

The Henry “Hank” Lacayo Institute (HLI) Internship Program:
Evaluation of the Most Critical Interns from 2013-2016

An Action Research Project Presented to
The Faculty of the School of Education
California State University Channel Islands

In (Partial) Fulfillment of the
Requirements for the Degree
Master of Arts

By
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April 2017

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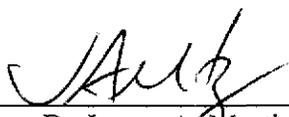
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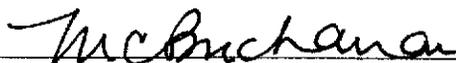


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Acknowledgements

First and foremost, I would like to thank my advisor, Dr. James Martinez for your guidance and support. When I struggled to make sense of this project (and meet my chapter deadlines!) you provided reassurance that I was on the right course –continually highlighting the value of my research, and supporting me along the way. You helped to make this process enjoyable, and I feel fortunate to have you as my advisor.

Thank you to Dr. Amanda Carpenter for your mentorship over the past year and for bringing me into the world of career services with such a wonderful workgroup. You took the time to sit with me and highlight the need for this project and I appreciate it. To my colleague Robin Reilly, thank you for your invaluable assistance and advice. In the short time, you have become such an important colleague to me, and I value you.

I would like to thank two amazing women in my life: my mom and my sister for their love, support, and understanding while pursuing this educational goal of mine. Debbie, thank you for being an amazing sister. Without complaints, you allowed me the opportunity, whenever needed, to focus on my education and helped with the kids. Mom, thank you for always pushing me to further my education. You are my biggest supporter, and I love you.

Most importantly, I would like to acknowledge the two loves of my life, my children Zachary and Isabella. Zack, thank you for listening to my presentation over and over again, and for helping to perfect the information. Thank you for also helping me to find my words when I was stuck writing. You are such a smart young man and I really value your input and advice. Bella, thank you for your understanding while I worked on my paper night after night, weekend after weekend. Your back massages and special hugs are the best and I appreciate you taking care of me. You are such a bright and talented young girl and I love your spirit. You both may

never fully understand how much I love you, but I want you two to know that you are my world and you inspire me each and every day. God has blessed me greatly, and I am so proud to be your mom.

Chapter 1: Introduction

A large amount of research shows that students who are engaged in high-impact learning experiences such as internships are more likely to see success in college and beyond. The Henry “Hank” L. Lacayo Institute (HLI) Internship program at California State University Channel Islands (CSUCI) is one such experience geared for student success through career preparedness. This project was the result of an analysis of survey data collected over the past four years of the program. The purpose of this project was to analyze the data to understand the experience of the interns’ in the HLI program between spring 2013 and fall 2016 by reviewing the assessment collected and as a result, propose a program modification to address any outstanding issues. The questions this project asks and serves to answer through a program modification are: Firstly, what are the current issues in the HLI program creating dissatisfaction in the program? Secondly, how can we improve the HLI program to better prepare the HLI interns for real life experiences beyond the classroom with a strategic connection between their educational goals, their career goals, and their interests? Lastly, how can we use assessment to enhance the interns’ experiences in the future?

To answer these questions, I analyzed a set of data from the end-of-semester intern evaluations collected at the culmination of each internship from spring 2013 through fall 2016. The goal of the evaluation from all eight cohorts was to assess the interns’ viewpoints about whether a) their experiences throughout the sixteen-week program were beneficial to their career preparedness and b) the employer site placements were beneficial to their career preparedness.

A review of the data identified weaknesses in the program. While the strengths can provide opportunities for growth through a developmental lens, this project evaluates the responses from a set of interns that identified weaknesses in the program per their experiences.

This set of interns are referred to in this project as “critical” interns, that is, those interns whose strength and intensity in responses overall resulted in a high level of dissatisfaction with the program. The responses from these most critical interns accounted for an overwhelming 58% of responses and highlights an issue warranting further investigation. This project identifies the critical areas and proposes a program modification to assist with critical issues and concerns raised by the interns.

Project Overview

Responses from 151 CI student interns who completed the semester-long HLI Internship between spring 2013 and fall 2016 were reviewed and analyzed. Of this number, 87 students completed the optional end-of-semester evaluation: a return rate of 57%. Of the 57% who completed the evaluation, feedback from 58% of the interns stated that there were issues that kept them from feeling fulfilled by the experience and prepared for a career. The end-of-semester evaluation included four main sections asking interns to (a) rate their preparation for the internship; (b) provide information regarding internship expectations; (c) evaluate the site placement; and (d) discuss the value of the internship. The end-of-semester evaluation used a mixed methods process of qualitative and quantitative questions, and the data clustered into themes.

Program Intervention

Based on the analysis of the data, a program modification is identified and proposed with the expectation that there will be higher overall ratings across the internship program for the coming cohorts. By analyzing the data, it is this researcher’s goal to highlight the strengths and weaknesses of the internship as it is now and address areas of concern with a program modification so that the program continues to meet the programmatic aims as well as the

students' educational/career goals. The findings from this project will be meaningful to future site employers, future students, faculty, and program stakeholders to demonstrate the benefits of internships. This project will be useful for program directors, campus administrators, and faculty to understand the need for periodic program review.

Chapter 2: Literature Review

Introduction

College internships are a form of experiential learning, and this high-impact program can provide college students with a number of opportunities that offer both intrinsic and extrinsic rewards for the student (Kuh, 2008, p. 3). The intern can obtain practical work experience in the field of their choice, with supervision and mentorship from the professionals in the industry. Students who gain practical work experience through a quality internship program have a better chance of attaining a full-time position than those that do not. With over 1.8 million college students projected to graduate in 2017, and employers expected to hire 5.8 percent more new graduates this year in the United States, graduates must be able to set themselves apart from other hopeful applicants (Hussar & Bailey, 2007, p. 32). Employers are looking for graduates with both foundational and practical skills. Of employers surveyed by the National Association of Colleges and Employers (NACE) in 2016, 64.5% stated that they prefer to hire candidates with relevant work experience. According to NACE's Job Outlook Report (2017), of the 64.5%, 56% prefer experience gained from an internship (p. 154).

Students are also beginning to understand the value of internships and the advantages they can acquire in the job market. NACE's Class of 2014 Student Survey Report (2014) reports that among the graduating seniors in the Class of 2014, "...nearly 64 percent reported some form of internship or co-op experience while pursuing a bachelor's degree." As reported, since conducting these student surveys in 2007, "...it has been shown that graduates applying for a full-time job before graduation were far more likely to receive a job offer, and to be compensated at a higher level in a full position..." if they had internship experience.

When internships fail for the student interns, the dissatisfaction can usually be traced back to a few overarching themes. In the data analysis for this project, I identified three themes: lack of communication; lack of guidance; and lack of commitment which resulted in dissatisfaction with the overall site placement. The student interns in this project showed a clear understanding between the students own personal factors and expectations they bring to the experience, the failings of an internship due to issues with site placement, and the systemic issues with the program.

Student Expectations

Student expectations provide a conceptual framework for the interns and how they see the internship taking place and the benefits they wish to and expect to experience. These expectations can get in the way and hinder their growth and development if the internship does not play out the way in which they thought, creating areas of dissatisfaction in the program and a poor experience overall. Additionally, these expectations can sway the responses of student evaluations (Chonko, Tanner, & David, 2002, pg. 272). Cannon and Arnold (1998) spoke to this fact in their research on student expectations in internship programs. Their research highlighted that business students were viewing the internship as less about experiential learning and real-world experience and more about career-readiness, taking the experience as an opportunity to gain an edge when they enter the job market (p. 2). Cannon noted Hite and Bellizzi's 1986 study and observed that when there is a lack of understanding or miscommunication about outcomes of the internship, students and employers are both left disappointed from the experience. Identifying these expectations at the onset of the internship will help to improve the internship and hopefully lead to positive outcomes. Student expectations not only manifest themselves in the internships to which they apply, but they also can set an expectation (sometimes unrealistic) of the work

they want and will perform (Cannon, 1998, pg. 2). When there is a lack of communication and understanding in this area, issues will arise and disappointment set in resulting negatively for both the student and the employer.

Site Placement

Carter and Duchac's (2013) study focused on psychology majors seeking to advance their career in counseling, advising, and so forth, site placement for interns in an important factor to consider, not just from the lens of supervision but the totality of the program. There are many aspects such as personal/professional characteristics and behaviors of an employer that can positively or negatively impact the intern. The identity of the intern and the fit at the site placement and career path is developed and shaped. It is only through intentional and strategic actions that positive growth can exist. When asked about issues they encountered, as well as those that needed change, students and employers both reported that communication (or lack thereof) between the intern and supervisor was the biggest aspect. Communication between the site placement and the academic institution was the second issue noted. Another issue raised by the interns was the level of competency in their supervisors at the placement sites. Students reported that while some supervisors had adequate knowledge to provide supervision, mentorship, and guidance—other supervisors did not. Cole, Kolko, and Craddick reported that when they surveyed a group of 79 interns about assets and liabilities with their internship program, the major issue they faced was “poor quality and inadequate quantity supervision” (Cole, Kolko, & Craddick, 1980, p. 572).

The internship is a collaborative effort between teacher and student, or in this case, supervisor and intern. For the internship to work, it takes both parties to commit and learn from each other. Interns bring in the curriculum and supervisors should be sharing and contributing to

the educational experience. In Chazan, Callis, and Lehman (2009), it is this collaborative spirit that is discussed. In their research, they discuss the importance of the interns taking it one step forward and building on what the supervisor teaches, not merely following in the supervisor's footsteps (p. 305).

Systemic Issues

Issues deeply engrained in any system can derail an internship program from the inside out. Often program reviews are an important tool to utilize in these cases to ensure that processes are beneficial to the program and those that it serves. If there is a deep rooted issue in the internship program, very little change can take place until the systemic issue is identified and corrected. At California State University Channel Islands (CSUCI), the Henry "Hank" Lacayo Institute (HLI) Internship Program can identify a number of systemic issues that must be confronted in order to allow this program to evolve into something that more closely aligns itself with the aspect of career-readiness than what currently stands. Issues such as the moderate number of site placement applications each semester; the methods of matching the employers with interns; the structure of the current assessment for both the intern and employer throughout the semester and; the funding for the program are all factors that can be considered systemic failures. As Rapert, Smith, Velliquette, and Garretson (2004) note, when there is a low number of employer applicants received for placement, there is an opportunity for the quality of the site placement to be jeopardized (p. 23). In more recent research by Parent, Bradstreet, Wood, Ameen, and Callahan (2016), the interns identified problems in the training of the professionals at the organizations (p. 738).

Theoretical Framework

There are a number of theories that can be used to provide a framework to this project, and I use the contributions of Astin's Theory of Student Involvement and Kuh's scholarship on student engagement to summarize the concepts and how they provide a lens for this project. To reiterate, the most critical HLI interns surveyed stated that they felt that there was a lack of communication, guidance, and commitment among the supervisors and site employers for which they worked. These issues, in turn, manifested themselves into situations where interns expressed a lack of interest to pursue or continue the internship. Some stated that they were not involved in duties related to their educational pursuits or their career goals. These same interns did say that they would recommend the program to future interns, not necessarily the site placement. If we look further into these results, there is a correlation to the theories that Astin and Kuh present. Astin defines involvement as "the amount of physical and psychological energy that the student devotes to the academic experience" (Astin, 1984, p. 518). Therefore a student who is involved in the learning process should be more successful than a student that is less involved. A less involved student will begin to neglect their responsibilities, abstain from actively participating, and not as frequently interact with supervisors or faculty as needed. The effort, then, is equally important to involvement. Pascarella and Terenzini (2005) also concluded that the amount of time and energy students used to engage can positively or negatively affect your overall education (p. 591). If students do not want to put in the effort and energy as we see in some of the data analyzed, we see issues arise. Where we see a lack of effort in internships by either the employer or intern, we see critical issues emerge in their counterpart. As Astin (1984) states, "the amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program" (p. 519).

What is most beneficial to using the student involvement theoretical framework for this project is that it focuses less on the program and more on the student's actions and their ability for self-efficacy.

One way to involve students in the program so that they can reach their full potential as well as maximize the benefits of the program is to challenge them. Astin suggests that we must "...structure all areas that we are involved with in ways to maximize the educational potential" (Richmond, 1986, p. 94). Involvement is a key factor in gauging the success of the internships, and it is an objective that both interns and employers must work to meet.

George Kuh looks at involvement through the lens of student engagement, specifically engagement in high-impact programs such as internships. Kuh, like Astin believes in involvement. Kuh (2008) believes each student should participate in at least two high-impact activities during an undergraduate program, with at least one related to their major or career field (p. 21). Kuh further stated that of all the college experiences that are relevant to a student's development, the most important are the ones where that "...engage students at high levels in educationally purposeful activities" (Kuh, 2009, pg. 688). Internships are experiential learning opportunities that can promote growth and development in areas of social competence, confidence, autonomy, self-awareness, and an appreciation of diversity (Kuh, 1995, pg. 124). Unfortunately, not all experiences provide the opportunities for growth and development and there is a disparity in these opportunities (Pascarella & Terenzini, 1991).

Student Engagement Theory and Student Involvement Theory are based on the works of Astin and Kuh, respectively, and while there is a difference in terminology that is used, what is not different is that all research indicates that there is a correlation between student engagement and student success (Pike & Kuh, 2005, p. 186).

Chapter 3: Methods/Process

This project was conceptualized as the Coordinator of Employer Recruitment Services in Career Development Services (CDS) observed two students had encountered issues with site placement and thus the internship experience overall. In order to understand the experience of the interns who participated in the internship program, as well as the quality of their experience, I decided to analyze all of the data that has been collected between the start of the program in 2013 and 2016. To date, eight cohorts with a total of 151 interns have completed the internship program. A request was made and granted by the Director of Student Leadership and Career Development Services to gain access to the data collected (Appendix A).

Program Definition

The Hank Lacayo Institute for Workforce & Community Studies was created in 2012 by Henry L. “Hank” Lacayo, a workforce and community leader whose service as a national labor leader and advisor to United States presidents and governors is well established among the political world. A tireless champion of labor issues, Mr. Lacayo’s interest in education is reflected in the Institute’s mission: to look at how work and economic opportunities shape the quality of life for individuals and their communities. It is in this light that he created the internship program.

The Henry L. “Hank” Lacayo Institute (HLI) Internship program works with the local business community to provide California State University Channel Islands (CSUCI) students the opportunity for experiential learning in an occupational setting, relative to both their educational and career goals. As stated on the CI website:

“The HLI Internship Program at CI provides a connecting bridge from academia to industry in order to prepare the future workforce to meet 21st-century workforce needs. With the partnership of private industry and public education, it is possible to reduce the skills gap to develop jobs and ensure that workers are well-prepared for today’s changing employment market. The HLI Internship Program at CI provides a connecting bridge from academia to industry in order to prepare the future workforce to meet 21st-century workforce needs. With the partnership of private sector and public education, it is possible to reduce the skills gap to develop jobs and ensure that workers are well-prepared for today’s changing employment market” (CSUCI , n.d.).

The internship program is a semester-long program which funds the intern for one semester. The intern is funded through the Institute for up to 120 hours of work during the 16-week semester which averages out to approximately 10 hours per week at an hourly pay rate of \$12. Students can receive academic credit should their program chair approve the student’s request. With an initial group of 12 students in spring 2012, the cohorts have grown each semester and have provided internship opportunities for a total of 174 students through the fall of 2016.

Application Process

Students with a junior or senior standing during the proposed internship semester can apply to the program by submitting an application, resume, cover letter, and two letters of recommendation. Students should have a cumulative GPA of 3.0 or above and must be enrolled in 6 or more units during the internship semester. A committee screens the application packets and selected students are invited to sit for in-person interviews. Once a student is accepted into

the program, employer applications are reviewed to determine if there is a match with the student's interests and pursuits. While every effort is taken to place a student, placement is dependent on employers in the program and therefore, not guaranteed.

Employers wishing to participate in the internship program submit an application as well as a position description for the internship position they are recruiting. Once the student recruitment is solidified, the employer recruitment period takes. As noted above, the employer selection process is based on the intern pool and placement is not guaranteed.

Program Review

The assessment of programs is a necessity in higher education for academic programs and student services to ensure the programs are delivering what each says it is delivering, and internship programs are no exception. The HLI Internship program provides a bridge between the academics and real-world experience so that CI students are a prepared workforce to meet the needs of the real-world, now and in the future. We must periodically assess and analyze data so that this program is effective and meets the goals and objectives that have been identified.

As a result of the program assessment, a proposal will be created that seeks to provide campus staff and HLI Internship program constituents an opportunity to understand the information that has been collected and to provide a specific modification to ensure that the interns are receiving the best possible opportunity to prepare them for their career with employers that are partners in their future.

Instrument

The assessment of the interns' experiences consists of two intern evaluations: a mid-semester evaluation using journal prompts and an end-of-semester evaluation using both quantitative and qualitative measurements. After reviewing all of the collected data, I decided to

focus on information from only the end-of-semester evaluation (Appendix B). This assessment tool provided the most information for this study due to three factors: the survey design; the number of respondents; and the timeframe in which the results were collected. While the internship program began in the spring of 2012, the end-of-semester evaluation was not introduced until spring of 2013. Out of 151 interns from spring 2013 to fall 2016, 87 interns completed this optional evaluation.

The end of year evaluation consisted of 18 quantitative questions and 6 qualitative questions. For the quantitative method, interns were asked to rate 18 aspects of their experience. Respondents were asked to rate their level of agreement to seven questions using a five-point Likert scale, ranging from one (completely disagree) to five (completely agree). The additional 11 questions asked respondents to rate the level of expectation using a four-point Likert scale, ranging from one (did not meet expectations) to four (exceeded expectations). For the qualitative portion, interns were asked to answer six questions providing information related to the intrinsic value and outcomes of the internship. The following themes were identified from these responses: a) guidance/supervision; b) interest/commitment; c) contact/communication; d) placement.

Selection

Of the 87 completed evaluations, I identified 12 respondents where the strength and intensity of their answers scored in the bottom section of the scale for the quantitative section. The more critical responses were noted from complete disagreement to neutrality. I also identified an additional 15 respondents where the answers to the qualitative section identified either a poor experience or critical concern based on the themes identified above. These respondents in total created a group of 27 critical interns. No respondent was duplicated, making

them all unique respondents. This is especially important as you will see in Chapter 4, 90% of student interns surveyed –including the group of critical interns, rated the overall satisfaction with the program as either exceeding or meeting expectations.

As the study finds, approximately one-third of the interns identified issues and concerns in the quantitative and qualitative portion. However, in one quantitative question that asks for the overall internship experience, just one-tenth of the interns identified issues. This is significant data and highlights issues that may be more related to survey design than actual experiences.

Assessment

There is currently an assessment plan for the HLI program (Appendix C). Additionally, CDS staff has developed an assessment model for the program for both the student and site employer. The student assessment model includes a program orientation led by HLI staff; a focus-group meeting at the start of the program; and an end-of-semester evaluation. The employer assessment model includes a program orientation led by HLI staff; a mid-semester intern performance evaluation; and an end-of-semester intern performance evaluation.

Intervention

The programmatic change proposed will aid in connecting the needs of the employer with the needs of the student's educational and career goals, providing a seamless connection and increased programmatic satisfaction at the end of the academic semester. The intervention centers on the employer process rather than the student process.

Implementation

The proposal is a four-step process, and the timeline for implementation begins in spring 2017, with a goal of full implementation by spring 2018. The first step begins in spring 2017 with a presentation to the Director of Student Leadership and Career Development Services, the

HLI Program Assistant, and CDS staff by the project administrator, in the case, the Coordinator of Employer Recruitment Services. This presentation includes a review of the collected end-of-year data, an analysis of that data, and recommendations to increase program success for student interns. During the presentation, a four-step process is identified.

Firstly, the Intern Position Description Template will include the addition of the organization's industry, preferred major(s) for the position and the addition of three overarching goals to the tasks section. The three goals will serve to define the tasks in three main areas such as (a) the Application of Acquired Academic Skills to Practical Situations in the Organization; (b) Gain Knowledge of Organization Operations; and (c) Become Familiar with Organization Policies and Modes of Operation. The goals will serve to add context to the tasks and assist HLI staff in defining educational goals for the intern and site employer. Secondly, the HLI Intern Learning Plan will include the addition of these educational learning outcomes. The HLI Intern Learning Plan is signed by both the intern and site employer and serves to provide a contract for both parties. Thirdly, the addition of a committee to assist in the creation of the educational goals is recommended with the addition of faculty to the process. Lastly, the addition of a site visit four to six weeks from the start of the program to review the HLI Intern Learning Plan with both the intern and site supervisor to ensure tasks are in line with needs of the organization and student intern.

I propose that during the end of spring 2017 through summer 2017, the first step is completed. This entails a revised position description template that incorporates the educational outcomes into the position, holding both the employer and student accountable for the experience; and a visit with the site supervisor and intern to review the description and whether there have been any changes to the position.

The position description template (Appendix D) would be provided to the employers during the application process, and a review and approval of position would be confirmed by the HLI Internship Program Assistant and/or Career Development Services (CDS) staff as support personnel. A minimum of three educational goals must be included in each position requirement listed in order to be approved. Should employers need assistance in completing the form, the HLI administrative assistant and/or CDS staff will assist with completing the information.

The feasibility of this accomplishment rests on the part of the HLI Internship Program Assistant to revise the existing document in terms of outstanding commitments and time constraints. There is support within the CDS team that can assist with revisions during this time to meet the program application period for employers. Once updated, the employers will be able to access the position description template and contact the CDS offices with any questions or for assistance needed.

I propose that during the start of the fall 2017 semester, the revised HLI Intern Learning Plan (Appendix E) is integrated into the orientation process for fall 2017. The second step entails the revised Intern Learning Plan will be available for implementation once student interns are matched with a site employer. Support from both the HLI Internship Program Assistant as well as the Director of Student Leadership and Career Development Services will be needed to verify the learning goals are accurate and attainable. The HLI Internship Program Assistant and the Director of Student Leadership and Career Development Services will need to review the position description for each student intern, translate the position tasks and goals into attainable educational learning outcomes for both the student and employer to review and approve. The feasibility of this accomplishment rests on the CDS team. However, I offer the third step to assist with the process after fall 2017.

I propose that at the start of spring 2018, a committee is formed to include the HLI Internship Program Assistant, the Director of Student Leadership and Career Development, the Senior Career Counselor, and invited faculty to take on the responsibility of identifying the tasks and goals into attainable educational learning outcomes. Invited faculty will be those whose majors are represented by the current cohort as well as the faculty responsible for the University 499 Internship course. The feasibility of this accomplishment rests on the buy-in from faculty as well as the availability of faculty during the time necessary as faculty schedules are different from full-time staff.

Finally, I propose that at the start of fall 2017, approximately four to six weeks from the start of the semester, the fourth step takes place with a site visit by the HLI Internship Program Assistant or Director of Student Leadership and Career Development Services. During this meeting, the CDS representative meets with both the intern and site supervisor to review the HLI Intern Learning Plan for a status update regarding the identified educational goals and to discuss needed changes, modifications, and so forth.

Link to Data Analysis

The intervention is directly related to the findings of the data analysis. As previously note, the data analysis for this project identified three themes: lack of communication; lack of guidance; and lack of commitment which resulted in dissatisfaction with the overall site placement. The student interns in this project when surveyed, should that there was a high level of dissatisfaction and frustration with the site placement. The students showed a clear understanding of the failings of an internship due to issues with site placement, and the intervention will assist with increasing programmatic satisfaction.

Feedback from the presentation guests as well as limitations identified in the analysis and the need for additional research will be identified. The outcomes will seek to increase the success rate for all interns in the HLI program and increase satisfaction so that all experiences are positive.

Chapter 4: Data Analysis

In Chapter 4, I present the results of the data analysis. The data was collected over a four-year period between spring 2013 and fall 2016 and analyzed according to the statement of the problem highlighted earlier in Chapter 1. The basis for the analysis of the data is primarily due to the fact that since this time, there has been no assessment of the data collected to determine whether the program has been successful in achieving its aims. As mentioned in previous chapters, the questions this project asks and serves to answer are

- What is the level of dissatisfaction with the program and what are the current issues creating dissatisfaction?
- How can we improve the Henry “Hank” Lacayo Institute (HLI) Internship Program to better prepare the interns for real life experiences beyond the classroom and how can we strategically connect their educational goals, their career goals, and their interests through the program?
- How can we use assessment to enhance the interns’ experiences in the future?

The end-of-year survey includes four main sections asking interns to (a) rate their preparation for the internship; (b) provide information regarding internship expectations; (c) evaluate the site placement, and (d) discuss the value of the internship. The end-of-year survey used a mixed methods process of quantitative and qualitative questions. The goal of the survey is to assess the interns’ viewpoints about their experiences throughout the sixteen-week program. Additionally, a goal of the survey is to assess the interns’ viewpoints about the employer site placements, and whether both were beneficial or not to their career preparedness.

After a review of the questions that were included in the survey, I chose to use fifteen of the eighteen quantitative questions, and two of the six qualitative questions based on the question as it related to the three questions this project serves to answer.

The three quantitative I chose to eliminate from the data were in the second set of questions based on the four-point Likert scale that rated the student's level of satisfaction. The first question I chose to eliminate from the project asked the interns' to rate their level of satisfaction with the hours of work. I chose to eliminate the responses to this question due to the fact that work hours are set by the site placement and fall within the normal business operating hours. Therefore, there are no changes that can be made to raise any level of dissatisfaction. Additionally, the outcome does not seek to answer the question this project serves to answer.

The second quantitative question I chose to eliminate from the project asked the interns' to rate their level of satisfaction as to whether networking contacts were made. I chose to eliminate the responses to this question as the importance of networking is not a purpose, aim, or learning objective of the program. Additionally, the responses to this question do not seek to answer the questions this project serves to answer.

The third quantitative question I chose to eliminate from the project asked the interns' to rate their level of satisfaction as to whether they received mentorship during their internship. I chose to eliminate the responses to this question as the importance of mentorship is better answered in a qualitative method rather than in a quantitative question based on the definition of mentorship. I also felt that this question is addressed in the qualitative method more authentically.

The four *qualitative* questions I chose to eliminate from the data provided solid information. However, these questions did not align with the questions this project serves to

answer. The first question I chose to eliminate from this project asked the student to describe what they learned about themselves as a result of the internship? The second question I chose to eliminate from this project asked the students to describe how their academic courses prepared them for the internship. The third question I chose to eliminate from this project asked the students to describe the specific skills they developed as a result of the internship. The fourth question I chose to eliminate from this project asked the students whether they changed their career path as a result of their internship.

The results of the data show that the program aims were met. However, a review of certain HLI interns' responses to the data identified weaknesses in the program which are described in upcoming sections. While the strengths can provide opportunities for growth through a developmental lens, this project evaluates the responses that identified weaknesses. The findings in this chapter further show the need for program modification with an additional aim reflective of the need of the program to meet the future educational needs of the interns.

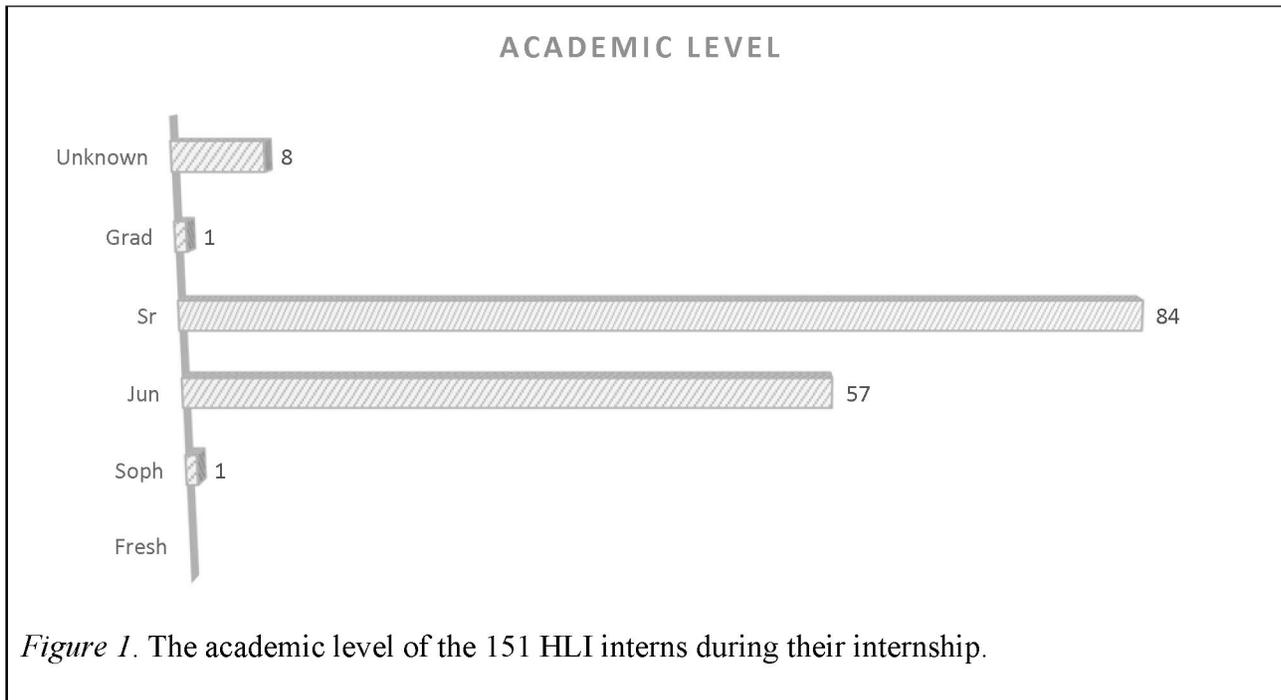
Population/Demographics

The HLI program is a semester-based program, and since its inception in spring 2012, the program has hosted a total of 10 cohorts with 174 interns. The breakdown per semester ranged between 12 and 29 interns.

The End-of-Semester Evaluation was introduced with spring 2013, so my population for this project begins with the spring 2013 cohort with a total of 8 internship cohorts hosted, equating to 151 interns over that time.

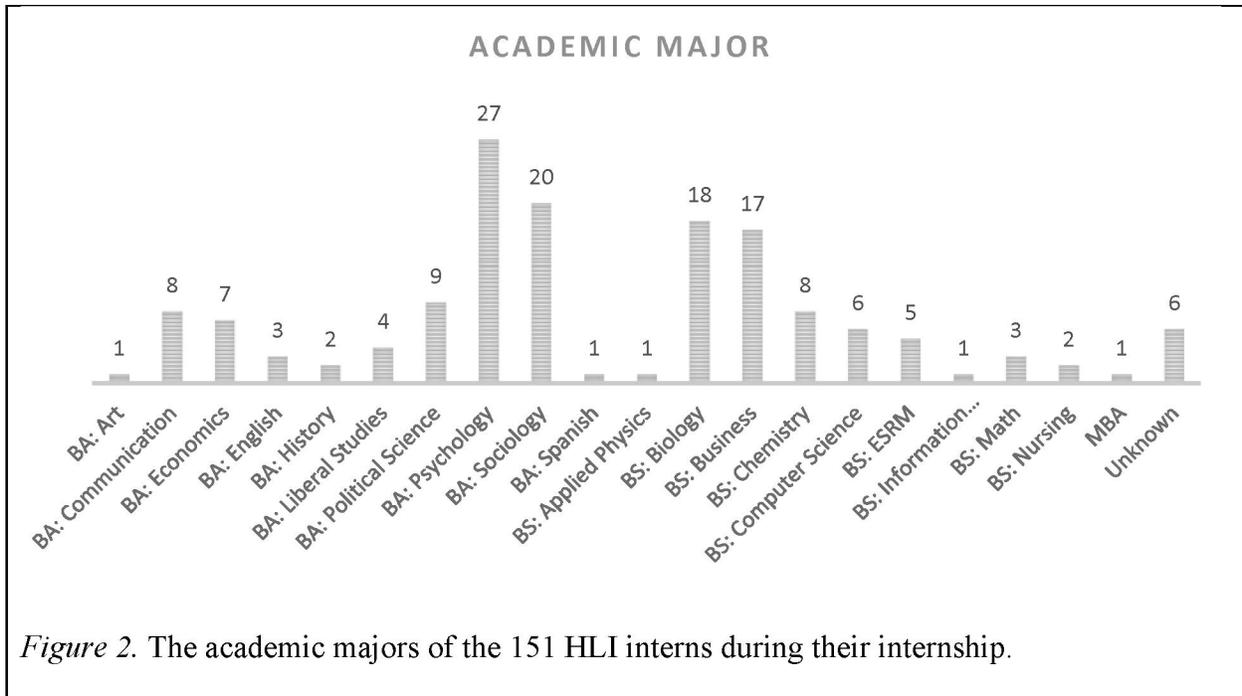
In reviewing the demographics of the population that participated spring 2013 to fall 2016, the academic levels of students that participated in the HLI program were predominately juniors and seniors, as the program is intended to serve those students with a junior or senior

standing at California State University Channel Islands (CSUCI). Of the total number of interns hosted ($n=151$), 84 were senior standing (55.6%); 57 were junior standing (37.7%); one was sophomore standing (0.7%); one was graduate student, and eight had a standing that was unknown (5.3%).



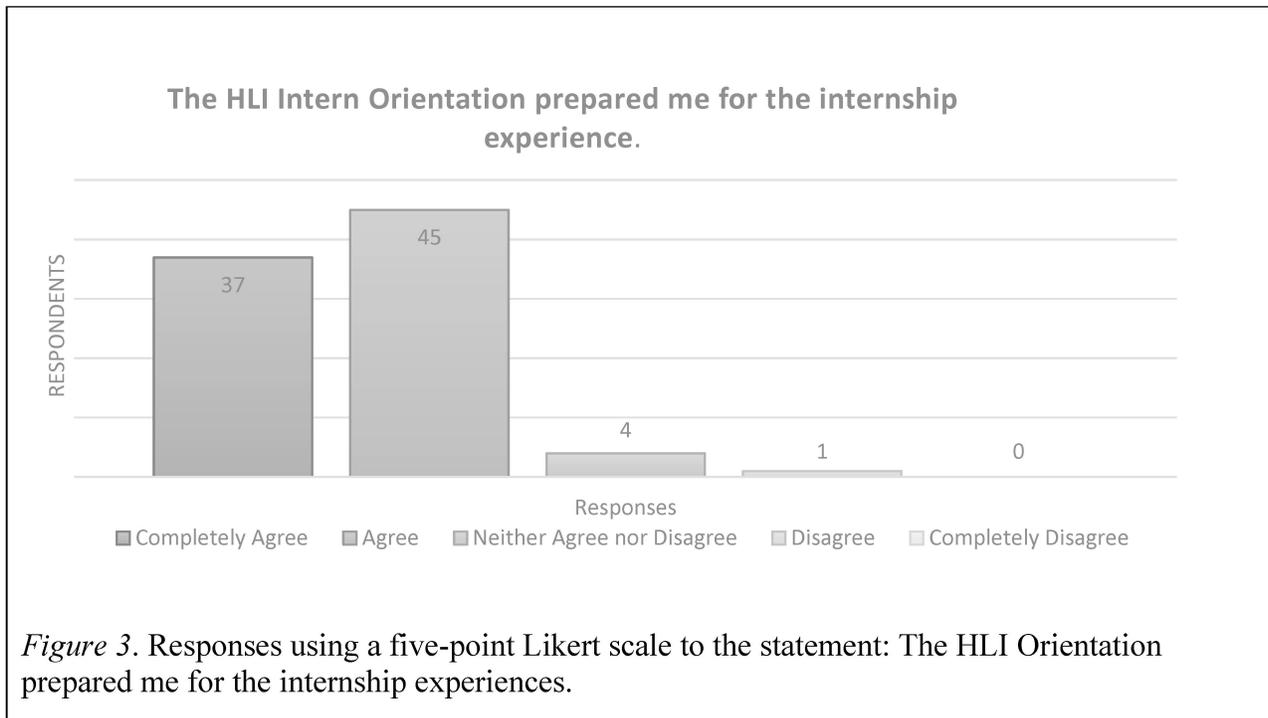
In examining the academic majors represented in the program, twenty-two of the twenty-three academic programs CSUCI offers were represented, in total, 95.7% of our programs. Of the largest population, 27 interns were Psychology majors (17.9% of total interns); 20 interns were Sociology majors (13.3% of total interns); 18 interns were Biology majors (12% of total interns); 17 interns were Business majors (11.3% of total interns). Additional majors that were represented at a moderate level were Political Science majors (9 interns) who accounted for 6%; Communication and Chemistry majors (8 interns each) accounted for 5.3% each; Economic majors (7 interns) accounted for 4.6%; Computer Science and Unknown majors (6 interns each)

accounted for 4% each; and Environmental Science majors (5 interns) accounted for 3.3%. The remaining majors (19 interns) accounted for the remaining 13%.

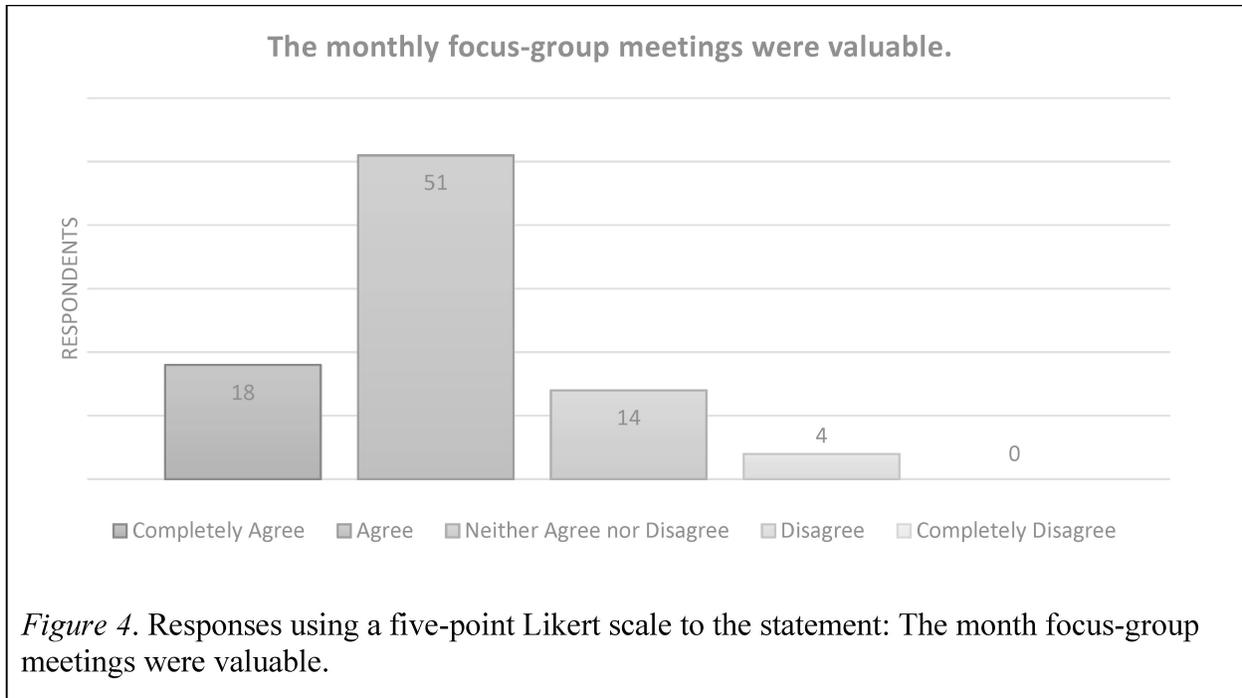


Employers for the internship were condensed into industries, and these employers represented organizations from finance, social services, technology, public health, government, biotechnology, engineering, education, and the non-profit sector.

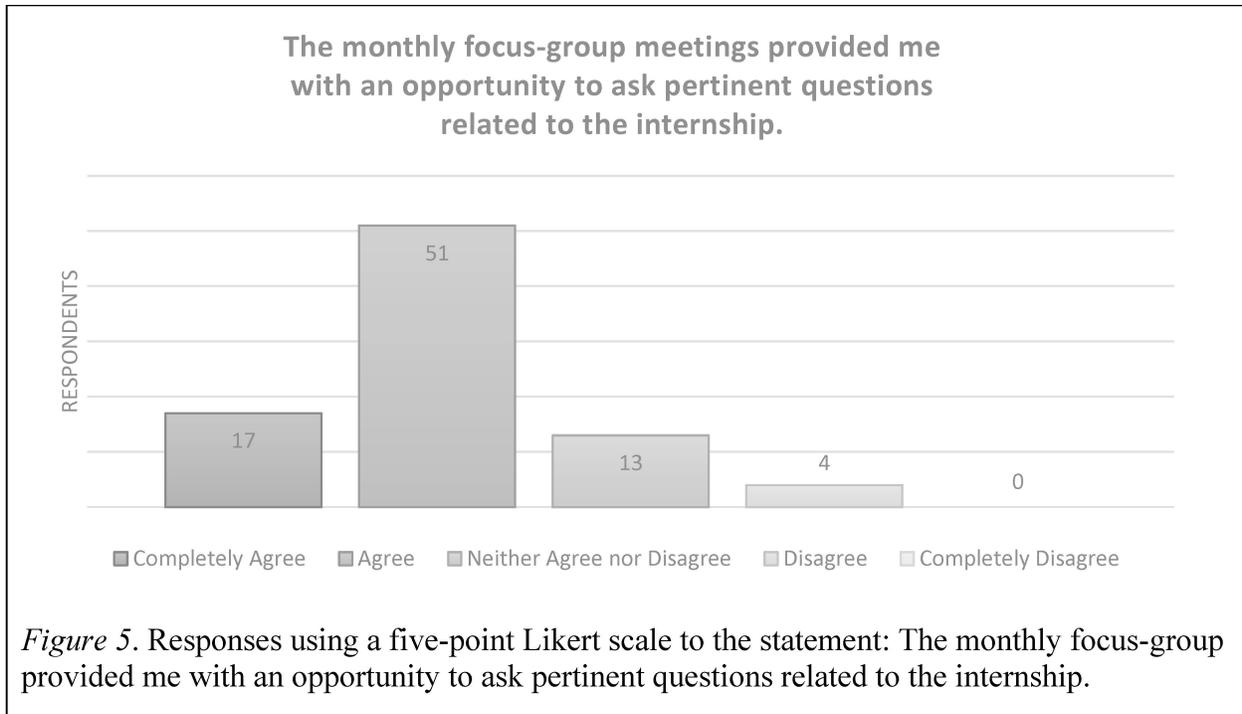
Quantitative Results



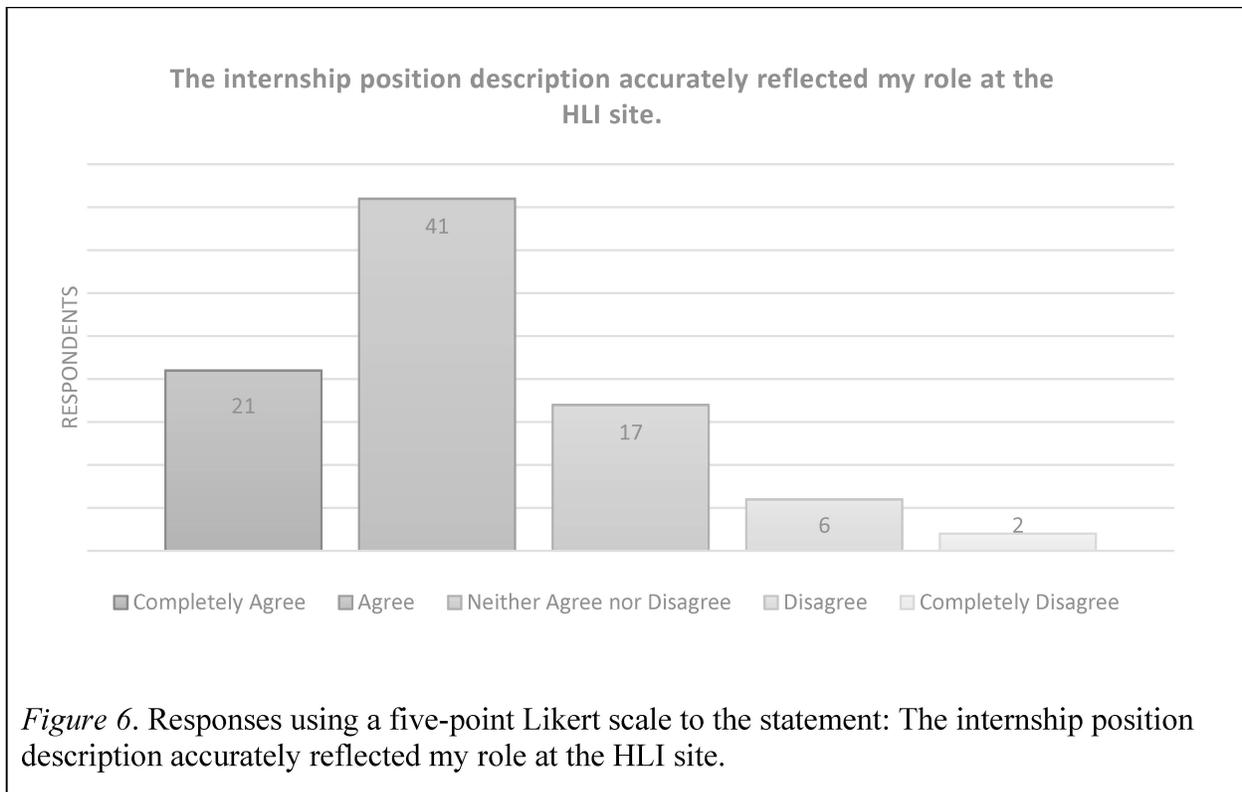
Looking at whether the orientation prepared the intern for their experience, we have strength and intensity at the top of the scale. Of 87 respondents, 45 respondents landed in the “agree” response, accounting for 51.7% of total responses. 37 respondents completely agreed with the statement (42.5%), while four showed neutrality (4.6%), and one respondent disagreed with the statement (1.2%).



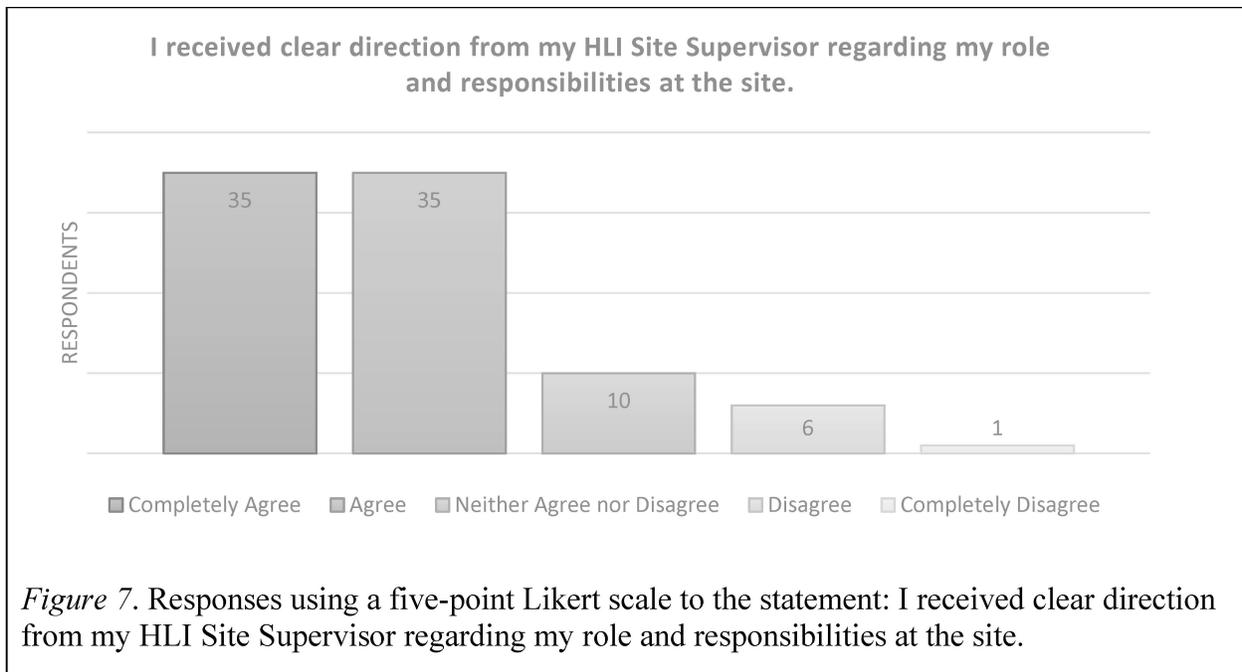
Looking at whether the monthly focus groups were valuable, we have strength and intensity at the top of the scale. Of 87 respondents, 51 landed in the “agree” response, accounting for 58.6% of total responses. 18 respondents completely agreed with the statement (20.7%), while 14 showed neutrality (16.1%), and four disagreed with the statement (4.6%).



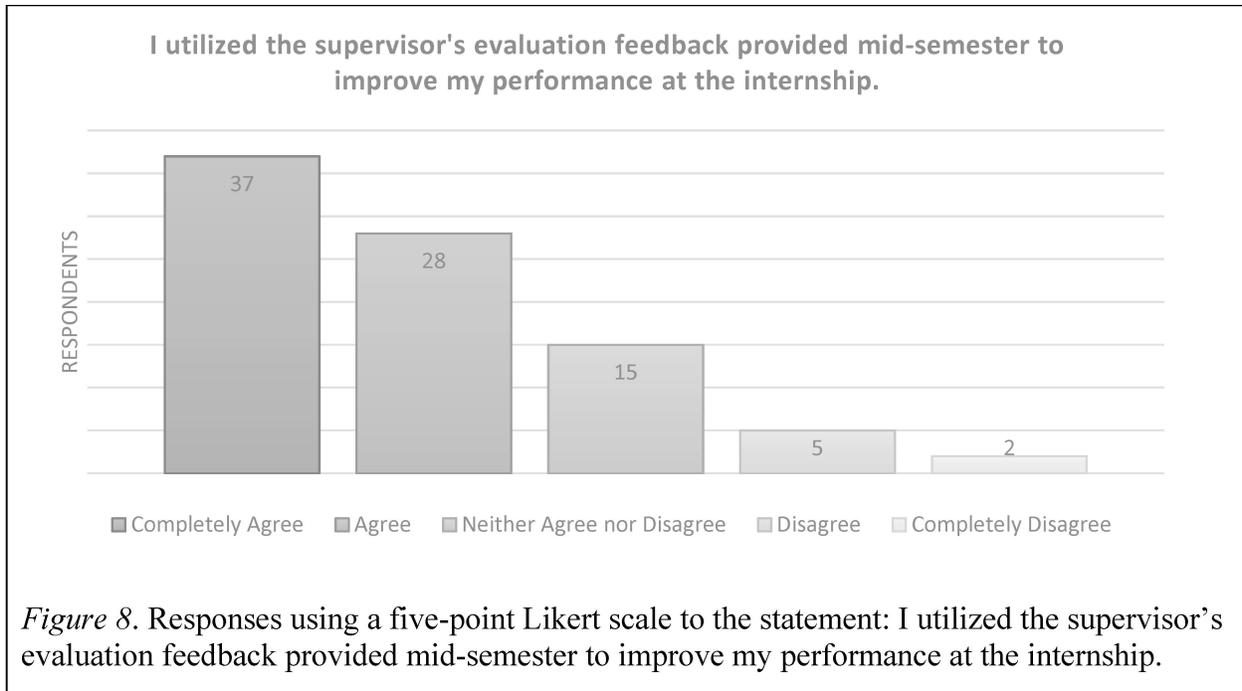
Looking at whether the monthly focus group meetings provided the intern with an opportunity to ask pertinent questions related to the internship, we have strength and intensity at the top of the scale. Of 87 respondents, 51 were in the “agree” response (58.6%). 17 respondents completely agreed with the statement (20.7%), while 13 respondents showed neutrality (16.1%), and four disagreed with the statement (4.6%).



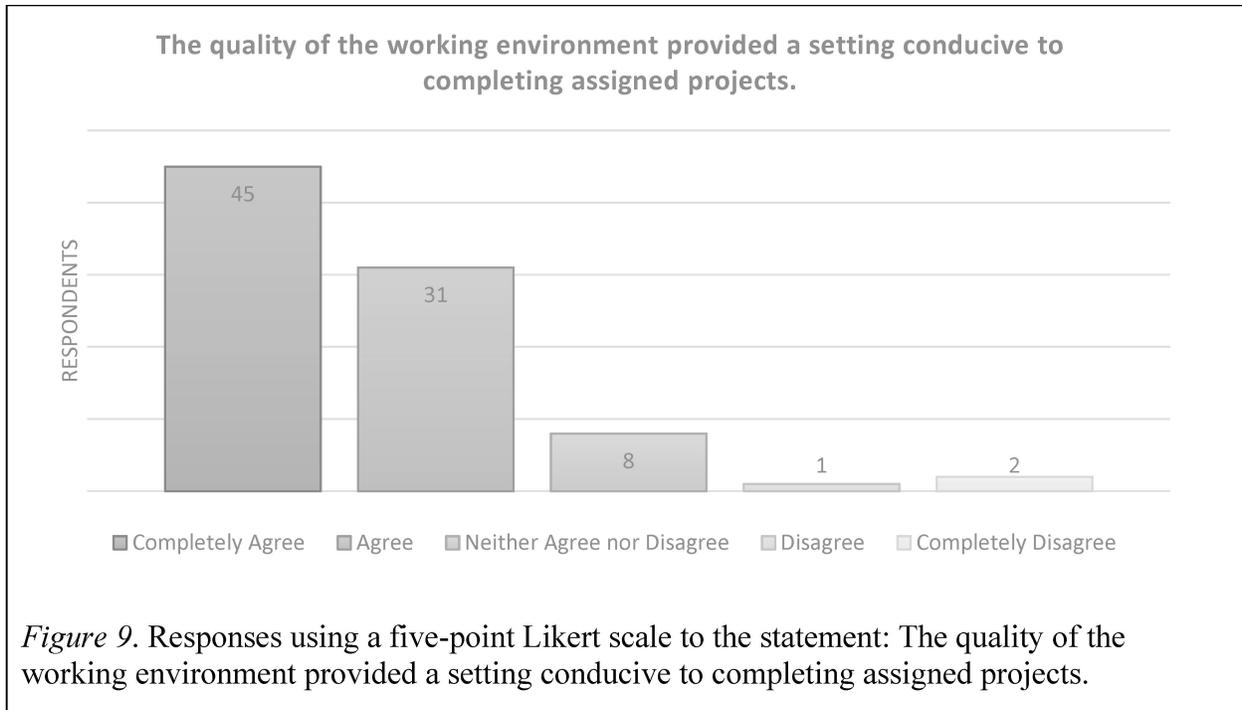
Looking at whether the internship position description accurately reflected their role at the site, we have strength and intensity a bit more dispersed, with more being in the “agree” response and a fair response across the board. The lower section of the scale is important to note. Of 87 respondents, 41 responded that they “agree” with the statement (47%); 21 responded they “completely agree” (24.1%); 17 responded they “neither agree nor disagree” (19.5%); six responded they “disagree” (7%); and two responded they “completely disagree” (2.3%),



Looking at whether they received clear direction from the site supervisor regarding their role and responsibilities at the site, we have strength and intensity still a bit dispersed, with equality between those that completely agreed and agreed. The lower section of the scale is important to note. Of the 87 respondents, 35 respondents completely agreed with the statement (40.2%) and 35 respondents agreed with the statement (40.2%). 10 respondents showed neutrality (11.5%), six respondents disagreed with the statement (6.9%), and one respondent completely disagreed with the statement (1.2%).

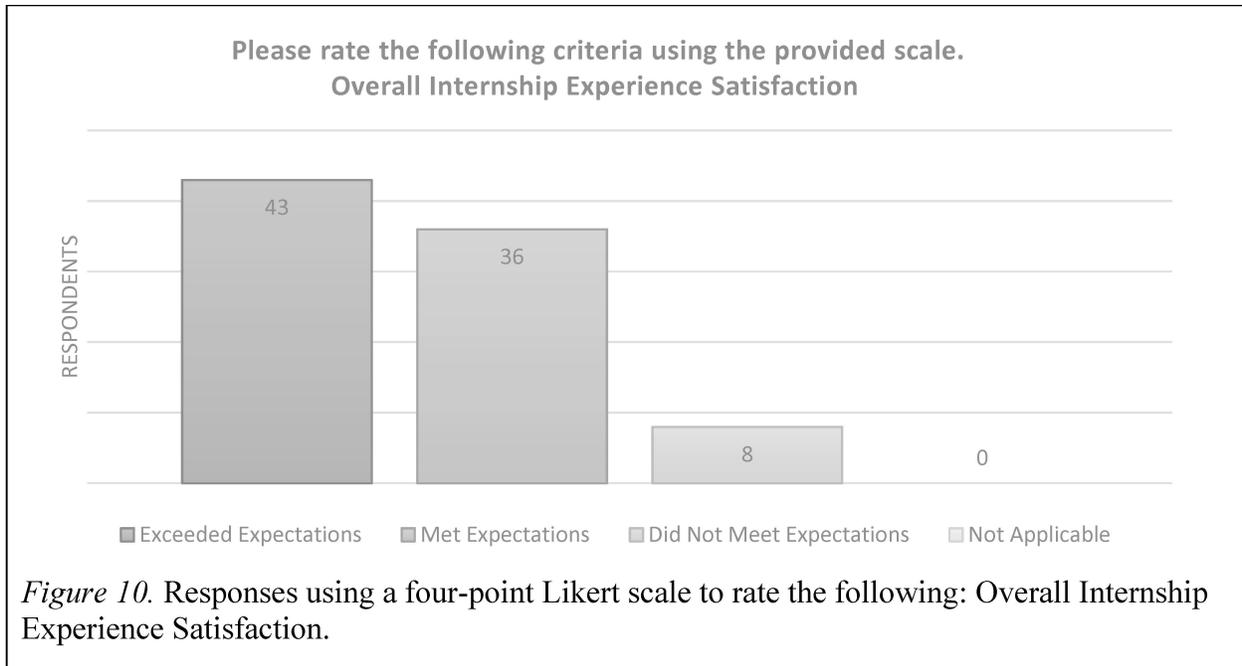


Looking at whether they utilized the supervisor's evaluation feedback provided mid-semester to improve their performance at the internship site, we have strength and intensity still somewhat dispersed, with more being in the "Completely Agree" response. The lower section of the scale is important to note. Of 87 respondents, 37 completely agreed with the statement (42.5%). 28 respondents agreed with the statement (32.2%), 15 respondents showed neutrality (17.2%), five respondents disagreed with the statement (5.8%), and two respondents completely disagreed (2.3%).

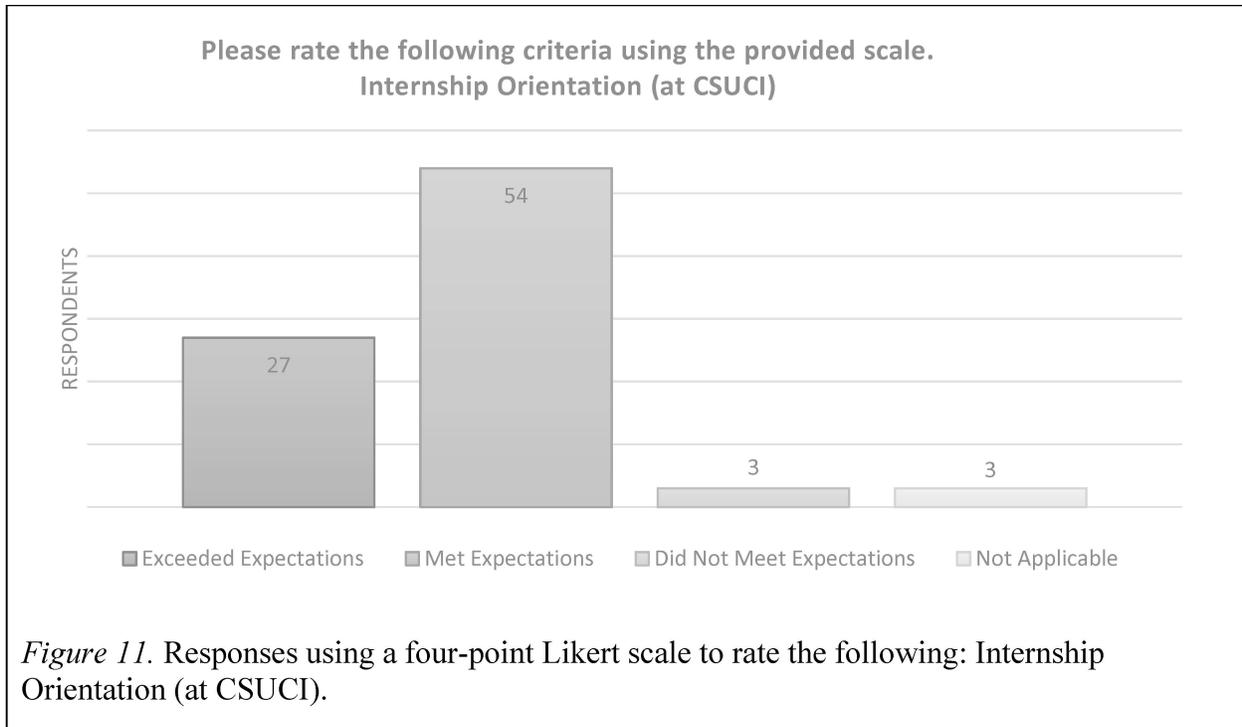


Looking at whether they utilized the supervisor’s evaluation feedback provided mid-semester to improve their performance at the internship site, we have strength and intensity still a bit dispersed, with more being at the top of the scale. The lower section of the scale is important to note. Of 87 respondents, 45 landed in the “Completely Agree” response, accounting for 51.7% of total responses. 31 respondents agreed with the statement (35.6%), while eight showed neutrality (9.2%), one respondent disagreed with the statement (1.2%), and two completely disagreed with the statement (2.3%).

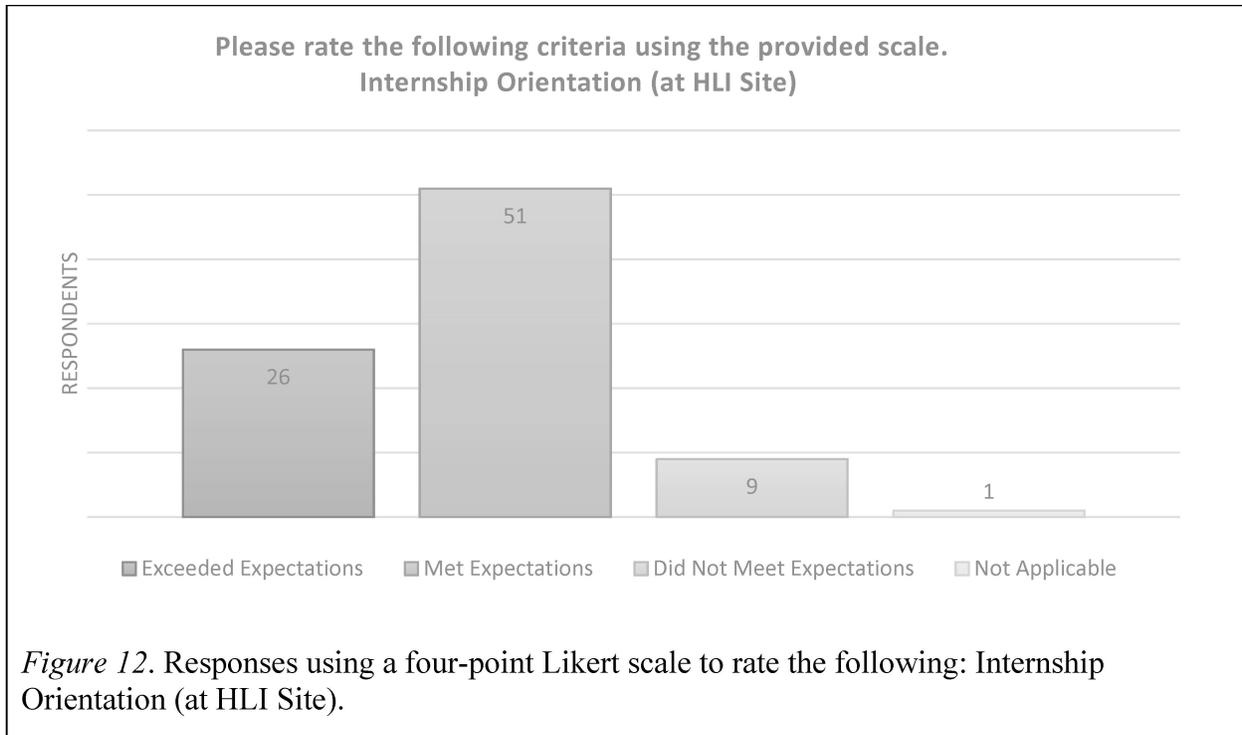
The next set of charts reflects an instrument scale a survey design change, from a five-point Likert scale to a four-point Likert scale.



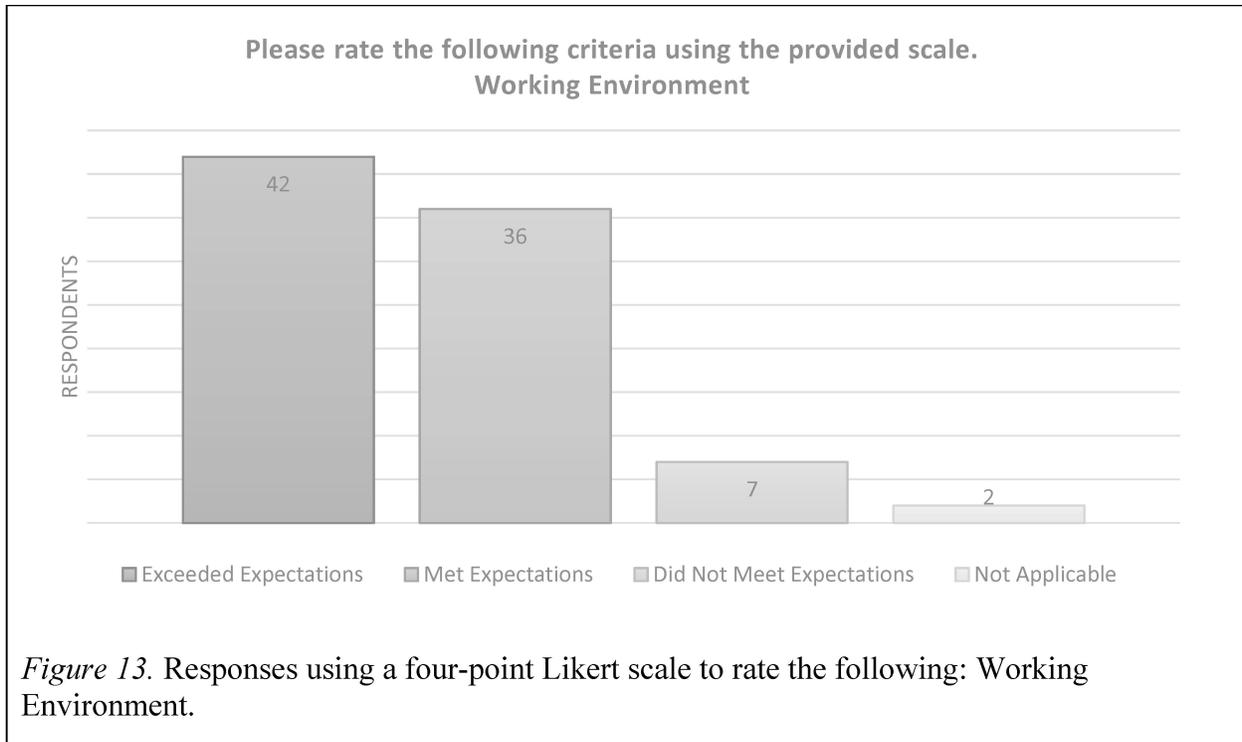
Rating the overall internship experience and the interns' level of satisfaction, we have strength and intensity largely on the upper portion of the scale. The lower section of the scale is important to note. Of 87 respondents, 43 landed in the "Exceeded Expectations" response, accounting for 49.4% of total responses. 36 respondents felt their expectations were met (41.4%), while eight responded that the overall internship experience did not meet expectations (9.2%).



In rating the internship orientation provided at CSUCI and their level of satisfaction, strength and intensity is largely on the upper portion of the scale, with more being in the “Met Expectations” response. The lower section of the scale is important to note. Of the 87 respondent, 54 landed in the “Met Expectations” response, accounting for 62% of total responses. 27 respondents felt the internship orientation at CSUCI exceeded expectations (49.4%), while three respondents felt the orientation did not meet their expectations (3.5%), and three respondents felt this question was not applicable (3.5%).



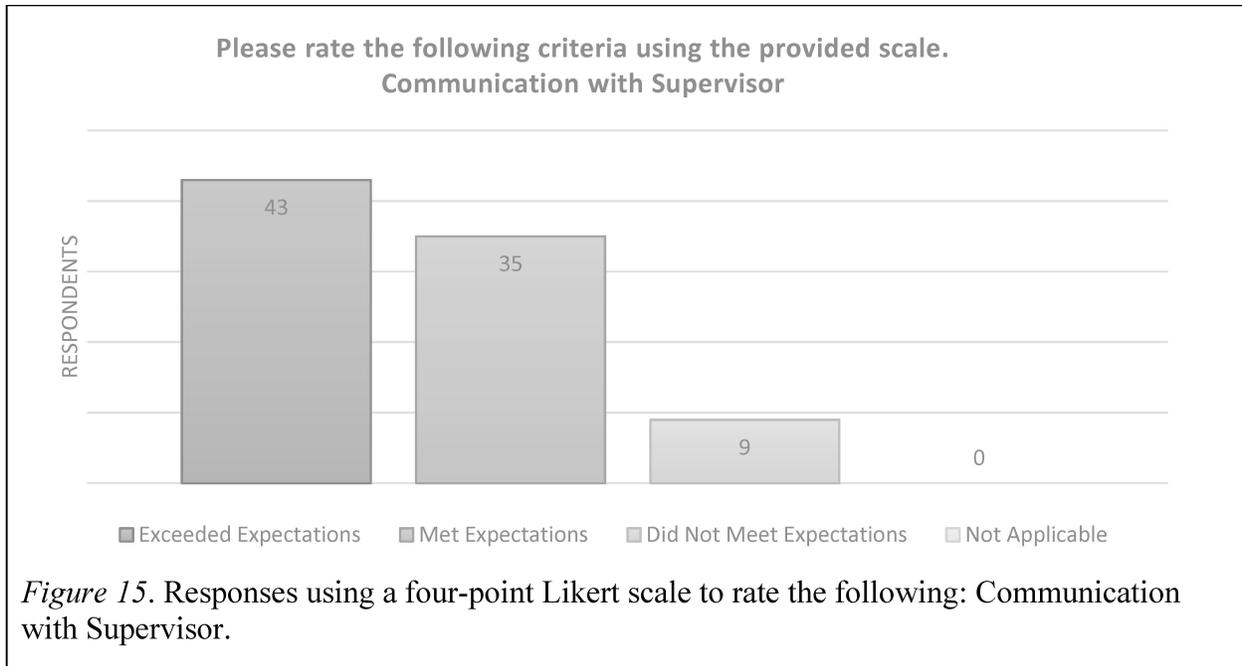
In rating the internship orientation provided at the HLI internship site and their level of satisfaction, we have strength and intensity largely on the upper portion of the scale. The lower section of the scale is also important to note. Of 87 respondents, 51 landed in the “Met Expectations” response, accounting for 58.6% of total responses. 26 respondents felt the orientation exceeded their expectations (29.9%), while nine responded that the orientation did not meet their expectations (10.3%), and responded that it “Did Not meet Expectations”; and one respondent felt the question was not applicable (1.2%).



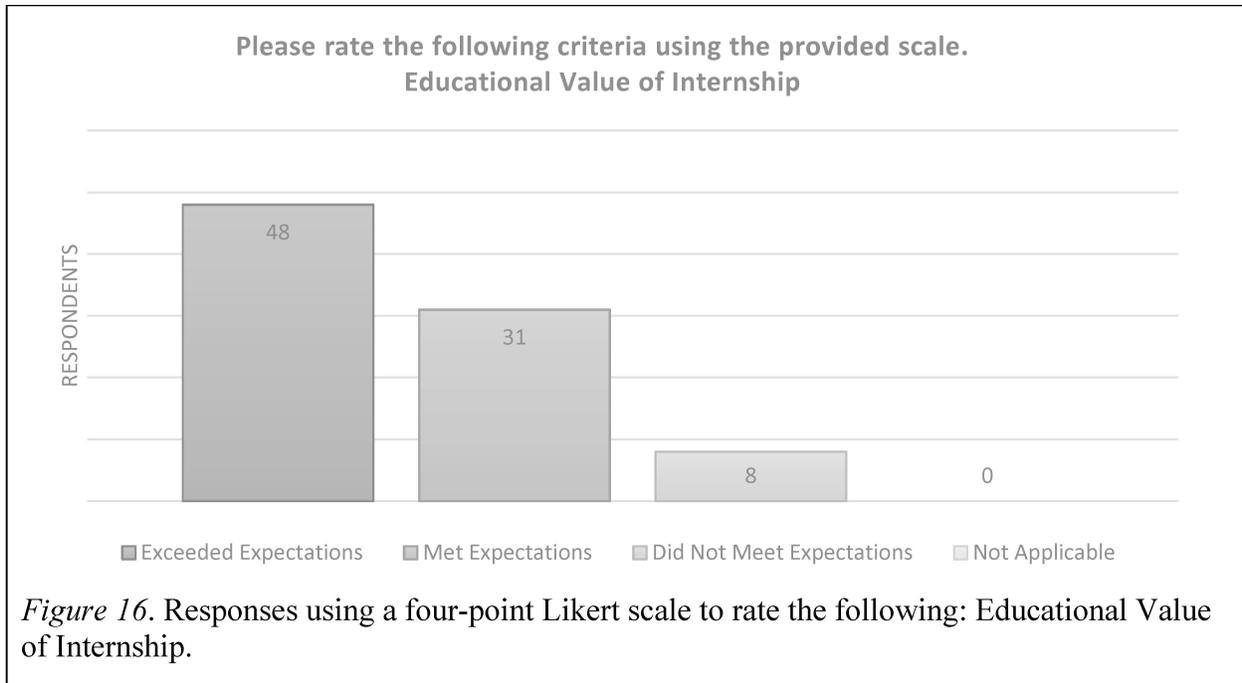
Rating the working environment provided at the HLI internship site and their level of satisfaction, we have strength and intensity largely on the upper portion of the scale. The lower section of the scale is important to note. Of 87 respondents 42 landed in the “Exceeded Expectations” response, accounting for 48.3% of total responses. 36 respondents felt their expectations were met (41.4%), while seven respondents felt their expectations were not met (8%), and two responded that the question was not applicable (2.3%).



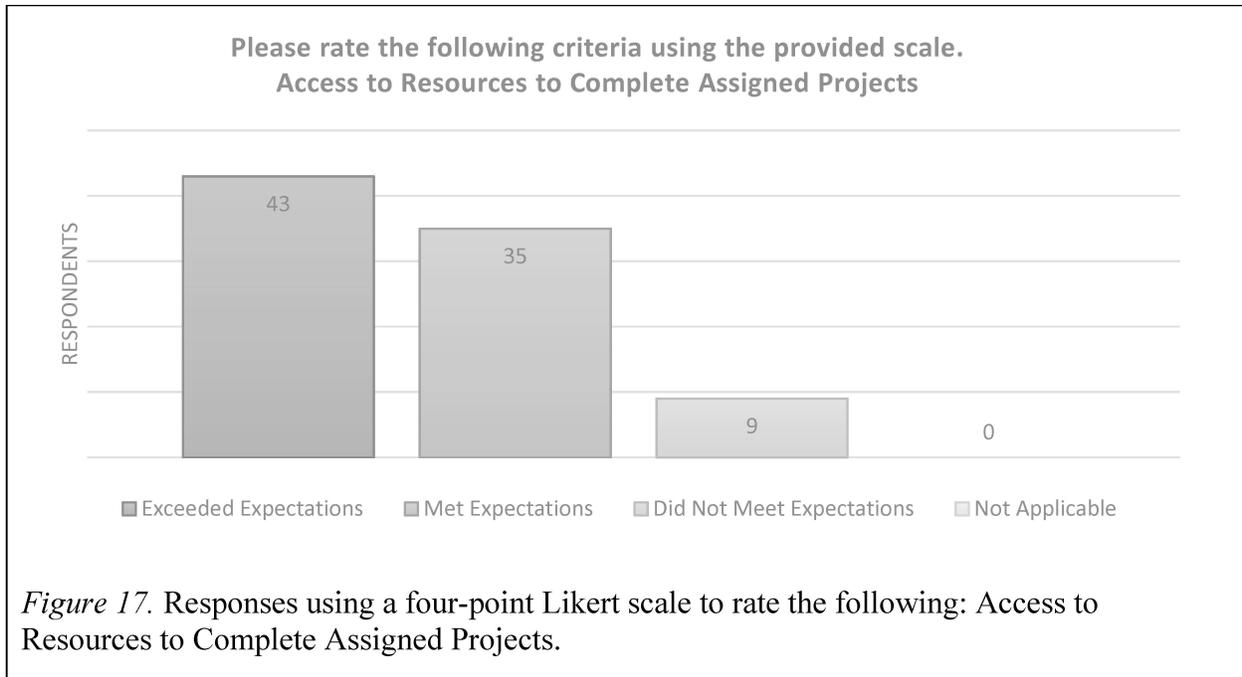
Rating the professional development & training received through the internship, we have strength and intensity largely on the upper portion of the scale. The lower section of the scale is important to note. Of 87 respondents, 43 landed in the “Met Expectations” response, accounting for 49.4% of total response. 36 respondents felt the professional development & training exceeded their expectations (41.4%), while seven responded that the professional development & training did not meet their expectations (8%), and one responded that the question was not applicable (1.2%).



In rating the interns' satisfaction in the communication with their site supervisor, we have strength and intensity largely on the upper portion of the scale. The lower section of the scale is important to note. Of 87 respondents, 43 landed in the "Exceeded Expectations" response, accounting for 49.4% of total responses. 35 respondents felt their expectations were met (40.2%), while nine responded that the communication with their site supervisor did not meet expectations (10.4%).



Rating the interns' satisfaction with the educational value of the internship, we have strength and intensity largely on the upper portion of the scale. The lower section of the scale is important to note. Of 87 respondents, 48 landed in the "Exceeded Expectations" response, accounting for 55.2% of total responses. 31 respondents felt their expectations were met (35.6%), while eight responded that the overall internship experience did not meet expectations (9.2%).



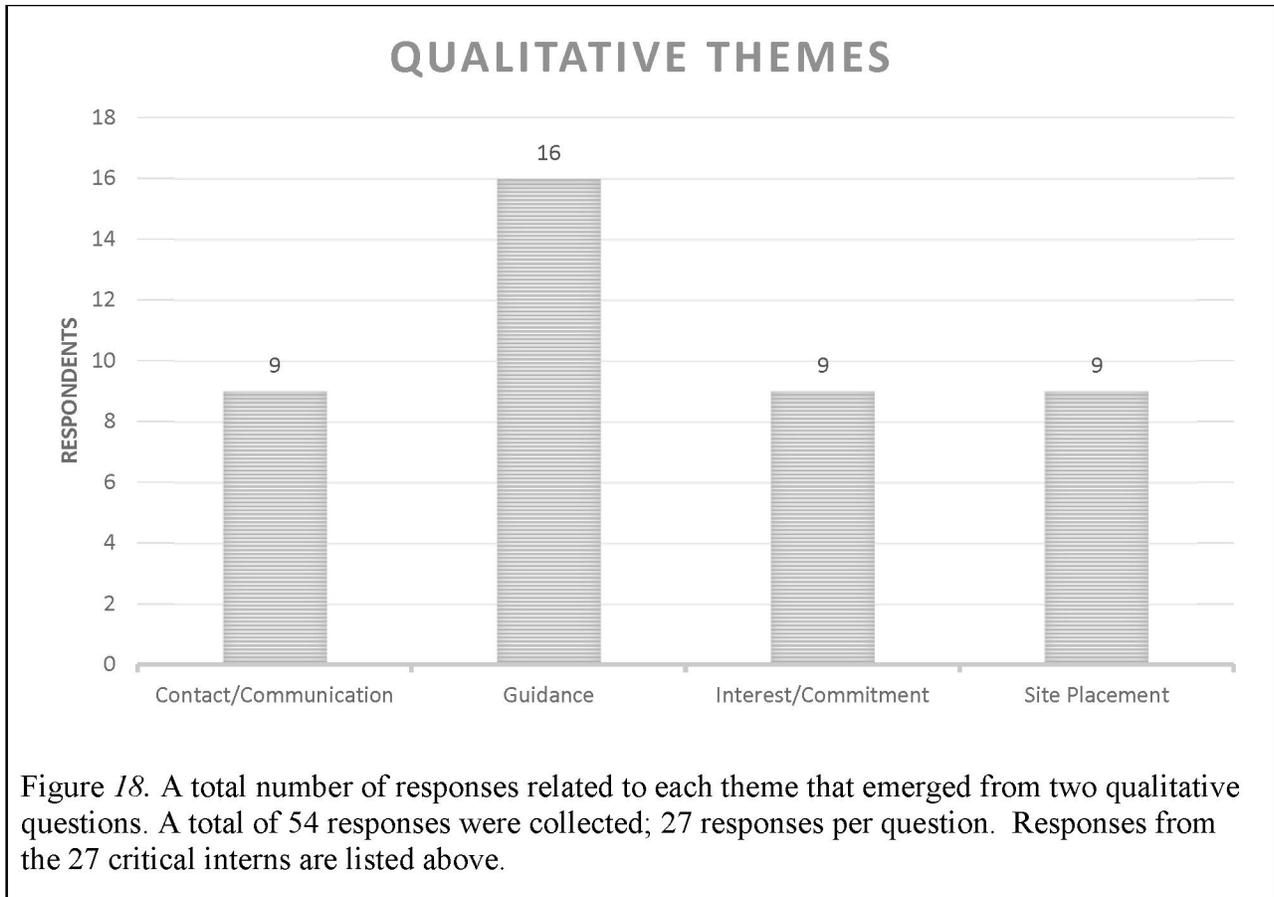
Rating the interns' access to resources to complete assigned projects, we have strength and intensity largely on the upper portion of the scale. The lower section of the scale is important to note. Of 87 respondents, 43 landed in the "Exceeded Expectations" response, accounting for 49.4% of total responses. 35 respondents felt their expectations were met (40.2%), while nine responded that the access to resources to complete assigned projects did not meet their expectations (10.4%).

Qualitative Results

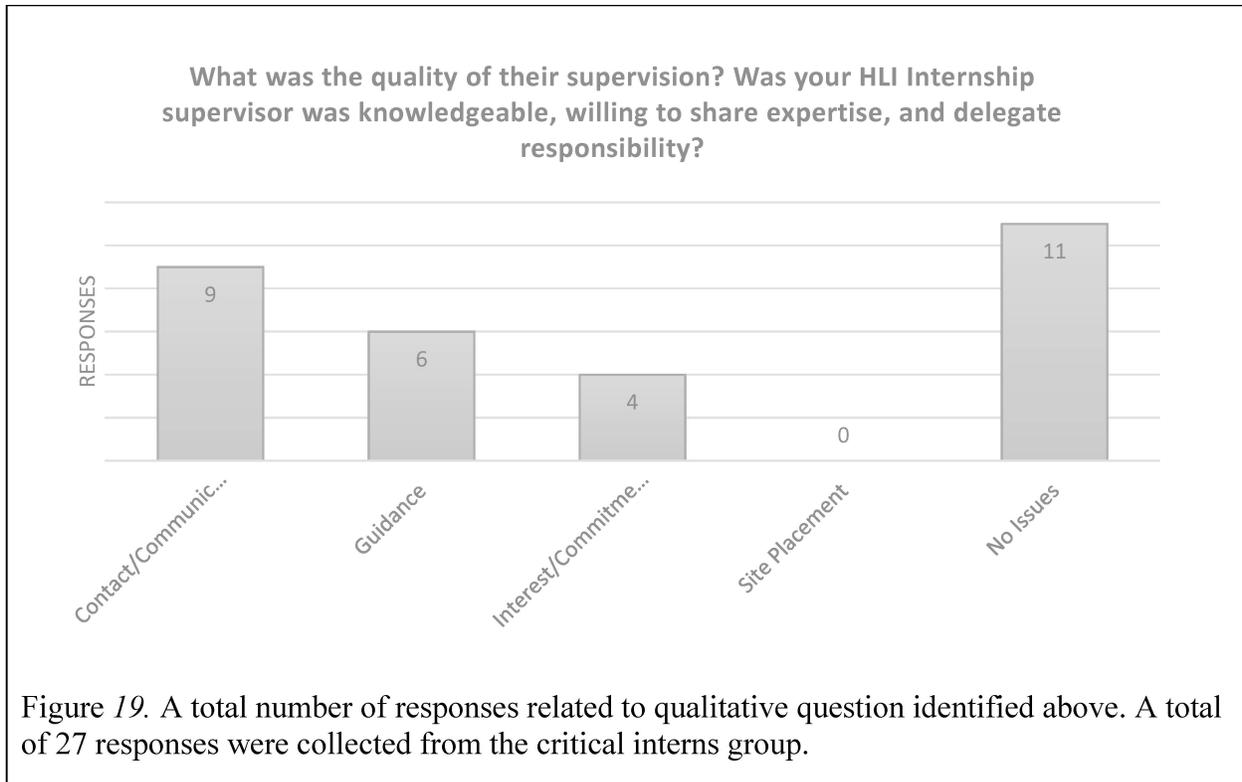
As was performed with the quantitative data, the qualitative data provided was thoroughly reviewed. Each response was assessed, and a theme was applied based on the content of the response. The researcher printed spreadsheets of the data collected and placed colored post-it notes over each response, each color with a written descriptive word. Initially, there were six themes identified: (a) lack of communication; (b) lack of contact; (c) lack of guidance; (d) lack of commitment; (e) lack of interest; and (f) site placement issues. A second review of the themes provided a condensed set of themes: (a) communication/contact; (b)

guidance; (c) interest/commitment; and (d) placement issues. To reiterate, the most critical HLI interns (a group of 27 interns) surveyed stated that they felt that there was either a lack of communication, guidance, or commitment among the supervisors, and issues with site employer placements where they interned. These issues, in turn, manifested themselves into situations where interns expressed a lack of interest to pursue or continue the internship. Some stated that they were not involved in duties related to their educational pursuits or their career goals. These same interns said that while they would recommend the program to future interns, they would not necessarily recommend the site placement.

Overall, the critical interns' responses to the two qualitative questions connected with at least one theme during their internship. 16 responses identified lack of guidance as an issue during their experience, equating to 29.6% of responses for this question. Of all responses to this question received by all respondents to this question, this averages out at approximately 9.2%. Each of the four remaining themes had nine responses identifying the theme as an issue during their experience respectively, which equates to 16.6% of the responses per each theme; 5.2% of the overall responses per theme to the end-of-semester evaluation. These percentages were expected to be high, specifically when they center on some of the most important topics as it relates to high-impact programs: ones that are intrinsic to the program such as guidance, communication, commitment, and placement. It is for this reason that these percentages are considered noteworthy and therefore, should be addressed in order that this experience is beneficial for both parties involved, especially the student.



The first qualitative question asked student interns to describe the quality of their supervision. Additionally, the student interns were asked if their HLI Internship supervisor was knowledgeable, willing to share expertise and delegate responsibility. The figure below identifies the number of themes that emerged from the responses:



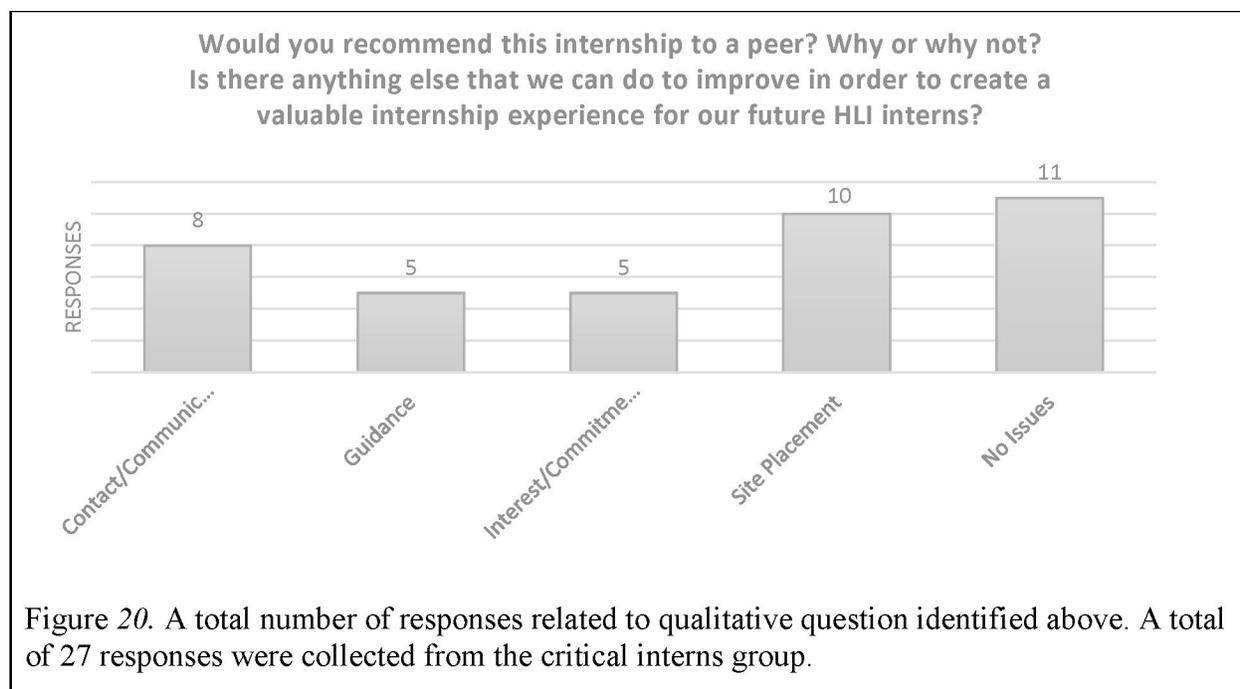
Overall, the critical interns' responses connected with at least three of four themes during their internship. Nine responses identified contact/communication as an issue; six responses identified issues with lack of guidance; four responses identified issues with a lack of interest/commitment, and 11 responses did not identify any issues as related to this question.

Student interns provided solid information in describing their internship experiences with one student highlighting the lack of guidance by the site supervisor stating, "As far as my supervision, I feel that a lot of that was done by her Assistant, Laura, given that my supervisor was not always in the office." Another student intern highlighted the lack of contact/communication with the site supervisor stating, "I would say the quality [of the internship experience] was lacking mostly because of the lack of contact I had with my supervisor." Additionally, a second student intern spoke to this same theme stating, "There was not enough communication with my supervisor, and most of the communication was very

impersonal. I was not given enough responsibilities, and I was not in an environment where work could be created/found.” A fourth student intern highlighted the lack of interest/commitment with the internship experience stating:

“My initial supervisor was the HR manager of R&D. However, I was switched around the departments throughout my internship and given different supervisors. I think all of my supervisors were a little confused on what to do with me, so the process was rough at first. All supervisors were knowledgeable about their company, but R&D the employee's positions were so complex and specific to the company I was not able to do anything but shadow for most of my time during the internship. I didn't feel I was gaining valuable work experience that I could use towards my career until I was placed in HR for the last month.”

The second qualitative question asked the student whether they would recommend this internship to a peer; why or why not? Additionally, is there anything else that the HLI program administrators can do to improve in order to create a valuable internship experience for future HLI interns? The figure below identifies the number of themes that emerged from the responses:



Overall, the critical interns' responses connected with all four themes during their internship. Eight responses identified contact/communication as an issue; five responses identified issues with lack of guidance; five responses identified issues with a lack of interest/commitment, 10 responses identified issues with site placement; and 11 responses did not identify any issues as related to this question.

Student interns provided solid information in describing their internship experiences with one student highlighting the lack of guidance by the site supervisor stating, "I expected to learn a lot more about how a practice is ran and other things that pertain to my major. Instead, about 95% of the time I was alone and not able to get a hold of anyone if I had questions." Another student intern highlighted the lack of contact/communication with the site supervisor stating, "I would say in order to create a valuable internship experience for future interns it is necessary that the site supervisor tell you ahead of time **exactly** (emphasis added) what project the intern will be working on prior to their start date." A third student intern highlighted the lack of interest/commitment with the internship experience stating:

“They are willing to teach if intern is insisting, but it took me three times of requesting a meeting with the production director before she actually met up with me. I would only allow someone to intern there if they could prove that they have a working space for the intern to be placed at. I was moved four times and initially had a desktop, then had to carry around a laptop and work from it wherever I found a spot to sit and I finally found a spot to work from another desktop but this wasn't until November.”

Issues with site placement were highly noted in this question with one student stating: “I would recommend the HLI program. However, I would not recommend the site I was at. I expected to learn a lot more about how a practice is ran and other things that pertain to my major.” Another student stated: “Yes and no. I would definitely recommend the HLI internship program but not my specific site. Although they were friendly and professional, they were not prepared for an intern.”

While this analysis highlights the critical issues found in the program, there are limitations to the analysis as well as areas that require further study. In Chapter 5, these areas will be covered along with the information received from the presentation presented to key HLI stakeholders.

Chapter 5: Evaluation Results and Limitations

Presentation

A presentation was held for campus staff and the Henry “Hank” Lacayo (HLI) Internship Program stakeholders. Evaluation forms were provided to all present: Dr. Amanda Carpenter, Director of Student Leadership and Career Development Services; Danielle Quillan, HLI Internship Program Assistant; Mr. Jay Derrico, HLI committee member and Coordinator of Veteran’s Affairs; Ms. Robin Reilly, Career Development Counselor; Ms. Lisa Racine, Conference and Events Analyst; and Dr. James Martinez, project advisor.

Content for the 45-minute powerpoint presentation including all information provided within this paper, including handouts of the proposed four-step intervention process (Appendices B, D, and E). Audience members were also provided a copy of the presentation along with an evaluation form so that they could provide feedback (Appendices F and G). The evaluation form provided three areas for feedback: (a) Observations; (b) Questions; and (c) Additional Feedback. Four members completed their evaluation forms at the conclusion of the presentation and, from these forms, I provide their responses.

In terms of observations, the stakeholders felt that the researcher provided good information on a much needed subject for the HLI program. They noted that it was helpful to learn about ways to make the experience more valuable and to see the disconnect between the questions. In regards to the importance of the project, they acknowledge that the data and conclusions were helpful and inquired as to whether additional analysis had been completed, in terms of percentage of critical responses, etc. Additional feedback provided stated that the researcher had a firm understanding of the data, and effectively demonstrated the coding of themes in the presentation, both visually and verbally.

In terms of questions, this researcher allowed the members to ask questions about the presentation including the data and findings. Stakeholders expressed that the program, while highlighting these issues of concern and areas for improvement, is a beneficial program and has provided quality internship experiences for many students not reflected in this presentation. Members expressed some surprise that there was no overlapping of the data between the quantitative questions and the qualitative questions.

Additional questions asked were whether employer survey information was reviewed and if so, whether there was any correlation between the site employers' responses and the student interns' responses. Additional questions were raised as to whether it would benefit the researcher to include this information in the presentation. While there was a brief review of the employer survey results conducted, further investigation and research is needed in this area to determine if there is a correlation. Members also asked as to the purpose of focusing the project on the weaknesses of the program experience rather than on the strengths. It was articulated at that time by the researcher the context under which this project was created.

As mentioned in Chapter 1, this project was created for a number of reasons but its roots are based on two recent experiences of two interns. The researcher provided additional information during the presentation question section and members verbally commented on the importance of this context. Additional members inquired as to how the assessments would change specifically to better understand the needs of the student and employer. At the time, the response was not included due to time constraints of the presentation. However, I will include the information in this paper. In light of the research, I recommend a revision in the design of the survey take place for both student and employer. While quantitative methods are useful for program assessment, a redesign of the survey tool would effectively decrease the number of

quantitative and include additional qualitative questions. This is due to the observation that when surveying on experiences and the intrinsic value of those experiences, qualitative allows the student to express and identify issues where quantitative prohibits such detail. Members also inquired about ways to prepare this modification for implementation.

Lastly, in terms of additional feedback for the presentation, positive feedback was received for the program modification materials. Members felt that the modifications provide opportunities for growth to make the program stronger. Comments noted that the site visit would help to identify issues noted in the presentation (i.e. access to resources) more quickly. Members also felt that the qualitative themes did not necessarily align with some of the quotes and recommended survey modifications which would align more closely.

Feasibility of Intervention

The intervention provided is a four-step process with implementation recommended for spring 2017 through spring 2018. Should the Director of Student Leadership and Career Development Services, and HLI staff see the benefits to these modifications, it is the opinion of this researcher that the intervention will provide student interns with a more successful experience. Limitations do exist however, and will have an effect on the feasibility of this intervention. Limitations include using a previously designed survey provided by an outside source. The survey design of both qualitative and quantitative in this instance resulted in a discrepancy in responses. While there were twenty-seven respondents identified as critical, the quantitative method noted a high level of satisfaction with the program overall. Limitations moving forward will include the ability of staff in terms of time to revise the current end-of-semester evaluation with additional qualitative questions.

Additionally, the feasibility of the intervention rests on whether there will be faculty to assist the HLI program with creating and developing the educational outcomes for each position. Currently, the cohorts are the largest yet, with fall 2018 hoping to place 33 interns. An increase in interns equates to an increase in additional faculty participation and administrative work for the HLI Internship Program Assistant, which is a key issue moving forward.

Finally, it is worth mentioning that funding for the HLI program has not increased nor are donors being actively pursued to fund the program, leaving the program currently prepared to fund only two additional academic years. While working to make this unique internship program a best-practice program is important, the reality of this program is that, without additional funding, the program could dissolve in the coming years.

Conclusion

The purpose of this project was to analyze the data to understand the experience of the interns' in the HLI program between spring 2013 and fall 2016 by reviewing the assessment collected and, as a result, propose a program modification to address any outstanding issues. The questions this project answered through a review of the data and the introduction of a program modification were: (a) to determine what were the current issues in the HLI program creating dissatisfaction in the program; (b) to identify how to improve the HLI program to better prepare the HLI interns for real life experiences beyond the classroom with a strategic connection between their educational goals, their career goals, and their interests; and (c) to understand how can we use assessment to enhance the interns' experiences in the future.

It is the hope of the researcher that this project provide additional opportunities for further research, specifically into the performance evaluations linked to the program. A periodic review of student evaluation is so important to both employers and students. This is true for both

student growth as well as program review and modification. In their work, Verney, Holoviak, and Winter (2009) discuss the importance of student evaluations as a benefit to the overall program and suggest periodic review and revision as a valuable tool (p. 22). Furthermore, it is the hope of this researcher that this project will help to inform the HLI program administrators of areas where modifications and interventions will ultimately help to increase student intern satisfaction in all areas of the program.

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Appendices

Appendix A: Request for Data Access

January 25, 2017

Dr. Amanda Carpenter
Director, Student Leadership and Career Development Services
California State University Channel Islands
One University Drive
Camarillo, CA 93012

Dear Dr. Carpenter:

My name is Raquel De Los Santos and I'm currently beginning a research project for my Master of Arts in Education program at CSU Channel Islands.

I'm writing to ask your permission to be allowed access to the survey results to the Henry "Hank" Lacayo Institute (HLI) Internship Program end-of-semester evaluations from spring 2013 through fall 2016 to perform a data analysis. I will not be using any student information or identifying data in the data analysis; only the responses to questions about the program in terms of their satisfaction.

I am currently a staff member in Career Development Services and view this project as an assignment for work. I hope that the results of the project will assist the area with program improvement for the upcoming interns.

All answers and results obtained from the files are kept strictly confidential and the results will be reported in a research paper available to all program and area stakeholders on completion.

If this is possible could you e-mail me at Raquel.delossantos@csuci.edu to confirm that you are willing to allow access to the survey data?

Thank you,

Raquel De Los Santos

Appendix B: HLI Internship End of Semester Evaluation

HLI Internship End of Semester Evaluation (Intern to Complete)

Please complete the following survey to provide the Henry L. "Hank" Lacayo Institute Program with feedback on your experience as an HLI intern. Your comments will help us improve the internship program for future semesters. Thank you in advance for your willingness to provide feedback. Please rate your level of agreement with the following statements.

First Name and Last Name

The HLI Intern Orientation prepared me for the internship experience.

- Completely Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Completely Disagree

The monthly focus- group meetings were valuable.

- Completely Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Completely Disagree

The monthly focus group meetings provided me with an opportunity to ask pertinent questions related to the internship.

- Completely Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Completely Disagree

The internship position description accurately reflected my role at the HLI site.

- Completely Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Completely Disagree

I received clear direction from my HLI Site Supervisor regarding my role and responsibilities at the site.

- Completely Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Completely Disagree

I utilized the supervisor's evaluation feedback provided mid- semester to improve my performance at the internship.

- Completely Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Completely Disagree

The quality of the working environment provided a setting conducive to completing assigned projects.

- Completely Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Completely Disagree

Please rate the following criteria using the provided scale.

	Exceeded Expectations	Met Expectations	Did Not Meet Expectations	Not Applicable
Overall Internship Experience Satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hours of Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship Orientation (at CI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship Orientation (at HLI Site)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development & Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking Contacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentorship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication with Supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational Value of Internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to Resources to Complete Assigned Projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide a brief response to the following questions.

What have you learned about yourself as a result of the internship?

How did your academic courses prepare you for this internship experience?

What specific skills did you develop as a result of the internship experience?

What was the quality of your supervision? Was your HLI Internship Supervisor knowledgeable, willing to share expertise, and delegate responsibility?

As a result of participation in the HLI Internship Program, how has your perspective on your career pathway changed?

Would you recommend this internship to a peer? Why or why not? Is there anything else that we can do to improve in order to create a valuable internship experience for our future HLI interns?

Appendix C: Template for Assessment Plan – HLI Internship Program

Template for Assessment Plan- HLI Internship Program

<p>Key Learning Outcome(s): What should students be able to do after completing the program? Upon completion of the HLI Internship, an intern will be able to...</p>	<p>Through what courses and assignments do you ensure that all students have the opportunity to learn this?</p>	<p>How are you assessing how well your students are learning this? How often do you conduct this assessment?</p>	<p>Summarize the results of your assessments: What have you learned about how well you are achieving this goal? How do your results compare with your benchmark target?</p>	<p>How have you used this information to help your students?</p>	<p>Optional comments (e.g., changes to goals, assessments, or schedule)</p>
<p><i>Demonstrate effective written and oral communication, critical thinking skills, and intellectual initiative.</i></p>	<ul style="list-style-type: none"> • Site Supervisor Evaluations (mid-semester and final semester) • HLI Internship Evaluation (completed by intern at end of internship) • Self-Reflection Journal Prompts (see below) • HLI Internship Evaluation (completed by intern at end of internship) 	<p>Mid-Semester & Final Semester</p>	<ul style="list-style-type: none"> • 85% of employers rated oral communication skills as either “meeting or exceeding expectations” 	<ul style="list-style-type: none"> • Employers share performance evaluation with interns to provide developmental feedback 	<ul style="list-style-type: none"> • Facilitated additional opportunities for students to practice oral communication skills (e.g., presentations during focus groups, ceremony)
<p><i>Integrate theory into practice in a real-world occupational setting based on the project or program to which the student is assigned.</i></p>	<ul style="list-style-type: none"> • Self-Reflection Journal Prompts • HLI Internship Evaluation (completed by intern at end of internship) 	<p>Mid-Semester & Final Semester</p>			

<p><i>Clarify professional goals at the conclusion of the internship.</i></p>	<ul style="list-style-type: none"> • Self-Reflection Journal Prompts (see below) • <u>HLL Internship Evaluation</u> (completed by intern at end of internship) 	<p>Final Semester</p>			
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Appendix D: HLI Internship Position Description Template



Intern Position Description

Internship Organization Name:

Internship Supervisor and Title:

Industry:

Hours/Days of Operation:

Telephone:

E-Mail:

Internship Site Location:

Position Title: HLI Intern

Preferred Major(s):

Hours: * Internship hours will coordinate with course schedule* Total of 120 hours, estimated 10-12 hours per week for 12-14 weeks.

Rate: \$12/hr (Paid by HLI Funds)

Organization Description

Please provide a brief description of the purpose of the organization/department.

Intern Qualifications

- **Minimum Job Requirements: (Insert minimum qualifications including required skills) Example:** Computer literate (familiar with PC applications Microsoft Word and Excel). Excellent organizational, multitasking and prioritizing skills. Detail oriented. Must be dependable, punctual, and able to communicate effectively with a variety of people.

Intern Description

Role & Responsibilities: Provide a position description of the duties and responsibilities of the intern including any specific projects or tasks that the intern will be working on for the duration of the internship under the following three main goals:

- **Goal 1: Application of Acquired Academic Skills to Practical Situations in the Organization:**

- **Goal 2: Gain Knowledge of Organization Operations:**
- **Goal 3: Become Familiar with Organization Policies and Modes of Operation.**

Example:

Position for Marketing Major

Goal 1: Application of Acquired Academic Skills to Practical Situations in the Organization:

- Assist Design Team to create a marketing plan to increase customer relations and services to our local community members
- Update website and social media content. Content can be added to intern portfolio
- Strong computer skills with knowledge of film and photo editing software including InDesign and AdobeSuite

Goal 2: Gain Knowledge of Organization Operations:

- Develop marketing promotional materials including brochures, formal letters, and flyers
- Observe the functions of the various departments of the organization and collaborate on various projects
- Perform the functions of a marketing assistant and shadow supervisor

Goal 3: Become Familiar with Organization Policies and Modes of Operation.

- Participate in staff meetings
- Review organization written materials including organization

Ability to: (List any specific qualifications pertaining to work environment setting or “soft skills”)

- Work well with diverse populations of people
- Motivate and encourage a productive work environment
- Speak and present in large group setting
- Adapt and respond to the in a fast paced environment
- Demonstrate excellent written and verbal communication skills
- Present a professional appearance and business etiquette

HLI Intern Name: _____ Signature: _____ Date: _____

HLI Intern Supervisor Name: _____ Signature: _____ Date: _____

Appendix E: HLI Intern Learning Plan

HLI Internship Fall 2017 Learning Plan



The Henry L. "Hank" Lacayo Internship Program aims to prepare HLI Interns with real-life, real-time experience in an occupational setting in an effort to enhance their career-related skills. This contract will outline the expectations of both the HLI intern and HLI site supervisor to strive towards a meaningful internship experience for both parties involved. Please review this contract thoroughly and submit directly to Career Development Services via email at career.services@csuci.edu or in person by **Friday, September 15, 2017.**

HLI Intern and HLI Site Supervisor Contact Information

INTERN CONTACT INFORMATION:	
Intern Name:	
Intern Telephone (<i>preferably cell</i>):	
Intern Email:	
SITE SUPERVISOR CONTACT INFORMATION:	
Site Supervisor Name(s):	Telephone:
Company Name:	
Site Location Address:	
Site Supervisor Email:	
Additional Contact Name(s) & Email Addresses:	

HLI Internship Schedule: A minimum of 120 hours over the course of 12 weeks during the semester is required. If the HLI Site Supervisor and HLI Intern choose to arrange additional hours, compensation **must** be provided by the HLI site. The intern schedule should be coordinated with the HLI Intern and Site Supervisor in conjunction with the intern's class schedule.

Internship Start Date: **Week of September 11, 2017**

Internship End Date: **December 1, 2017**

Day of Week	Internship Schedule (e.g. 9:00 a.m. to 2:00 p.m.)	# of Hours (e.g. 4, 5)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
		TOTAL Weekly Hours:

HLI Internship Educational Goals and Learning Outcomes: *Based on the tasks outlined in the position description submitted for the internship by the HLI Site Supervisor, the HLI Internship Program Assistant and Director of Student Leadership and Career Development Services have identified the following educational goals and learning outcomes as follows:*

GOAL:	Learning Outcomes
<i>Application of Acquired Academic Skills to Practical Situations in the Organization:</i>	
<i>Gain Knowledge of Organization Operations:</i>	
<i>Become Familiar with Organization Policies and Modes of Operation:</i>	
Educational Goal:	
Educational Goal:	

HLI Intern Guidelines

Be Punctual and Responsible: *As an HLI Intern, you are a representative of both CSU Channel Islands and your HLI Internship Site. It is expected that you demonstrate dedication and trustworthiness. You are making a commitment to perform the duties as assigned at your HLI Site as indicated in the position description and they depend on you to be a reliable contributor to their organization. Arrive to your HLI Site a few minutes before your start time so that you are not rushed.*

Schedule & Unexpected Absences: *After you agree to the weekly schedule arranged with your site supervisor it is expected that you will follow that schedule consistently throughout the semester. If you have prior commitments, please provide advanced notice to your site supervisor so that appropriate accommodations can be made, if necessary. If you are ill, call the site supervisor as soon as possible to notify of your absence.*

Be Coachable: *As an HLI Intern, you are in a unique position to learn and be mentored by a professional who is committed to your development. Be open to new ideas and feedback.*

Pay Attention to Details: *Make sure that all written correspondence including e-mails, letters, assignments, and projects are free of grammatical and spelling errors. Complete work in ample time to proofread at least two times.*

Professional Dress: *Wear appropriate clothing at all times. Always be neat, clean, and professional. No extreme hair styles, clothing, shoes, jewelry, nails, tattoos, or pierced body parts.*

Academic/Conduct Probation: *If you are placed on academic/conduct probation by CSU Channel Islands at any point during the HLI Internship, you will **not be permitted** to continue the HLI internship for the remainder of the semester.*

HLI Intern Site Supervisor Expectations

Role of HLI Intern & Supervision: *For the HLI intern, this internship is an opportunity to synthesize classroom theory, work skills, and professionalism to gain valuable career-related experience. An HLI Intern should be supervised by an experienced professional who is qualified to mentor, train, and evaluate the intern. HLI intern duties & responsibilities should be clearly outlined in the position description. An HLI site supervisor should conduct a thorough review of the expectations and role of the HLI intern in the beginning of the internship experience.*

Communication: Close communication with your HLI intern is a major factor in providing a meaningful internship experience. You are encouraged to communicate with your intern and provide frequent and honest feedback to assist your HLI Intern develop in an experiential-learning setting. Present opportunities for your HLI intern to develop skills necessary for success in your industry, providing any initial instruction or information as required for skill development.

Workspace: Provide a physical safe workspace with access to appropriate resources for your HLI intern to complete their assigned tasks, preferably in close proximity to the HLI site supervisor.

Orientation: A brief intern orientation will provide a forum to educate your HLI intern on the organizational structure, practices and goals. It is recommended that you provide an orientation with your HLI intern and complete the following:

- Tour of Site including restroom and break room
- Introduce HLI Intern to appropriate staff members
- Check-In Person (if you expect the intern to check-in/out)
- Review safety rules of the site including location of emergency exits and emergency procedures
- Review dress and conduct code, calling in sick procedures
- Office Equipment: How to use telephones, where to obtain basic office supplies, etc.

On-Site Intern/Site Employer Meeting: A brief site visit and meeting 4 – 6 weeks from the start of the program will provide the HLI Internship Program Assistant an opportunity to discuss the educational goals and learning outcomes and to discuss any changes, modifications to the program content. It is recommended that you review the goals and outcomes often to ensure the needs of both the student and your organization are continually met.

Evaluation: HLI intern site supervisors should conduct a mid-semester and final evaluation of their HLI intern's performance and the results of the evaluations should be submitted online. A link to complete an online evaluation will be provided to the HLI site supervisor in advance via email.

By signing this document, I agree that I have read and reviewed the HLI Internship Contract and I fully understand the commitments and expectations of my role as an HLI Intern for the semester. I also agree to complete any forms, evaluations, or other paperwork required by either the HLI Internship Program or HLI Site Supervisor.

HLI Intern Printed Name

HLI Intern Signature

Date

By signing this document, I agree that I have read and reviewed the HLI Internship Contract and I fully understand the commitments and expectations of my role as an HLI Site Supervisor for the semester. I agree to comply with the expectations to the best of my ability to ensure a meaningful learning experience for the HLI Intern.

HLI Site Supervisor Printed Name

Site Supervisor Signature

Date

Appendix F: Action Research Project PowerPoint Presentation – De Los Santos, R.

The Hank Lacayo Institute (HLI) Internship Program: Evaluation of the Most Critical Interns from 2013-2016

ACTION RESEARCH PROJECT
 RAQUEL S. DE LOS SANTOS
 M.Ed. EDUCATIONAL LEADERSHIP

Hank Lacayo Institute(HLI) Internship Program

- 14-week (semester) program
- Program funds one intern
- Up to 120 hours of work
- Pay rate \$12
- Academic credit available
- Application process for both student and site employer with minimum qualifications

Questions

- What is the level of dissatisfaction in the program?
 - What are the issues in the HLI program creating dissatisfaction?
- How can we improve the HLI program to reduce dissatisfaction and better prepare the interns?
- How can we use assessment to enhance the interns' experiences in the future?

HLI Internship End-of-Semester Evaluation

Data analysis of end-of-semester evaluations disseminated and collected at the culmination of each internship from spring 2013 through fall 2016.

The goal of the survey is to assess the interns' viewpoints about:

- Their experiences throughout the semester program;
- The employer site placement;
- Whether both were beneficial to their career preparedness.

Theoretical Framework

- Alexander Astin – Student Involvement Theory**
 "The amount of physical and psychological energy that the student devotes to the academic experience." (Astin, 1984, p. 214)
- George Kuh – Student Engagement Theory**
 "Of all the college experiences that are relevant to a student's development, the most important are the ones that engage students at high levels in educationally purposeful activities." (Kuh, 2009, p. 666)

With a 4.0 in 2 years, student involvement is also significant. There is a great deal of research on aspects of the college experience, such as student success, and many of these experiences are related to student involvement. The most important are the ones that engage students at high levels in educationally purposeful activities.

Population

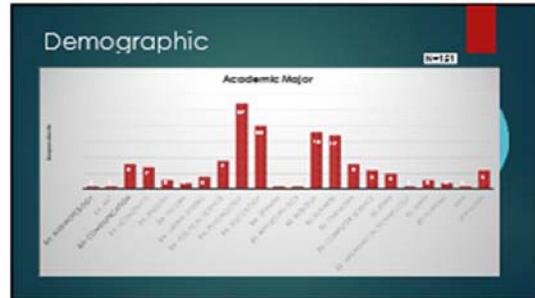
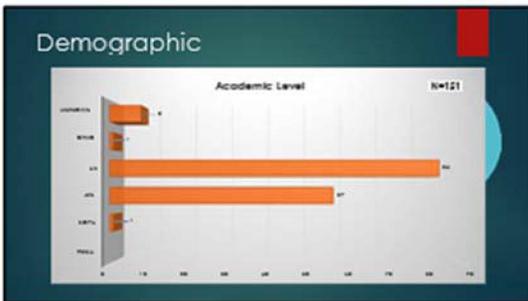
- 10 Internship cohorts, 174 interns
 - Spring 2012 (12), Fall 2012 (11)
- 8 Internship cohorts, 131 interns
 - Spring 2013 (14), Fall 2013 (16)
 - Spring 2014 (17), Fall 2014 (20)
 - Spring 2015 (20), Fall 2015 (13)
 - Spring 2016 (18), Fall 2016 (13)

HLI Internship
End-of-Semester Evaluation

Questions 1 through 7	Questions 8 through 10,11	Qualitative Themes
Completely Agree	Strongly Disagree	College Experience
Agree	Not Applicable	Interest/Commitment
Neither Agree nor Disagree	Did Not Meet Expectations	College Demographics
Disagree	Not Applicable	Placement
Completely Disagree		

Process

- 131 interns from Spring, 37 completed the End-of-Semester Evaluation
- Of 37 respondents, 27 were identified as "critical"
 - 12 in the quantitative
 - 15 in the qualitative
- No respondent was duplicated

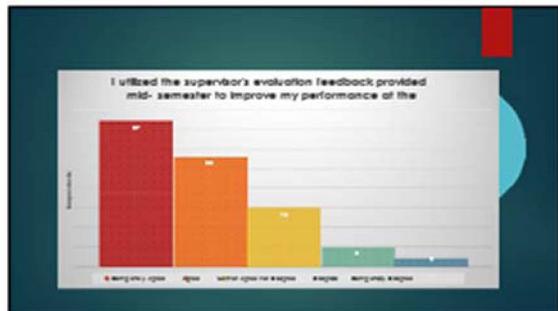
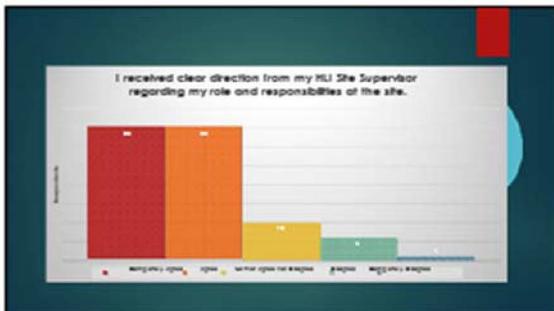
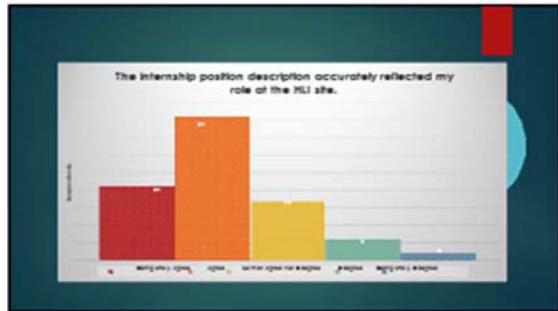
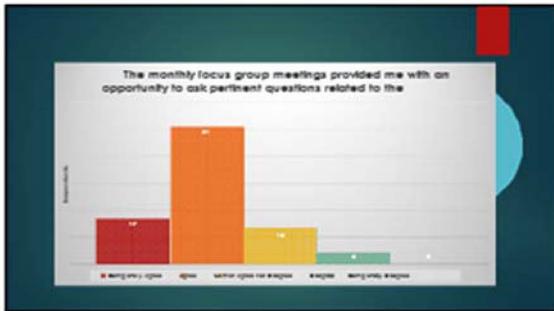
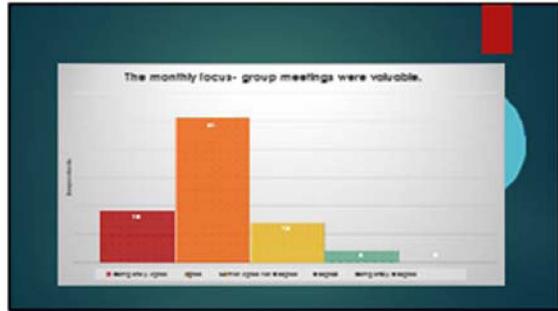
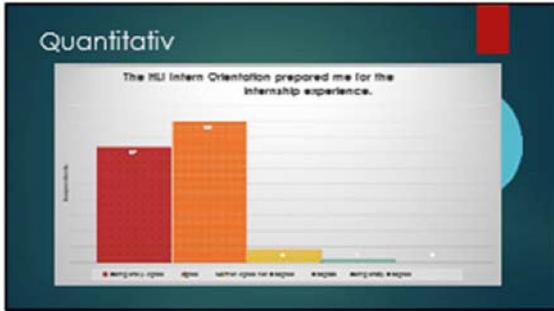


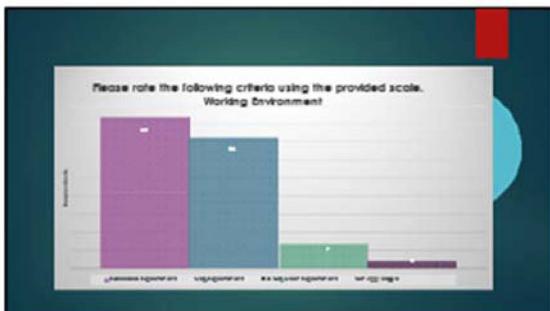
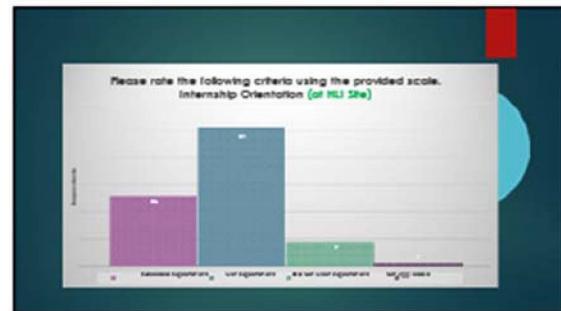
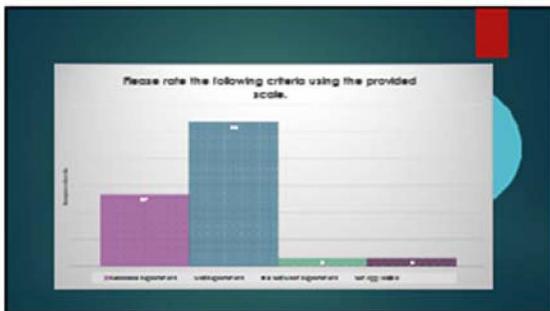
Demographic

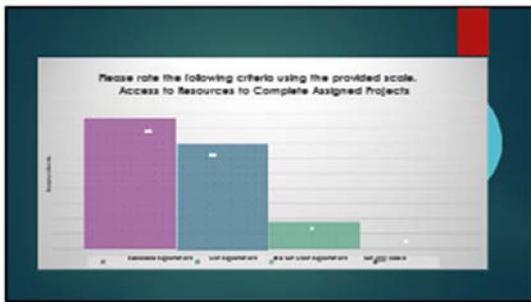
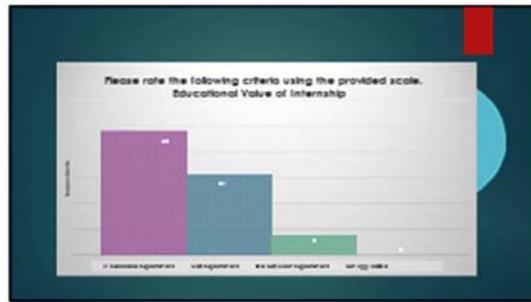
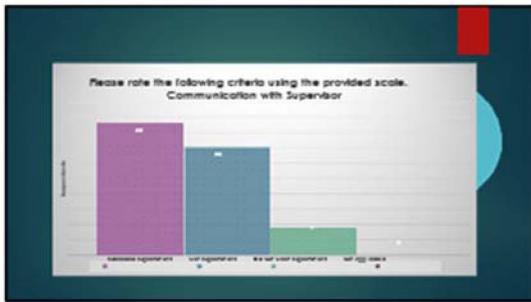
Industries Served:

- Social Services
- Technology
- Biotech
- Education
- Non-Profit
- Government (Civic)
- Engineering
- Retail
- Parks and Recreation
- Marketing
- Health Sciences (Behavioral Health)

End-of-Semester Evaluation Results







Qualitative Themes

What was the quality of your supervision?
Was your HU Internship Supervisor knowledgeable, willing to share expertise, invest relationships, responsiveness?

As for my supervisor, I feel that a lot of that was done by her Assistant, Laura, given that my supervisor was not always in the office.

"I would say the quality was lacking mainly because of the lack of contact I had with my supervisor."

When she was not in the office, she often left without direction. I feel that if there could have been better communication with other departments, perhaps because she found more quality in the experience, I had to take the initiative to reach out, so that because the person she was helping me with, at that time, I was thankful, however, that reached it was a good way to learn new things, I would prefer that I could do anything along with my responsibilities.

I wasn't communicated too clearly why my supervisor would be. I started off being one person and then suddenly changed to another person. I didn't receive much mentorship, but I did learn a lot by just performing my assigned tasks and watching other employees work.

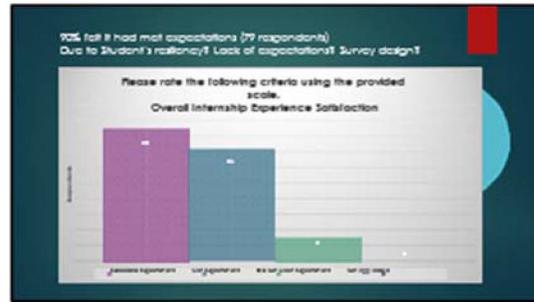
Qualitative Themes

Would you recommend this internship to a peer?
Why or why not?
Is there anything else that we can do to improve in order to create a valuable internship experience for our future HU interns?

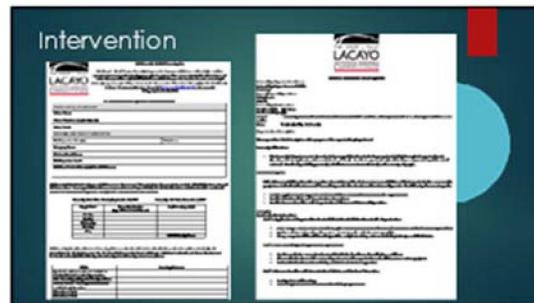
"Yes, but only because the internship has the ability to be amazing. It was not for me. You guys need to focus on trying to actually match the students with things that have to do with their career paths."

I would recommend this internship to a peer that is able to take initiative to be proactive and seek something to do.

"There were a few things that, as far as I know, the HU program was not aware of with this site. The office in which the organization is located is extremely small, and there were 3 of us crammed into a small room that was originally only supposed to have one desk in it. Also, I did not have a desk for the first few weeks of the internship either, and I know that this was a requirement of the site itself."



- ### Intervention
- The proposal is a four-step process
 - Step One - Update Intern Position Description Template
 - Addition of industry of the organization
 - Addition of graded median(s) for the position and
 - addition of three overarching goals to Description section
 - Goal 1: Application of Learned Academic Skills To Practical Situations In The Organization
 - Goal 2: Gain Knowledge of Organization Operations
 - Goal 3: Become Familiar with Organization Policies and Modes of Operation
 - Step Two - Update HJ Intern Learning Plan
 - Addition of finalized educational learning outcomes
 - Step Three - Addition of Faculty to Learning Plan Review Process
 - Step Four - Site Visit of the one-month mark to review Learning Plan with both Intern and Site Supervisor to ensure tasks are in line with needs of organization and Student Interns



- ### Implementation
- Timeline for Implementation is spring 2017 through spring 2018
 - Step One - Update Intern Position Description Template (Spring 2017)
 - Step Two - Update HJ Intern Learning Plan (Fall 2017)
 - Step Three - Committee with Faculty appointment (Spring 2018)
 - Step Four - Site Meeting 4 - 4 weeks from start date (Fall 2017)

- ### Opportunities
- Additional opportunities for change include:
 - orientation at CI campus
 - Focus group meeting structure

Feedback

- ▶ Your questions, comments and feedback are important!



Acknowledgements

- ▶ Dr. James Martinez, Advisor
- ▶ Dr. Amanda Carpenter, Director of Student Leadership and Career Development Services
- ▶ Robin Reilly, M.S., Career Counselor
- ▶ Danielle Quillan, HLI Internship Program Assistant
- ▶ Entire Career Development Services staff
- ▶ Friends and Family



The Hank Lacayo Institute (HLI) Internship Program: Evaluation of the Most Critical Interns from 2013-2016

ACTION RESEARCH PROJECT
RAQUEL S. DE LOS SANTOS
M.Ed. EDUCATIONAL LEADERSHIP



Appendix G: HLI Intern Learning Plan

Action Research Project Presentation Evaluation Form

Student's Name: Raquel De Los Santos

Date of Presentation: Friday, April 21, 2017

Degree: M.Ed., Educational Leadership

Title of Action Research Project: The Hank Lacayo Institute (HLI) Internship Program:
Evaluation of the Most Critical Interns from 2013-2016

Please evaluate the presentation and provide feedback, questions or comments for the presenter.

Thank you!

OBSERVATIONS

QUESTIONS

ADDITIONAL FEEDBACK
