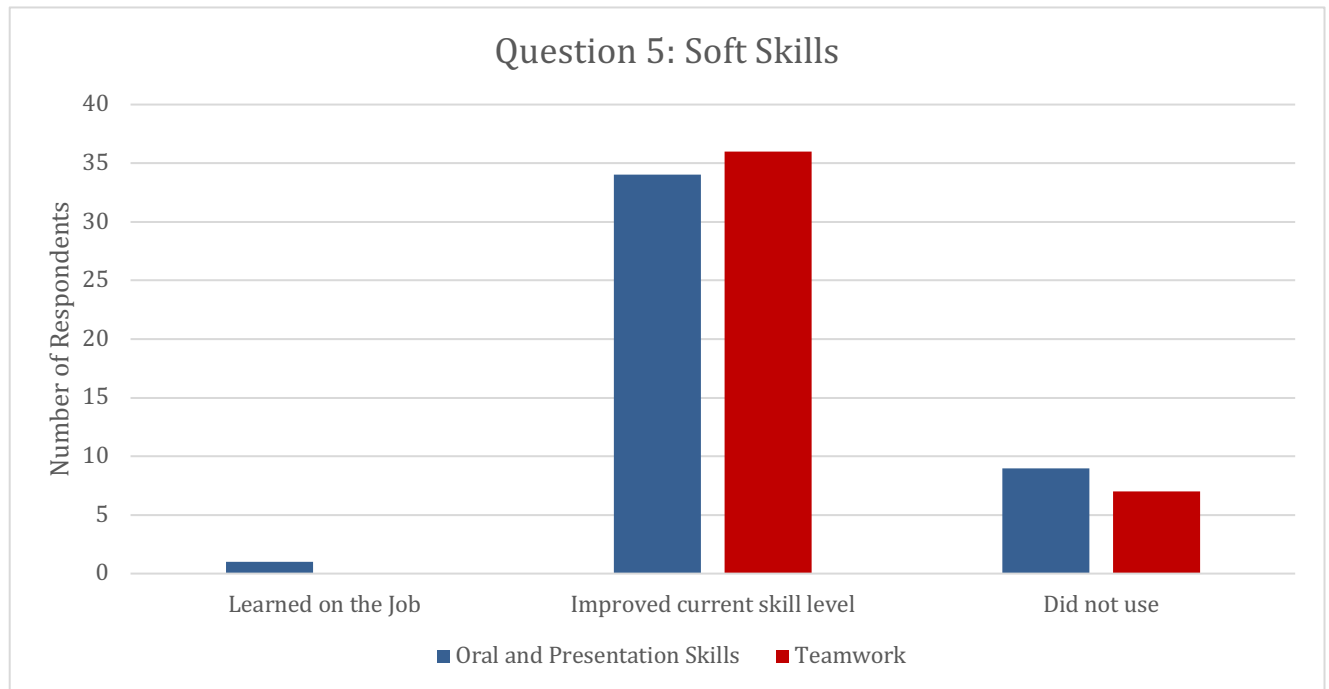
Two questions within the survey served to address the learning outcome of effective communication. Collaborative, data analysis, and presentation software skills are directly related to a student's ability to communicate effectively within an educational or workplace environment, therefore, the survey questions focused on these specific skills.

*Question 4 - Through your internship you learned how to use various tools and technological skills that you will utilize in your future career, such as:*



As evidenced by the chart above, a majority of respondents (56.8%) answered that the internship experience improved their current collaborative software skill level. Of the respondents, 62.5% of Nonprofit Management, 80% of Public Management, and 45% of Public Policy Analysis track students used collaborative software. Research and data analysis skills were not as heavily utilized, as only 39.5% of students indicated that they used these skills during their internship. These skills were used by 42.86% of Nonprofit Management, 40% of Public Management, and 35% of Policy Analysis track students. A majority of students (82.6%) reported that their presentation and report generation software skills were improved through their internship. Broken down by track, 62.5% of Nonprofit Management, 93.33% of Public Management, and 100% of Public Policy Analysis track students used these skills.

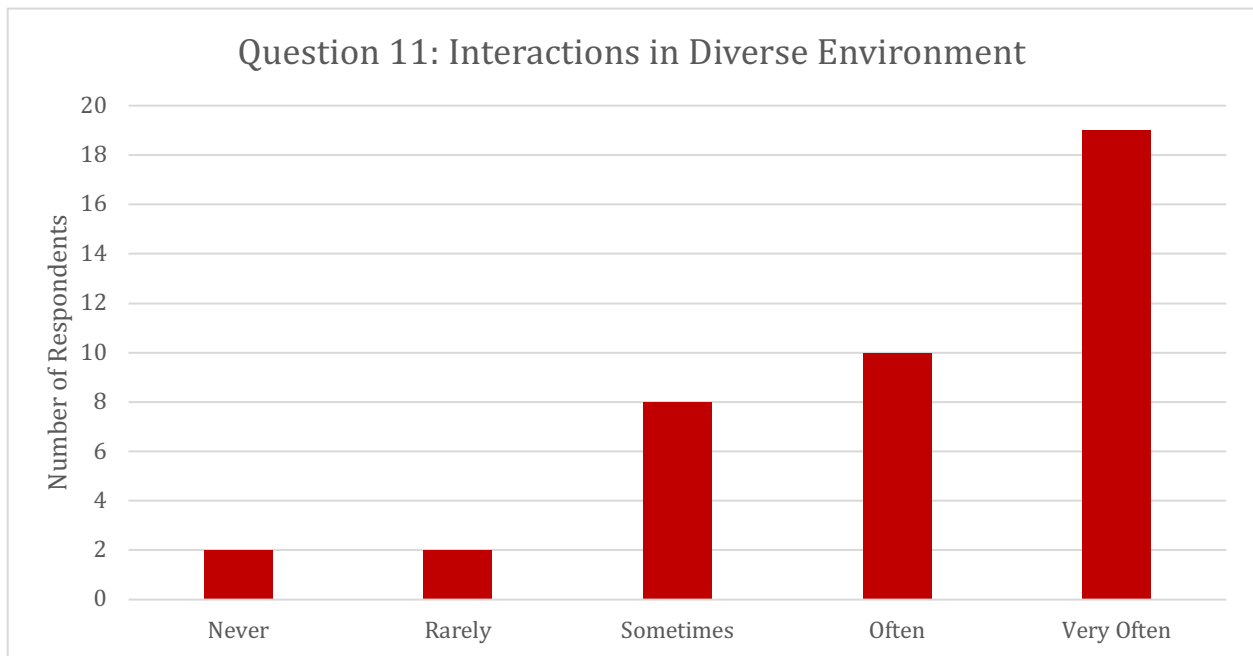
*Question 5 - Through your internship you learned and strengthened “soft skills” (defined by examples below) that you will utilize in your future career, such as:*



The majority of all students participating in the survey reported that they improved their skills in oral communication, presentation, and teamwork. Overall, 79.55% of students from all three tracks stated that they used oral and presentation skills, reporting that they either learned the skill on the job or improved their current skill level. Broken down by track, 50% of Nonprofit Management, 86.76% of Public Management, and 85% of Public Policy Analysis students responded that they either learned the skill on the job or improved their current skill level. In terms of teamwork, 83.72% of respondents indicated that they improved their current skill level. Within the

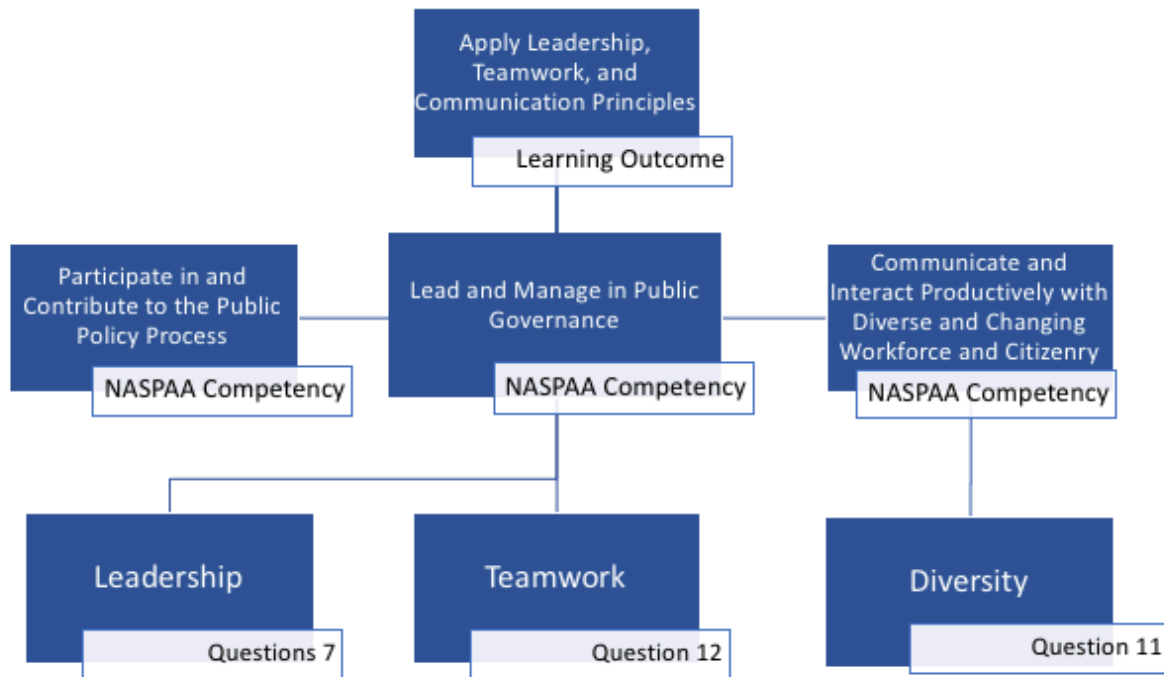
tracks, 87.5% of Nonprofit Management, 86.67% of Public Management, and 78.95% of Public Policy Analysis students reported improving their skill level.

*Question 11 - How often during your internship were you able to interact and/or work with an individual who was significantly different from yourself (i.e. individual was of a different age, race, culture, religion, ideology, etc.)? (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Very Often)*



A majority of students (90.24%) reported interacting with co-workers that are significantly different from them “sometimes,” “often,” or “very often”. While the majority of both Public Management (78.57%) and Public Policy Analysis (75%) students said they experienced such interactions by reporting “often” or “very often”, while only 42.85% of Nonprofit Management students selected either “often” or “very often”.

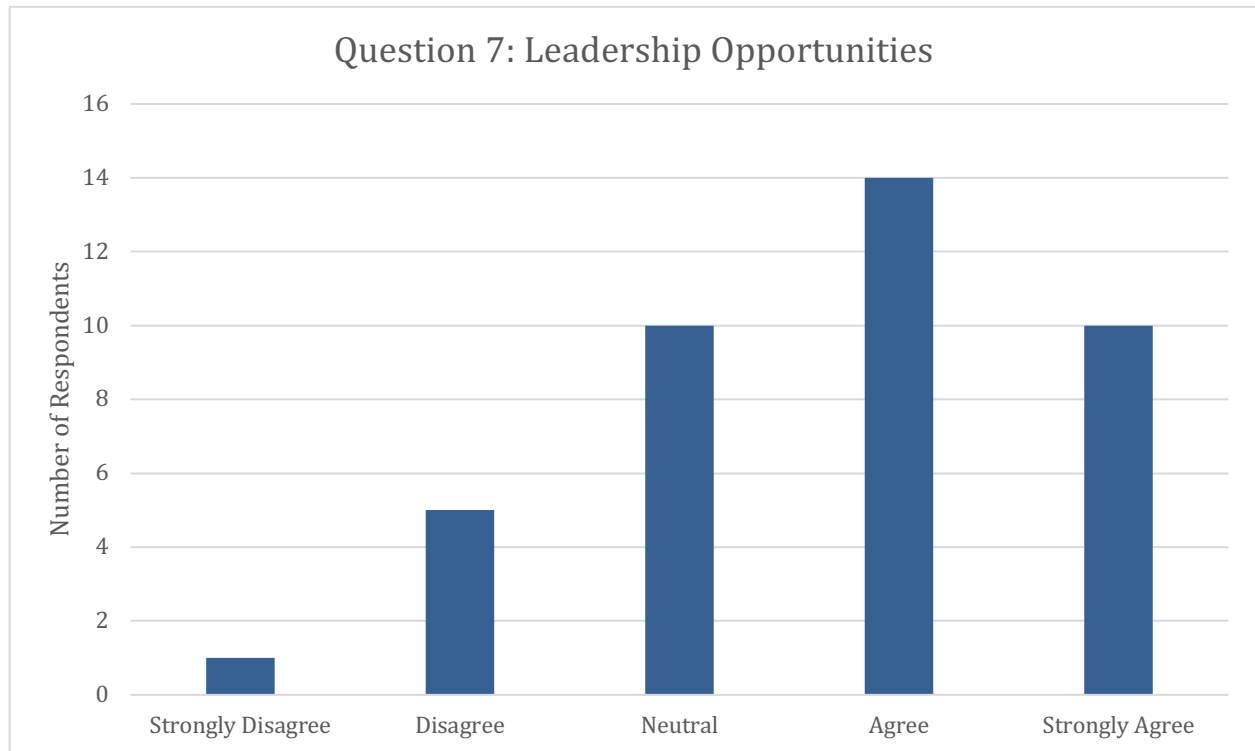
### c. Apply Leadership, Teamwork, and Communication Principles



Leadership, teamwork, and diversity are related to increased organizational performance and can assist with the mitigation of potential problems or conflicts that could arise among team members. Even for an entry-level intern, leading team members is a possible situation depending on their task, role, and function. Likewise, the ability to communicate and work on a diverse team is a necessary skill to have for working in public service and administration. Because of this, leadership, teamwork and diversity are intricately connected to each other. Through the applications of leadership, teamwork, and diversity skills, the NASPAA competencies of participation in policy, public leadership, and communicating in a diverse workforce can be attained and the learning outcome accomplished simultaneously. Please refer to section (b), “Effective Communication” (see page 11) for further discussion of the communication outcomes measures used in this study.

## Leadership

*Question 7 - Your internship experience provided an opportunity to lead and/or manage in some form or capacity (ex. facilitated group discussions, served as team-lead on project/report, assisted with collaboration efforts within organization or between organization and outside entities, etc.).*



In regard to whether respondents had an opportunity to use leadership or management skills, the majority (60%) of respondents replied positively. 25% of respondents reported “neutral”. Meanwhile, 12.5% answered “disagree” and 2.5% responded “strongly disagree”. From these results, we can conclude that even interns who are considered low-ranking newcomers could potentially take on a leading task, role, and/or function. Specific tasks could include facilitating group work or assisting within internal or external collaboration efforts. This implies that leadership knowledge and skills taught in the Bush School are not only useful for long-term learning outcomes but are also important in terms of immediate application in workplace settings.

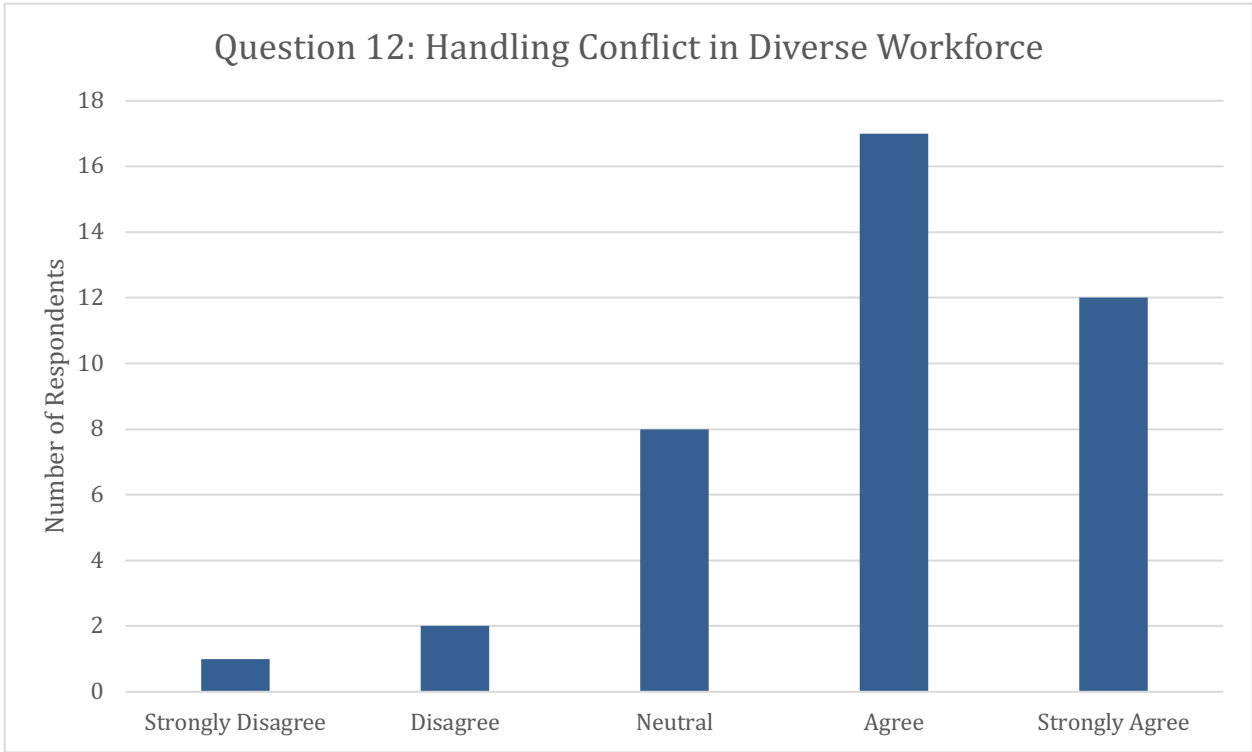
Additionally, we concluded that the opportunity to exercise these skills was particularly important for students in the management tracks. 71.43% of Nonprofit Management students responded positively, answering either “agree” or “strongly agree”; significantly, the remaining 28.57% all answered “neutral”, with no students disagreeing with the statement. 57.14% of Public Management students responded positively, which is not substantially different from the 57.89% of Public Policy Analysis



students who answered either “agree” or “strongly agree.” These findings suggest that out of the two management tracks, Nonprofit Management students received greater opportunity to lead and manage, although the majority of student in other tracks were able to utilize these skills during the internship.

Teamwork

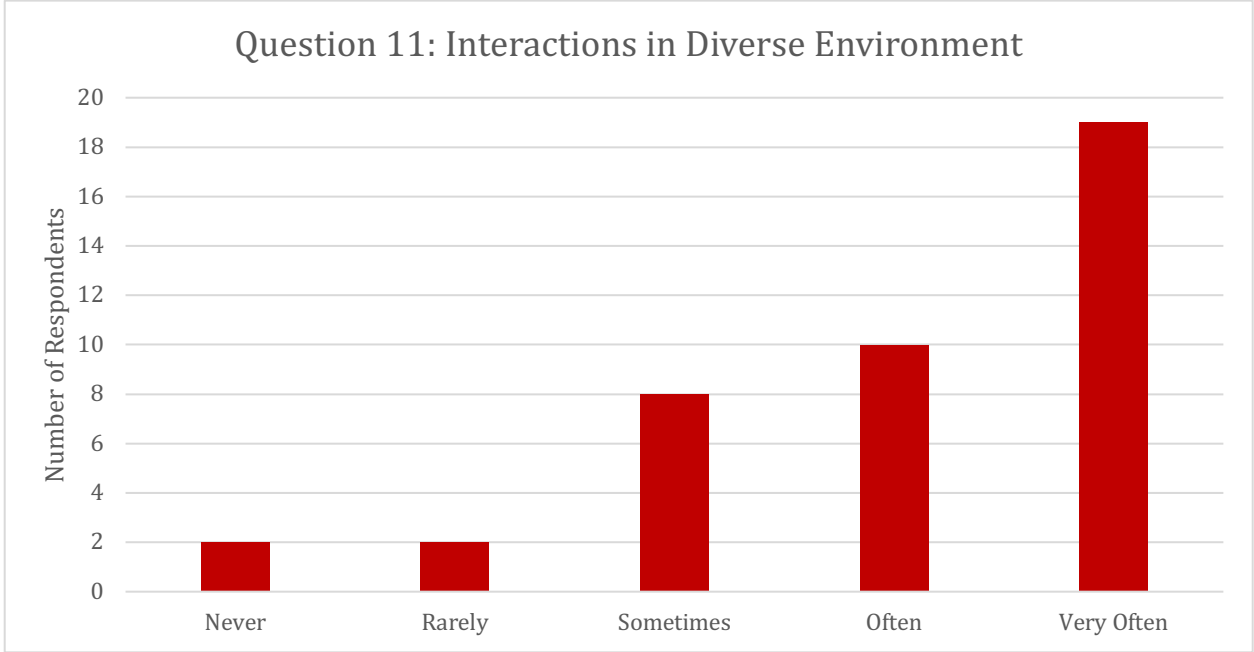
*Question 12 - During your internship, you felt properly prepared to handle any potential conflicts that may arise from working within a diverse and changing workforce.*



A majority of students in each track either agreed or strongly agreed that they were prepared to handle conflicts arising during the internship: 71.43% of Nonprofit Management students, 52.94% of Public Management students, and 78.95% of Public Policy Analysis students. Only 14.29% of Public Management and 5.26% of Public Policy Analysis students responded negatively. No Nonprofit Management students reported that they were not equipped to handle conflict during the internship.

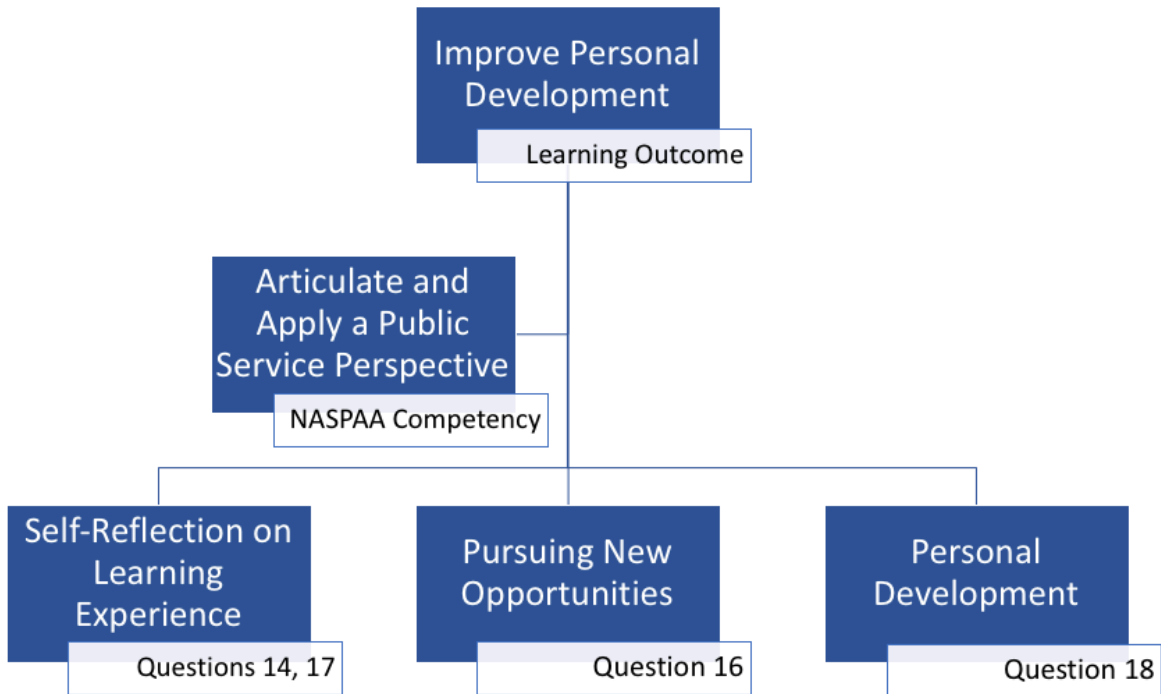
Diversity

Question 11 - How often on your internship were you able to interact and/or work with an individual who was significant different from yourself (ex. individual was of a different age, race, culture, religion, ideology, etc.)



90.24% of respondents reported the opportunity to interact with those different from themselves, answering either “often” or “very often”. Meanwhile, only 9.76% responded that they had few opportunities to interact with others different from themselves. These results are largely consistent across tracks. 78.57% of Public Management students and 75% of Public Policy Analysis responded that they interacted with individuals different from them either “often” or “very often”, with 14.29% and 10% reporting “sometimes”, respectively. Only 7.14% of Public Management students and 5% of Public Policy Analysis students responded negatively. However, only 42.86% of Nonprofit Management student answered positively, with the remaining 57.14% of students responding “sometimes.” While the different experiences of Nonprofit Management students may be cause for concern, we note that all Nonprofit Management students interacted with individuals different from them to some degree.

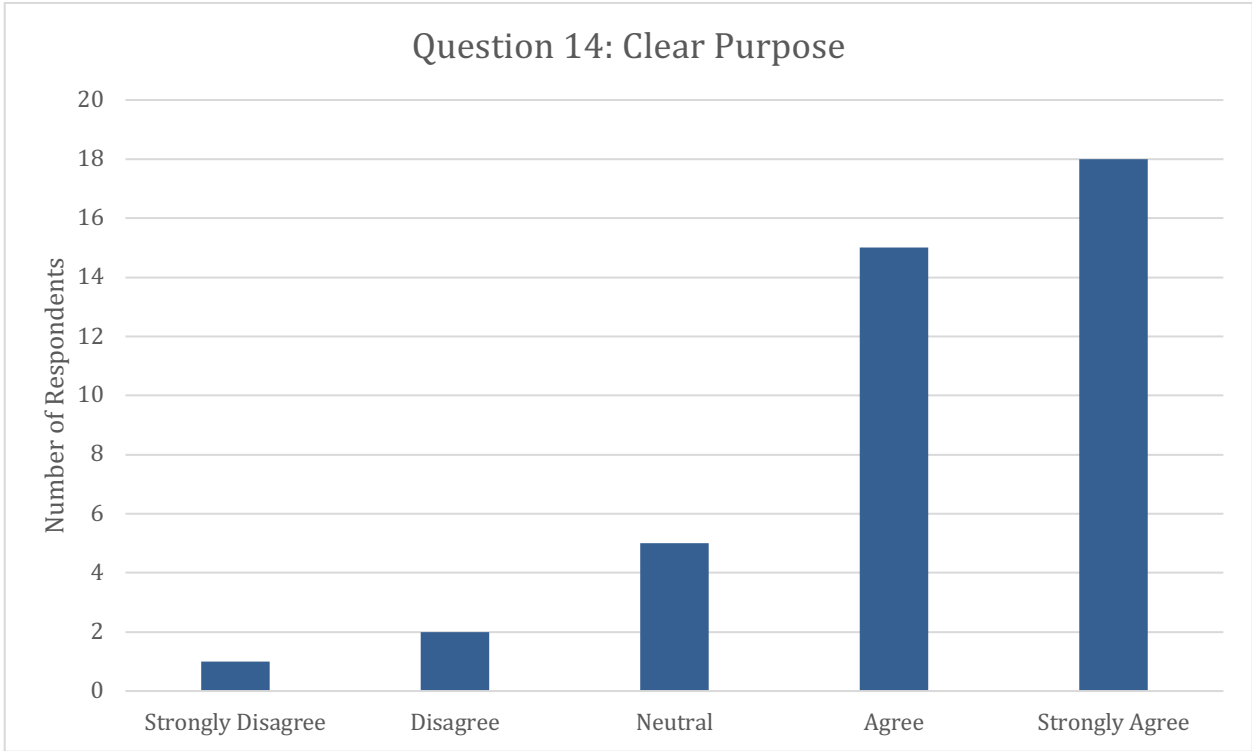
#### d. Improve Personal Development



Perhaps one of the most desirable outcomes of the internship experience is for it to be an experiential way for students to further their personal development in various areas like self-awareness, self-reliance, ethical principles, and effective time management, each of which are important attributes to the function of a well-rounded public servant.

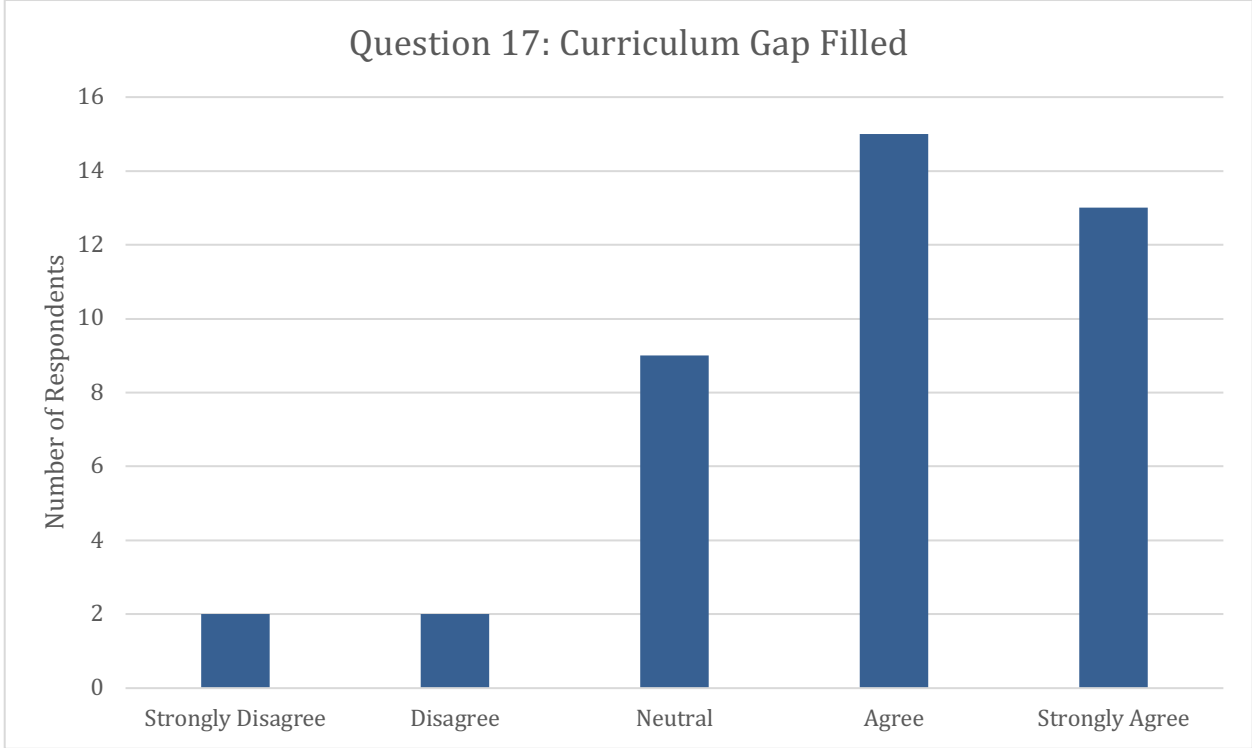
To assess the effectiveness of the internship in this area, respondents were asked questions specifically related to their personal development as a result of the internship. Each of the following questions had 40 responses, below are visual representations and explanations of the self-reported statistics we collected.

Question 14- You understand the purpose of the internship as it relates to your experience at the Bush School. (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)



Most respondents reported having a clear understanding of the internship’s purpose as part of the Master of Public Service and Administration program. Of the different tracks, most respondents answered positively with a response of “agree” or “strongly agree”: 85.7% of Nonprofit Management, 78.57% of Public Management, and 80% of Public Policy Analysis. However, 14.28% of Public Management respondents answered negatively with a response of “disagree” or “strongly disagree” as well as 5% of Public Policy Analysis respondents.

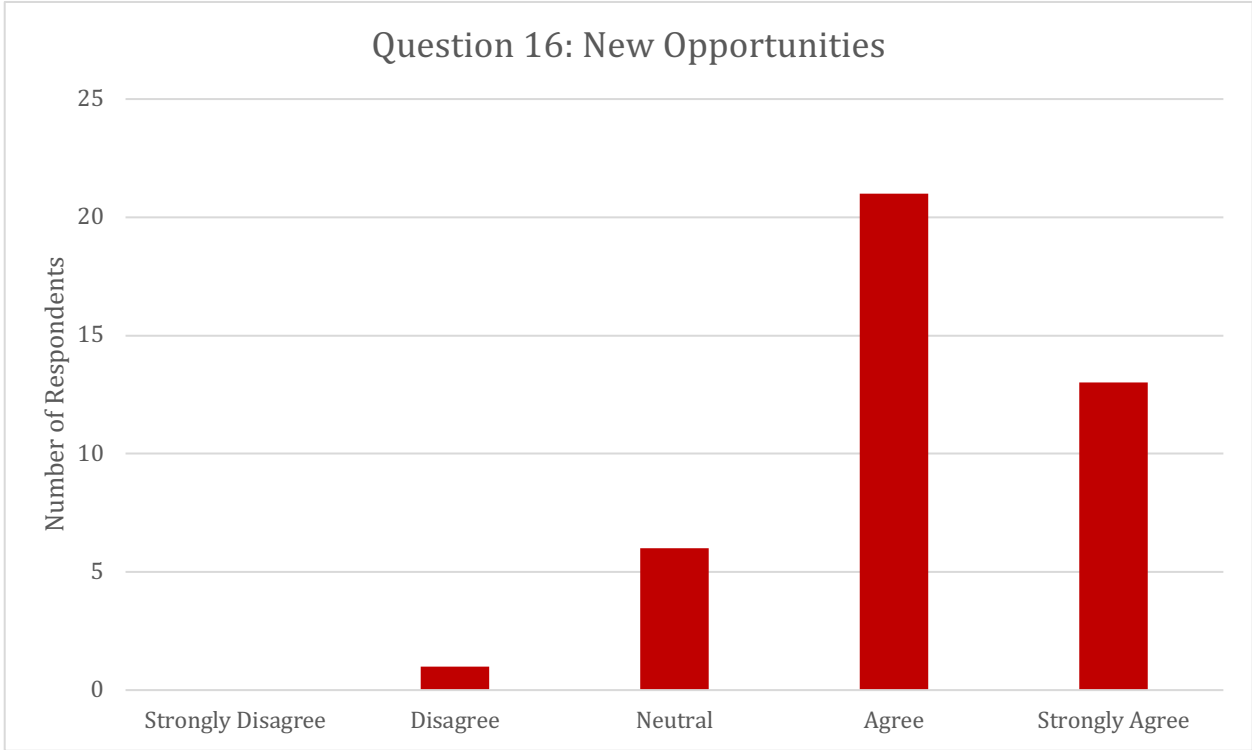
Question 17- You feel that the internship filled a gap in the curriculum during your time thus far at the Bush School. (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)



A substantial majority of respondents (68.3%) agreed that the internship filled some kind of hole in their Bush School curriculum. Of the different tracks, most respondents answered positively with a response of “agree” or “strongly agree”: 85.7% of Nonprofit Management students, 64.29% of Public Management students, and 65% of Public Policy Analysis students. However, 7.14% of Public Management respondents answered negatively with a response of “disagree” or “strongly disagree” as well as 15% of Public Policy Analysis respondents.

Question 16- “You feel that the internship lead you to pursue new opportunities to expand your knowledge, skills, and abilities.”

(1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)



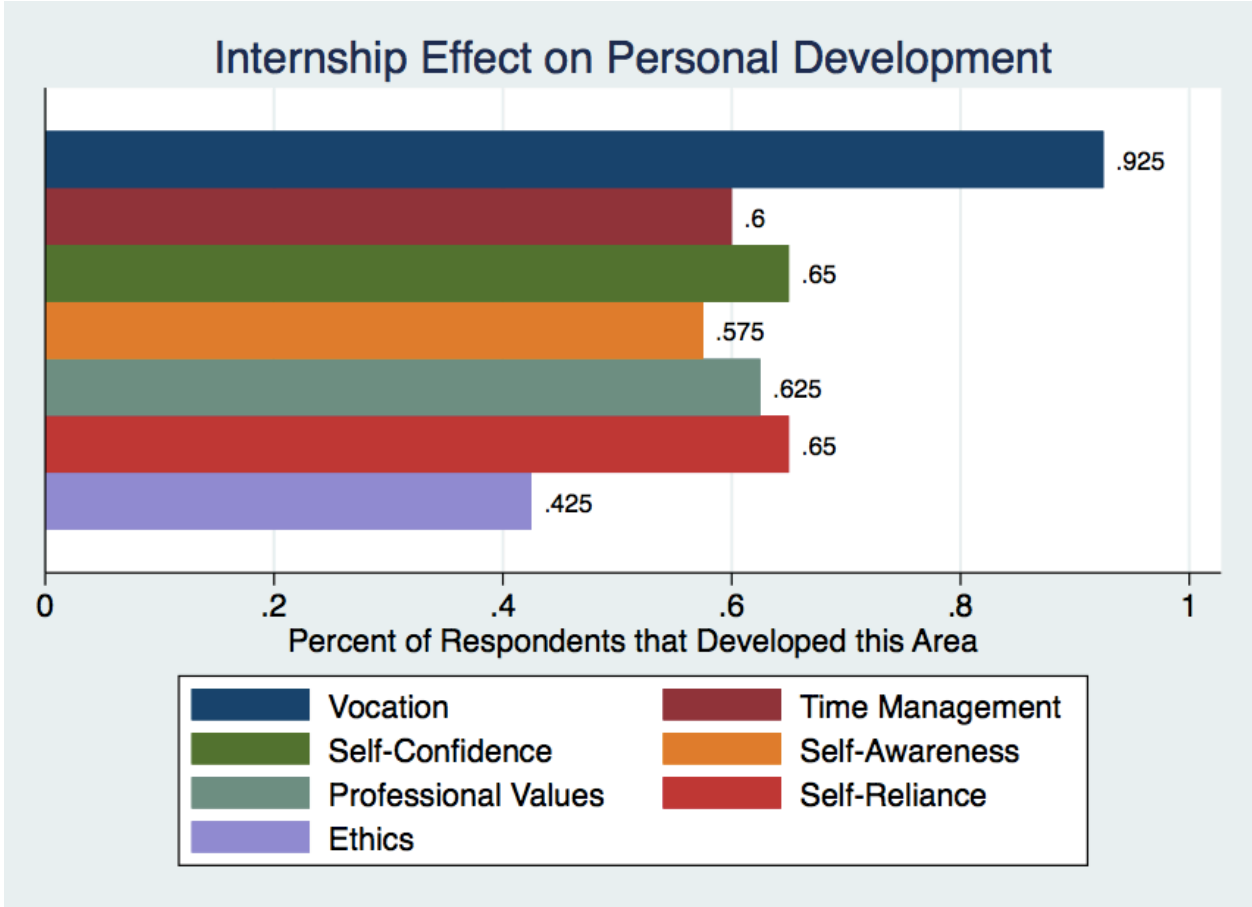
\*Note that no respondents chose the “strongly disagree” option

Respondents clearly felt positively about the internship experience’s ability to stretch them and lead them to pursue new opportunities. In fact, just one respondent (2.4%) disagreed and no respondents strongly disagreed. 82.9% of respondents agreed or strongly agreed that the experience lead them to expand their knowledge, experience, or skills in some form or fashion. In regard to responses from the different tracks, most respondents answered positively with a response of “agree” or “strongly agree”: 100% of Nonprofit Management, 85.71% of Public Management, and 75% of Public Policy Analysis. However, 5% of Public Policy Analysis respondents answered negatively with a response of “disagree” or “strongly disagree”. These responses demonstrate that the vast majority of students in all tracks felt their internship led them to pursue new opportunities as well as expand their abilities.

Question 18- “You feel that the internship improved your personal development in the areas of (check all that apply)”

The following figure provides the percentage of respondents who responded “yes” to each development theme. Those variables are defined as follows:

- 1. Vocation: evaluating your vocation, career goals, and plans
- 2. Time management: setting priorities and managing your time efficiently
- 3. Self-confidence: building your self-confidence in professional settings
- 4. Self-awareness: developing self-awareness
- 5. Professional values: clarifying your professional values
- 6. Self-reliance: developing self-reliance
- 7. Ethics: developing and using an ethical perspective to address complex ethical issues



These results imply that a large portion of respondents considered the internship to be a valuable experience for clarifying career goals. 92.5% of respondents reported

that their internship helped with their evaluation of their vocation, career goals, and plans. Further, over half of respondents also reported that their internship helped them clarify their professional values, develop self-reliance, build their self-confidence in professional settings, developed self-awareness, and set priorities and manage (their) time efficiently. For only one theme, developing and using an ethical perspective to address complex ethical issues, did a majority of respondents not indicate that they developed in this area during the internship.

When responses are viewed by track, several interesting trends emerge. Public Management respondents indicated that the internship helped them with their time management skills (80%) much more often than did Nonprofit Management (57%) or policy analysis (41%). Despite this, very little variation exists across tracks when asked whether they had developed self-reliance, two themes that one would think would be highly correlated. Further, Nonprofit Management students much more commonly responded (71.4%) that they applied an ethical framework to address complex ethical issues than their Public Management (40%) or Public Policy Analysis (35.3%) peers. A cross-cutting view of all themes by track seems to suggest that, overall, nonprofit and public management students seem to indicate that they experienced personal development in their internships than did their Public Policy Analysis peers.

### **e. Miscellaneous Outcomes**

The remaining three survey questions were fill-in-the-blank and sought individualized responses from students. The first two questions received thirteen responses, representing 26.53% of survey respondents, while the third question (requesting additional comments) received only six, some 12.24% of respondents. Despite the limited response rate on these questions, we found the students' answers to be useful in terms of shortcomings identified and suggestions made.

We asked respondents what additional training or experiences, if any, they would have liked the Bush School to offer in preparation for the internship. We received thirteen responses, five of which were either "nothing" or "N/A." The remaining eight responses differed in their content, though multiple responses requested more practical learning opportunities (e.g. data management, writing letters of interest) or expressed concern that course scheduling did not allow respondents to take certain relevant courses prior to the internship.

We also asked respondents how the internship stretched them in unexpected ways or ways outside of the survey's scope. Thirteen people responded to this question as well. Their responses were extremely varied but generally positive, with respondents speaking of the ways in which their internship allowed them to acclimate to workplace settings, develop job-specific knowledge and skills, and grow due to the challenges they



experienced. Two responses, however, were decidedly negative. Both expressed concerns with supervisors who were negligent (“[I was] operating without a boss ½ off [sic] the time”, “my supervisor did not have the time to manage me directly”), one of whom also behaved in ways that contradicted the best practices taught in Public Management.

Six respondents answered our invitation for additional comments. Three offered suggestions for improvement on Bush School’s part: offering access to more paid opportunities and opportunities with well-established companies; focusing less on theory in the classroom and more on practical application in today’s fast-paced work environment; and providing more information about and opportunities for networking. Of the remaining responses, one commended the interview simulations, another reiterated their dissatisfaction with their negative internship experience, and the final one recommended we distribute the survey in the fall.

Overall, the impression from our free-response questions was that the Bush School can improve in terms of course scheduling and content. However, the limited number of respondents who took the time to answer these questions suggests that the Bush School’s shortcomings in these areas are not particularly acute.

#### **IV. Feedback for Additional/Future Survey**

Our exploration of this topic is limited by our relatively small response rate. Though we did receive a 60% response rate, we recommend annual administration of this survey to strengthen the data on this topic, thereby allowing future quantitative methods students to make more definitive conclusions. An introductory but incomplete analysis of this topic suggests that there are some important differences between groups such as tracks, genders, and nationalities, but the current sample size is insufficient to say whether such differences are statistically significant.

Overall, it is clear that a supermajority of Bush School students have a strong connection between the work they do in classrooms and the work they do in their internships. They clearly understand the purpose of the internship, and feel that the internship both fills gaps in the curriculum and reinforces skills they learn in the classroom. We recommend that, in order for this trend to continue, the career services staff continue to initiate with the first years very early on about the internship and be proactive with the Public Service and Administration students about the importance of their internships.

## V. Conclusion

This study has concluded that all of The Bush School of Government and Public Service's desired learning outcomes as well as the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) core competencies have been measured and met through student responses to the following questions:

Bush School learning outcomes:

- Demonstrate integrative and life-long learning (Questions 6, 8-10, 13, 15, 16)
- Communicate effectively (Questions 4, 5)
- Apply leadership, teamwork, and communication principles (Questions 7, 11, 12)
- Improve personal development (Questions 14 and 16-18)

NASPAA core competencies:

- Analyze, synthesize, think critically, solve problems, and make decisions (Questions 4-6, 8, 10, 13, 15, 16)
- Participate in and contribute to the public policy process (Questions 7 and 9)
- Lead and manage in public governance (Questions 5 and 11-13)
- Communicate and interact productively with diverse and changing workforce and citizenry (Questions 11)
- Articulate and apply a public service perspective (Questions 14 and 16-18)

The majority of respondents indicated positive experiences that illustrate the internship is fulfilling these particular outcomes. However, as indicated by some mixed responses, certain areas may be considered for improvement in regards to the internship experience specifically, such as the career workshops and their application.

## VI. Works Cited

- Coco, M. (2000). Internships: A try before you buy arrangement. *S.A.M. Advanced Management Journal*, 65(2), 41-43+.
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- Karunaratne, K., & Perera, N. (2015). *Students' Perception on the Effectiveness of Industrial Internship Programme*, in Proceedings of the International Conference on Global Business, Economics, Finance and Social Sciences (GB15\_Thai Conference). Bangkok, Thailand: n.p.
- McCafferty, J.L. (1979). Perceptions of Satisfaction-Dissatisfaction in the Internship Experience. *Public Administration Review*, 39(3), pp. 241-244. DOI: 10.2307/975948
- The Bush School. (n.d.). PSAA Outcomes. *Bush School ePortfolio Guidelines*. Retrieved from <https://sites.google.com/site/busheportfolioguidelines/reflection/psaa-outcomes>

## VII. Appendix

# Bush 635- Official Internship Survey

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Start of Block: Default Question Block

**Q0 This survey is designed to facilitate accreditation and to evaluate if the required internship experience is helping fulfill its desired learning outcomes for the Bush School of Government and Public Service PSAA program. Responses will be completely anonymous.**

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Q1 Please indicate your track for the PSAA program.

- Public Management (1)
  - Public Policy Analysis (2)
  - Non-Profit Management (3)
  - Other: (4) \_\_\_\_\_
- 

Q2 Did you have an internship during your time at the Bush School?

- Yes (1)
- No (2)

*Skip To: Q2.a If Did you have an internship during your time at the Bush School? = No*

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Q3 How many internships did you participate in?

1 (1)

2 (2)

Other: (3) \_\_\_\_\_

*Skip To: Q4 If How many internships did you participate in? = 1*

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Page Break \_\_\_\_\_

**Q3.a Please use the following questions to evaluate your experience across your internships.**

Q4 Through your internship you learned how to use various tools and technological skills that you will utilize in your future career, such as:

	Learned on the job (no prior experience) (1)	Improved current skill level (2)	Did not use (3)
Collaborative Software (i.e. Google Drive, WebEx, Slack, GroupMe, Hub, etc.) (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research/Data Analysis Software (i.e. various databases, STATA, SAS, SPSS, R, etc.) (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation and Report Generation Software (i.e. Microsoft Office Suite) (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q5 Through your internship you learned and strengthened “soft skills” (defined by examples below) that you will utilize in your future career, such as:

	Learned on the job (no prior experience) (1)	Improved current skill level (2)	Did not use (3)
Oral and Presentation Skills (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 Through your internship you learned and strengthened “hard skills” (defined by examples below) that you will utilize in your future career, such as:

	Learned on the job (no prior experience) (1)	Improved current skill level (2)	Did not use (3)
Grant-writing (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fundraising (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy Implementation (i.e. turning theory into practice by helping create and administer a policy) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 Page Break

Q7 Your internship experience provided an opportunity to lead and/or manage in some form or capacity (ex. facilitated group discussions, served as team-lead on project/report, assisted with collaboration efforts within the organization or between the organization and outside entities, etc.). (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

- 1 (1)
  - 2 (2)
  - 3 (3)
  - 4 (4)
  - 5 (5)
  - N/A (6)
- 

Q8 Your internship experience required you to analyze (methodically evaluate) and synthesize (combine different ideas into a single output) information through formal or informal reports/presentations.

(1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

- 1 (1)
  - 2 (2)
  - 3 (3)
  - 4 (4)
  - 5 (5)
  - N/A (6)
-

Q9 Your internship experience required you to put theory into practice. (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

N/A (6)

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Q10 How often during your internship were you required to utilize problem-solving skills (i.e. define a problem, gather information, analyze data, propose solutions, evaluate outcomes)?(1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Very Often)

1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

N/A (6)

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Q11 How often during your internship were you able to interact and/or work with an individual who was significantly different from yourself (i.e. individual was of a different age, race, culture, religion, ideology, etc.)?(1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Very Often)

1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

N/A (6)

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Q12 During your internship, you felt properly prepared to handle any potential conflicts that may arise from working within a diverse and changing workforce.

(1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

N/A (6)

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Q13 You used skills gained from the Bush School career workshops and events to be more professional in your activities and communications during your internship. (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

N/A (6)

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Q14 You understand the purpose of the internship as it relates to your experience at the Bush School.

(1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

N/A (6)

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Q15 You feel that the internship reinforced skills/understanding gained during your time thus far at the Bush School. (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

N/A (6)

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Q16 You feel that the internship lead you to pursue new opportunities to expand your knowledge, skills, and abilities.

(1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

N/A (6)

---

Q17 You feel that the internship filled a gap in the curriculum during your time thus far at the Bush School.

(1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

N/A (6)

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Page Break

Q18 You feel that the internship improved your personal development in the areas of (check all that apply):

- evaluating your vocation, career goals, and plans. (1)
  - setting priorities and managing your time efficiently. (2)
  - building your self-confidence in professional settings. (3)
  - developing self-awareness. (4)
  - clarifying your professional values. (5)
  - developing self-reliance. (6)
  - developing and using an ethical perspective to address complex ethical issues. (7)
- 

Q19 Was this internship paid or unpaid?

- Paid (1)
  - Unpaid (2)
  - Other: (3) \_\_\_\_\_
- 

Q20 Did this internship lead to a potential job opportunity?

- Yes (1)
  - No (2)
  - N/A (3)
-

Q21 Please indicate your gender.

Male (1)

Female (2)

Other (3)

Prefer not to respond (4)

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Q22 Are you an international student?

Yes (1)

No (2)

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Q23 What additional training or Bush School experiences would have enabled you to get more out of your internship?

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Q24 In what ways did your internship stretch you in ways you did not expect or in ways outside the scope of this survey?

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Q25 Do you have any additional comments?

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*Skip To: End of Survey If Do you have any additional comments? Is Not Empty*

*Skip To: End of Survey If Do you have any additional comments? Is Empty*

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Q2.a Why did you not participate in an internship?

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End of Block: Default Question Block

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