

NC STATE
UNIVERSITY

College of Education
Friday Institute for Educational Innovation

PEER GROUP UNDERGRADUATE INTERNSHIP REPORT

20
23

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EXECUTIVE SUMMARY

The Program Evaluation and Education Research (PEER) Group at the Friday Institute at North Carolina State University developed an innovative undergraduate internship program in the 2020 - 2021 academic year. The two-semester-long paid internship was developed to provide undergraduate students from underserved communities with exposure to educational research and evaluation opportunities, and it is paid for through Federal Work-Study grants with supplemental funding from the Friday Institute's Executive Director. The internship emphasizes that no prior research experience is required to help create more equitable pathways for paid internship opportunities.

Now in its third year, the program continues to adapt to meet intern and PEER Group team member needs. This evaluation documents the strengths and areas of growth of the internship program. This program evaluation found that interns developed technical research and evaluation skills, such as learning software programs to help with both quantitative and qualitative data analysis. Further, they gained skills that could be transferable to other workplaces. For example, interns gained confidence, learned how to be leaders, and honed their presentation skills. PEER Group members also benefited from having interns on the team, making them more efficient in their work.

This year's evaluation produced a number of recommendations to help make the internship more effective moving forward. These include having regular check-ins between interns and PEER Group members, conducting more in-person meetings for better communication and camaraderie, and providing more networking opportunities for interns.

INTRODUCTION

Background

The Program Evaluation and Education Research (PEER) Group at the Friday Institute at North Carolina State University developed an innovative undergraduate internship program in the 2020 - 2021 academic year. The two-semester-long paid internship was developed to provide undergraduate students from underserved communities with exposure to educational research and evaluation opportunities. Students from all academic disciplines are encouraged to apply. The internship emphasizes that no prior research experience is required. One reason for this is to help break down barriers and obstacles to conducting research and create more equitable pathways for internship opportunities. The PEER Internship program created a sustainable and equity-focused pipeline for future educational researchers and program evaluators.

Students are intentionally recruited in ways that result in a diversity of backgrounds and perspectives, such as through organizations on campus that work with marginalized students. Further, the internship program is paid for through Federal Work-Study grants. This therefore prioritizes hiring students who qualify for government assistance to pursue higher education.

Now in its third year, the program continues to adapt to meet intern and PEER Group team member needs. This evaluation documents the strengths and areas of growth of the internship program.

Overview of Findings

The evaluation found that PEER interns gained many professional skills during their internship. This included technical skills like building surveys and analyzing subsequent data as well as using software to analyze qualitative data. Further, they developed transferable work skills, like learning how to communicate with supervisors, time management, and disseminating research findings to a larger audience. Finally, PEER Group members benefited from interns, making the team more efficient in their work.

EVALUATION

DESIGN

To assess program impact, evaluators employed a concurrent mixed method embedded design (DeCuir-Gunby, & Schutz, 2016) in which qualitative and quantitative data were collected simultaneously from both PEER interns and team members who worked with them. The goal of this design was to provide a comprehensive and reliable understanding of the program impact from multiple perspectives.

EVALUATION QUESTIONS

1

How, and to what extent, did the PEER internship program expose interns to the environment and expectations of educational research and evaluation?

2

How, and to what extent, did the PEER internship program develop interns' transferable workforce skills?

3

How, and to what extent, did the PEER internship program enhance PEER Group operations?

DATA COLLECTION

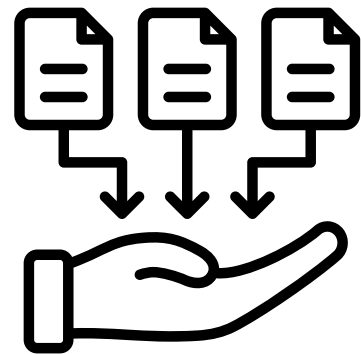
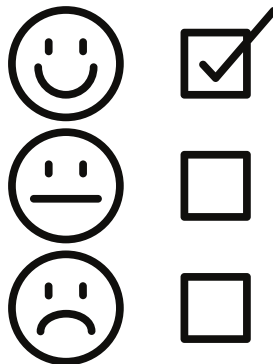
DATA SOURCES

Throughout the program year, a range of iterative, formative, and summative data sources were collected for a number of purposes. To inform modifications during the year, pre- and mid-surveys, intern artifacts, and monthly memos were gathered throughout the program. Public reports were also distributed to decision-makers throughout the year, and rapid analysis was done to facilitate rapid data-informed decision-making. At the conclusion of the program, data from interviews, focus groups, and post-surveys were gathered to help guide improvements for the following program year and contributed to the summative analysis.

SURVEYS

PEER INTERN SURVEYS

Interns were surveyed at three times throughout the year: beginning, middle and end. Intern surveys were used to measure changes in intern knowledge about educational research and evaluation, acquisition of soft and technical skills, and confidence in completing tasks. The post-internship survey instrument is available in Appendix A.



DATA COLLECTION

INTERVIEWS AND FOCUS GROUPS

At the end of the program year, two types of virtual interviews/focus groups were conducted via Zoom: (1) PEER intern interviews and focus groups and (2) PEER Group Member and Graduate Assistant focus group. More information about each type of interview/focus group is provided below. All interviews and focus groups were recorded and transcribed for analysis. Data were qualitatively coded in Atlas.ti for emergent themes in intern growth and development as well as programmatic strengths and areas of improvement.

PEER INTERN INTERVIEWS AND FOCUS GROUPS

Interns completed individual exit interviews at the end of the year. The purpose of the exit interviews was to reflect on their professional development over the past year. In addition, interns also participated in a focus group interview to reflect on the program's strengths and areas for improvement. Both the exit interviews and the focus group were facilitated by a PEER graduate assistant to eliminate any power differences, which was a notable change from the pilot year where the intern supervisor facilitated these sessions. This change was made to encourage PEER interns to be more transparent about any personal shortcomings as well as program criticisms. The intern exit interview protocol is available in Appendix B.

PEER GROUP MEMBER AND GRADUATE ASSISTANT FOCUS GROUP

PEER Group members and graduate assistants who worked with interns were also invited to participate in a semi-structured focus group session led by the intern supervisor to learn more about program strengths and areas of improvement. The focus group protocol is available in Appendix C.

DATA COLLECTION

ARTIFACTS

Throughout the program year, interns created five electronic artifacts to document their experiences. In addition, one electronic artifact was created by the Intern Supervisor to document monthly progress. Each artifact is explained in detail below.

INDIVIDUAL AND COLLECTIVE PROJECT LOGS

These pre-formatted Google spreadsheets allow interns to track their work tasks. Information obtained from project logs included date, time in/time out, number of hours, a brief description of task/activity and any questions or concerns. Three out of four interns completed project logs for each task they were assigned during the yearlong internship experience. Edwards monitored project logs weekly and responded to questions as needed. Data were analyzed to determine themes in (1) the types of tasks interns completed, (2) the amount of time it took them to complete certain tasks, and (3) the types of questions interns asked/the type of support they needed to complete their tasks. Data were also analyzed to determine aggregate descriptive statistics concerning time spent on the internship.

ELECTRONIC JOURNALS

Interns were asked to reflect on their work tasks and professional development in individual Google documents. Electronic journals did not have a set prompt; rather, interns were encouraged to use these free writing assignments to make meaning of their experience in real time. Three out of four interns completed weekly journal entries, and the internship supervisor also monitored electronic journals on a weekly basis to ascertain intern perceptions during the internship. Data were also coded for emergent themes in intern growth and development.

DATA COLLECTION

BLOG POSTS

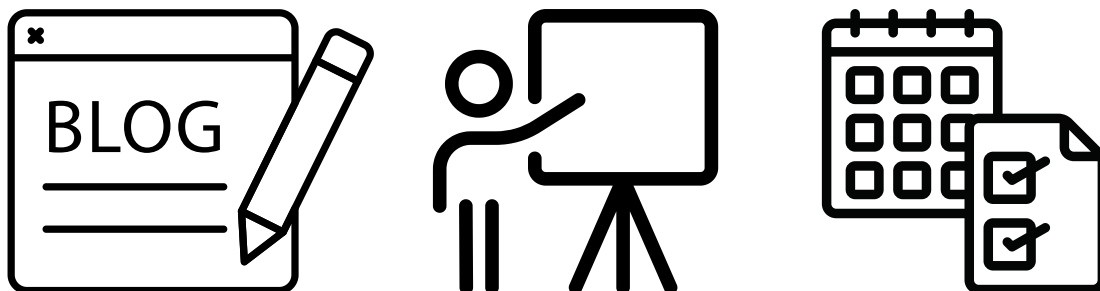
These written reflective deliverables describe intern experiences and what they learned. Three out of four interns authored a final blog post for inclusion on the PEER Group intern website. Data were coded for emergent themes in intern growth and development.

FINAL PRESENTATIONS

Interns gave short, reflective presentations describing their experiences during the internship and the skills and lessons they learned. Four interns delivered a final presentation via Zoom at a PEER Group meeting. All presentations were recorded and transcribed. One intern was unable to join the PEER Group meeting due to an unexpected schedule conflict. This intern recorded an asynchronous presentation via Zoom to share with the team, which was also transcribed. Data were coded for emergent themes in intern growth and development.

MONTHLY MEMOS

The internship supervisor conducted iterative evaluations and chronicled intern program updates through monthly memos. Each memo included a timeline of recent activities, implementation lessons learned for the month, dissemination status updates, notable changes, and next steps. At the end of the program year, these memos were used to triangulate evaluation findings.

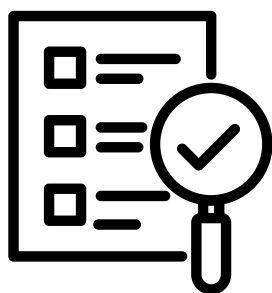


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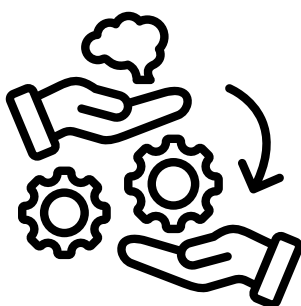
HOW, AND TO WHAT EXTENT, DID THE PEER INTERNSHIP PROGRAM EXPOSE INTERNS TO THE ENVIRONMENT AND EXPECTATIONS OF EDUCATIONAL RESEARCH AND EVALUATION?

OVERVIEW

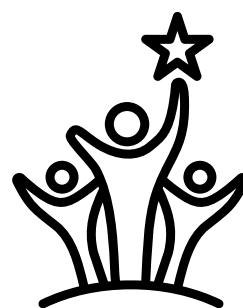
Students participating in the internship program were exposed to new experiences in the fields of educational research and evaluation. Prior to the internship, they had a vague idea of what educational research was, but it was not until their experience in the internship that they had a clear understanding of it. The knowledge they gained also revealed how research and evaluation has real world impacts. Interns understood that the work they were assisting PEER Group members with impacted real people. Finally, as the interns became more familiar with the tasks and had a solid understanding of research, they grew their confidence to be able to contribute to and create educational products, including internal- and external-facing products.



**Research and
Evaluation**



Real World Applications



**Confidence and
Leadership**

RESEARCH AND EVALUATION

Understanding educational research and evaluation. Participants applied to the PEER Internship to gain an understanding of educational research and to learn about the soft and hard skills offered in educational research. They learned what constitutes educational research and evaluation, and they enhanced their professional skills.

Interns were especially interested in learning more about educational research related to equity in education, an important focus of the Friday Institute. The program helped one participant in particular understand that STEM research was not the only type of research, and educational research offers the opportunity to work with both qualitative and quantitative skills. Two of the PEER interns had no prior experience with educational research, as they started in majors outside of education.

Interns gained valuable experience in the PEER program through developing qualitative research skills, learning how to use software like Qualtrics and Atlas.ti, and working collaboratively with the FI staff. PEER interns also experienced professional development and gave conference presentations.

At the beginning of the internship, we had these different workshops, and so I think it was either every week or every month. We would have a guest lecturer come in, and it would either be leadership-focused, technology-focused, or graduate school focused, and we would learn about different technologies. We also learned about different graduate school programs, and different leadership styles. That year of the internship was my favorite.

I remember that I pulled data back at the fall retreat. I helped [a full-time PEER Group team member] present about overall feelings and it was more or less kind of onboarding for me to get me comfortable with everyone there. So I really appreciated it.

So my most valuable opportunities have definitely been the opportunity to go to all my conferences that I went to this semester never would have thought that I would be going to Myrtle Beach and Chicago, and all these places, and for that I will never forget the Friday Institute for being able to support me in doing that. I wouldn't have gone if I had worked with a different institution or opportunity. The fact that I had such an uplifting group of people that supported me, and didn't even flinch and say, oh, yeah, "we're gonna pay for that for you, you don't have to worry about that." Go on, go, go, go learn, go! Be a part of the academic community.

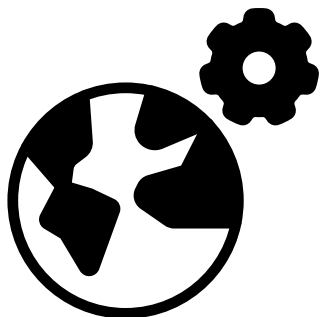
REAL WORLD APPLICATIONS

Real world applications. PEER interns were exposed to educational research and evaluation via real world application of projects, and they created their own goals for the future. Participants discussed their goals as they reflected on their experience in the PEER intern program. The predominant goals they mentioned were related to educational research, leadership, and professional development. Participants were also able to recognize the importance and impact of educational research, especially after not having experience with it before starting this program. For example, one participant worked on educational research projects that helped her solidify her own goals in wanting to pursue graduate school after her undergraduate experience. Participants also discussed the importance of presenting at conferences to relevant audiences and learning how to better conduct research and evaluation using various research programs and tools.

And now I feel fully prepared to go out and find a job to go and complete my master's program, where I feel that I'm like a highly competitive candidate for whatever comes my way in my future. Whether it be once some to certain things I'm really thankful for, are getting hands-on experience with some technologies like Atlas.Ti and Qualtrics.

I'm like wow, when I break it down for, like the amount of like immigrants at the school, like homelessness, like seeing that it really puts it in perspective, because, you know, a couple of years ago I was in high school, so it's just like like having the mindset like I was in school.

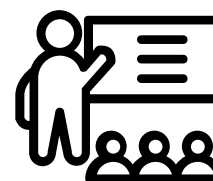
I realized our research helps with assisting in educational equity. . I think that's really cool to work on projects, such as grants. The variations of Grant that, as every school gets, I don't know why I would think it was equal. Our focus is on equity, and that really helps contribute to getting the schools the funding that they need.



CONFIDENCE AND LEADERSHIP

Increased confidence and leadership. All interns reported increased confidence in performing educational research and evaluation tasks, and this contributed to their leadership abilities. One participant was chosen as the “lead intern” during the third year of the PEER internship program. She mentioned that she felt comfortable taking on more of a leadership role after working for the Friday Institute for two years prior and that she used this opportunity to take on higher level tasks and assist the new interns during their training. Additionally, all participants reported increased confidence in performing educational research tasks and comfort working with PEER internship staff members.

Interns felt more confident in their ability to produce professional, formal, or academic writing and contribute to cleaning data and assisting with research reports. Specifically, there was increased confidence in locating and using qualitative data analysis software (e.g., Atlas.ti). One way PEER interns enjoyed learning more about these features, and other topics, was via weekly meetings with the team where the team would discuss a certain topic or theme relevant to their experience in educational research.



I wanted to find a way that PEER team members could recognize that this was my second year and that I have a year's worth of practice of cleaning data, or data entry, and that I was looking for like higher-level tasks, and that since I was familiar with the layout of the internship that I could help bring on new interns and other tasks.

... at first, I was just doing data, cleaning, and inputting information which is great. I'm glad I got to see the close-up of the duties of an educational researcher, but now over the summer, I'm going to be able to write reports and like, put my name on it. And so that character development, just like the of over time, is really what has been the most impactful, and like the design, great, most grateful for having experienced.

We have people coming in at least once a month to demonstrate things like here's you know what qualitative research is. Or Here's how you do some coding. Or, here's an intro into Atlas.Ti, how to use qualtrics, those types of things.

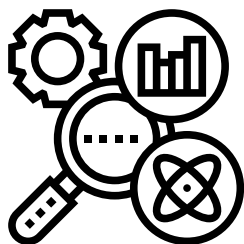
FINDINGS

HOW, AND TO WHAT EXTENT, DID THE PEER INTERNSHIP PROGRAM DEVELOP INTERNS' TRANSFERABLE WORKFORCE SKILLS?

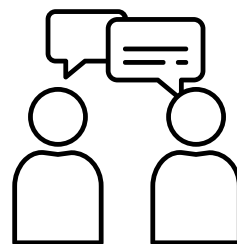
OVERVIEW

Interns gained valuable experiences supporting their development of workforce skills. They learned valuable soft and technical skills that could easily be transferred to other settings and contexts. These included the ability to locate relevant research as well as developing strong written communication skills.

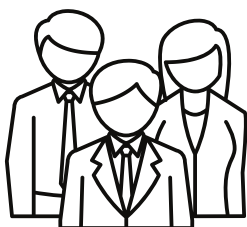
Interns also demonstrated initiative in their work, and they took opportunities to be leaders. Further, they developed their sense of professionalism while delivering quality products. This was particularly notable when communicating with PEER Group members and presenting research during academic conferences.



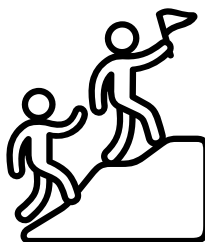
Research



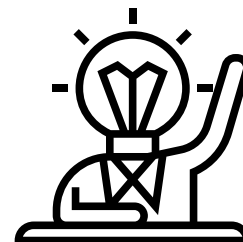
Communication



Professionalism



Leadership



Initiative

CONFIDENCE AND COMMUNICATING RESEARCH FINDINGS

As interns gained experience, there were opportunities for growth within the structure of the internship. As was noted earlier, one participant who had been a part of the program for three years was given the opportunity to become a “lead intern,” a newly formed position within the internship. With her vast experience in the program, she had the capability to lead newer interns, and PEER Group members often asked her for help with higher level tasks. Growing in her capabilities and confidence, she played a key role in disseminating PEER Group research findings.

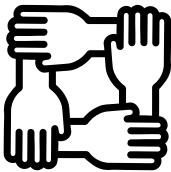
Participants discussed their goals as they reflected on their experience in the PEER intern program. One of the predominant goals mentioned was professional development. By the end of the internship, they were able to recognize the importance and impact of educational research, especially after not having experience with it before starting this program. Not only could they identify its importance, but they gained skills for communicating research findings to the public and different audiences. Interns had opportunities during the academic year to present at different conferences, and one intern also had the opportunity to attend a pre-conference workshop at the American Education Research Association’s (AERA) yearly convening, which focused on undergraduate educational researchers.

These types of experiences help set up participants to be well positioned to pursue opportunities post-graduation. For one intern, she explained that her work at the Friday Institute prepared her well to pursue a masters degree.

And now I feel fully prepared to go out and find a job to go and complete my master's program, where I feel that I'm like a highly competitive candidate for whatever comes my way in my future. Whether it be once some to certain things I'm really thankful for, are getting hands-on experience with some technologies like Atlas.Ti and Qualtrics.

WORKPLACE CULTURE

The PEER Group provided a welcoming space for undergraduate interns to feel comfortable developing their workplace and research skills. The workplace culture fostered by FI staff allowed participants to participate in this internship flexibly while they learned valuable skills. Participants frequently identified the inclusive environment and supportive members of the FI as key factors that contributed to selecting this internship (or continuing in it). The culture allowed interns to feel included and excited about the work they were doing during the PEER internship program. All participants reported practice and improvement with valuable research and evaluation skills. Soft skills development included increased collaboration, organization, time management, inclusion, communication, and leadership. Technical skill development included practice working with research grants, using CAQDAS, cleaning data, and written/oral communication and data analysis.



I would just say like a great community with very driven people that are focused on a goal to help others that are willing to help others that are willing to help you. Growing in professional academic ways, and personal ways that I never imagine.



I feel like my academic writing has improved. I haven't had the chance to write too many articles or papers or reports. ... I think I've written or helped write two so far, and it's a daunting task, especially as an undergrad, because I don't have as much experience with reading articles as say, like a Ph.D. student would, because that's like that's the Ph.D. realm is just reading, reading, reading. And so having the opportunity to just jump into that, like to just running reports and having them think like, "oh, she can do it." Oh, okay, cool. I guess I can do it.

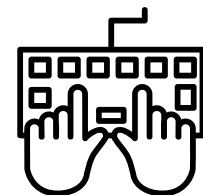
TECHNICAL SKILLS

Upon completing the internship, interns reported gaining technical skills that could be transferred to future positions. These included data entry, qualitative data collection, developing reports, and giving presentations. These soft and technical transferable work skills gave them valuable experience with educational research during a time where they were learning about where education fit into their professional career or transitions into their academic goals.



Qualitative data collection. Supervisors noted how interns took advantage of experiences to collect, analyze, and interpret non-numeric information. These data came from observations, interviews, or open-ended responses in surveys. Interns echoed supervisor sentiments, explaining they had gained experiences with working with grants, using qualitative software, conducting data cleaning, and analyzing oral communication data, such as interviews and focus groups.

Data entry. Following supervisors' instructions, interns could accurately enter information and update research findings. They learned how to input these using various computer softwares.



Developing reports. Interns had opportunities to generate or create reports. Throughout their internship, they made improvements in creating these reports, communicating the research in clear ways for PEER Group partners. They organized information and presented data more clearly as the internship progressed.

Presentations. Interns delivered clear, engaging, and confident presenting skills. Opportunities to present or share their experiences occurred during intern meetings, end-of-year presentations to the PEER Group during an end-of-year meeting, as well as sharing research findings at various conferences.

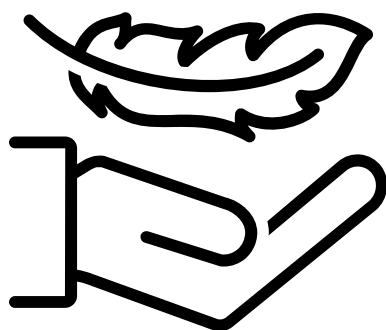


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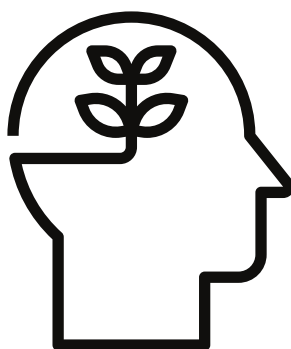
HOW, AND TO WHAT EXTENT, DID THE PEER INTERNSHIP PROGRAM ENHANCE PEER GROUP OPERATIONS?

OVERVIEW

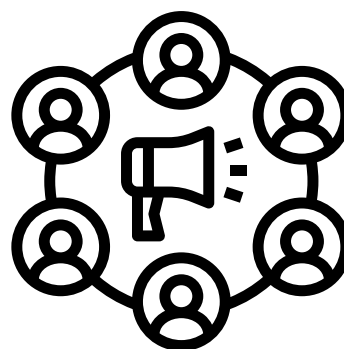
Interns provided the PEER Group with invaluable assistance during its third year of operation. Interns were quick to learn new tasks, and they saved the PEER Group time, including in analyzing data. As the interns gained more experience, they took on more complicated tasks and they could disseminate research findings to a wider audience at public events, such as conferences.



Easing the Workload



Learning the Field



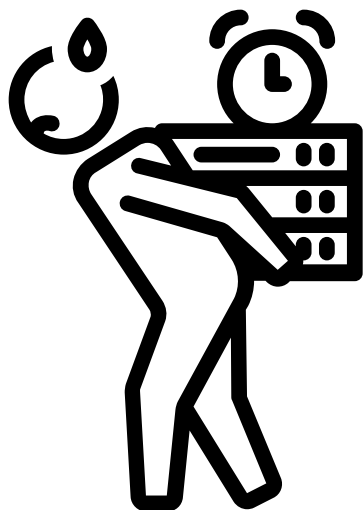
Disseminating Research

EASING THE WORKLOAD

Interns entered the internship with a variety of backgrounds and experiences that they used to assist PEER Group members. Although the PEER Group was short on time to dedicate to the internship program, when interns gained skills, they eased some of the PEER Group's operations.

Students also surprised the the team with the work they completed. One PEER Group member explained how impressed they were with one intern's abilities when they started their work at the Friday Institute in 2020.

I have had various students work with me on separate tasks over the years. I worked with an intern, and what was funny about this intern was, I actually thought she was a graduate student, and I think it was her freshman year. There was some like some tasks, and [one PEER Group member] had said, "Oh, this intern can do that," and I was like, "Oh, great!" So I sent it to the intern, and she, just turned it right back around. And then, later on, I was like, wait a minute. She was not graduate student, so her her abilities really we're able to shine through what she did.



LEARNING THE FIELD

The PEER Group saw growth in the interns who participated in the program. They recognized that they were able to meet deadlines, assist on increasingly complicated tasks, and take leadership roles.

While PEER Group members did not necessarily share exactly how the interns played a key role in assisting PEER Group operations, the increased knowledge, responsibilities, and experience in the field showed the value the interns brought. This was especially true when one intern returned to the internship for multiple years. This particular intern had opportunities to partake in events that may have not been options in years prior, but the experience she brought into her third year increased the visibility of the Friday Institute, such as when she attended conferences and training sessions. In fact, her professionalism helped expand her work beyond the Friday Institute and the Friday Institute.

But she even was selected as I forget what the title was, but she was selected for this year as an undergraduate student that got to go and represent the university and talk about her work and her research. And it was a very small group that got selected. I want to say there was only like 15 of them. And she actually, at the conference, met one of my friends that I was in grad school with at NC State that now teaches in Florida, and he texted me like during the conference, and was like, "Hey, by the way, I just met your intern. She's amazing. Can I steal her for work this summer?" And I was like, "No, you can't, because she's working with me this summer." And he's like, "Well, can I just steal her for part of the summer?" I'm like, "Okay, fine. You can have July through August. I will have her April through June or May through June." And and so, yeah, it's just. She's just been such a phenomenal student, and she's a first generation college student, and, you know, had no idea that these types of opportunities were available. And so, like again, she's just kind of my model, like I would love for every single person that goes to our program to to do these kinds of things, but it really takes the initiative on their end as well, which is what we're kind of finding.

FUTURE DIRECTIONS

Within the PEER Intern Program, team building will be vital to create healthy collaboration, communication, and fellowship among interns. This will promote a positive environment, enhance problem-solving abilities, and encourage knowledge sharing. This will enable interns to develop a strong professional network with each other, work cohesively, and increase productivity in tasks and projects making a fulfilling internship experience. Tasks should be supervised more effectively in the future. Below are a set of more ideas to increase better assigned transparency:



01 — Hold regular meetings between the PEER Group supervisor and interns.

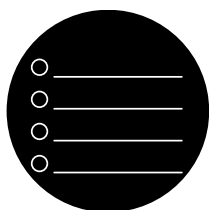
Interns expressed wanting more guidance and interaction with the PEER Group team. Without regular meeting times, interns faced challenges, such as feeling as if they were not part of a larger team. In the future, the PEER Group supervisor should consider setting aside time each week or month to meet with the interns.



02 — In-person meetings would add to a positive internship experience.

While there were advantages to having a completely remote internship, such as flexibility, interns would benefit from more in-person meetings or gatherings. In-person work could contribute to team building, and it could offer opportunities to practice research skills in person, something that is limiting in a completely remote experience.

FUTURE DIRECTIONS



03 — Create a list of expectations for PEER interns.

It would benefit PEER Group interns if they had more guidelines for the program's expectations. This could include outlining how often they should be checking in with their supervisors, ways to communicate absences or issues they are facing in their work, and requirements for attending meetings. A more structured approach to the internship could be beneficial for students so they have a clear understanding of the internship's role.



04 — Create a standards of practice document for the Lead Intern.

As lead interns are undergraduate students, they are still learning how to lead and mentor others. To be successful in this position, it would be beneficial to provide more resources for the lead intern, including a standards of practice document. This could lay out ideas for ways that interns are supposed to operate as well as provide resources that could help the lead intern when faced with questions from other interns. A resource like this may also cut down the necessity to reach out the intern supervisor with questions that could be answered by this document.



05 — Hold a networking event or meeting for PEER Interns and The Friday Institute Staff.

Undergraduate interns would benefit from having more opportunities to meet with Friday Institute staff. As the Friday Institute does a lot more than program evaluation and educational research, providing interns with opportunities to expand their knowledge of what the Friday Institute does and make connections with others could benefit them, especially when applying for jobs in the future.

REFERENCES

DeCuir-Gunby, J. T., & Schutz, P. A. (2016). *Developing a mixed methods proposal: A practical guide for beginning researchers* (Vol. 5). Sage Publications.

APPENDIX A

PEER Intern Post-Inventory (Year 2 and onward)

Introduction

As a part of this program, we would like interns to complete this short end of year inventory.

The inventory should take approximately 20 minutes to complete.

Background

Please enter your 5-7 alphanumeric code (i.e. AB1289) that you created for the pre-inventory.
(If you don't remember your code, you can skip this question)

During which academic year are you participating in the PEER Internship program?

- ☐ 2021-2022 (1)
- ☐ 2022-2023 (2)
- ☐ 2023-2024 (3)
- ☐ 2024-2025 (4)

How many internships have you had before starting this internship? (Please write a number, if none, please type 0)

[]

How many research and evaluation projects have you worked on since starting this internship?
(Please write a number, if none, please type 0)

[]

Please share what you know currently about the roles and responsibilities of educational research and evaluation (if nothing put N/A).

[]

Research and Evaluation

Below you will see a list of statements, for example, "I have a strong research and evaluation background." For each statement, please decide how much you agree or disagree with the statement and select the option that best matches how you feel.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I have a strong research and evaluation background.	☐	☐	☐	☐
I feel confident in my research and evaluation skills.	☐	☐	☐	☐
I am familiar with qualitative research methods.	☐	☐	☐	☐
I feel confident in my qualitative research skills.	☐	☐	☐	☐
I am familiar with quantitative research methods.	☐	☐	☐	☐
I feel confident in my quantitative research skills.	☐	☐	☐	☐
I understand the responsibility of an educational researcher and evaluator.	☐	☐	☐	☐
I am aware of tools that can support my research and evaluation skills.	☐	☐	☐	☐
I am aware of careers in educational research and evaluation.	☐	☐	☐	☐

Leadership

Below you will see a list of statements, for example, "I am a strong leader." For each statement, please decide how much you agree or disagree with the statement and select the option that best matches how you feel.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am a strong leader.	☐	☐	☐	☐
I feel confident in my leadership skills.	☐	☐	☐	☐
I have had many opportunities to develop my leadership skills.	☐	☐	☐	☐
I am aware of tools that can support my leadership skills.				

Skills

Below you will see a list of skills. Please rate how skilled you are in these areas in this moment in time. The scale is from 1 (low) to 10 (high)

	1	2	3	4	5	6	7	8	9	10
Research and Evaluation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Leadership	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Written Communication	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Verbal Communication	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teamwork	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Organization	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Attention to Detail	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Data Analysis	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Tasks

Below you will see a list of tasks. Please rate how skilled you are in these areas in this moment in time. The scale is from 1 (low) to 10 (high)

	1	2	3	4	5	6	7	8	9	10
Identifying and organizing relevant articles for literature reviews	◦	◦	◦	◦	◦	◦	◦	◦	◦	◦
Cleaning data	◦	◦	◦	◦	◦	◦	◦	◦	◦	◦
Performing data entry	◦	◦	◦	◦	◦	◦	◦	◦	◦	◦
Building surveys in Qualtrics	◦	◦	◦	◦	◦	◦	◦	◦	◦	◦
Building online reports in Qualtrics	◦	◦	◦	◦	◦	◦	◦	◦	◦	◦
Creating tables and charts	◦	◦	◦	◦	◦	◦	◦	◦	◦	◦
Supporting qualitative data collection	◦	◦	◦	◦	◦	◦	◦	◦	◦	◦
Supporting quantitative data collection	◦	◦	◦	◦	◦	◦	◦	◦	◦	◦
Coordinating site visit logistics	◦	◦	◦	◦	◦	◦	◦	◦	◦	◦
Coordinating focus groups	◦	◦	◦	◦	◦	◦	◦	◦	◦	◦
Formatting and copy editing memos, reports and presentations	◦	◦	◦	◦	◦	◦	◦	◦	◦	◦
Updating websites	◦	◦	◦	◦	◦	◦	◦	◦	◦	◦

Open-Ended General

Please use this space to provide any additional information about the skills you used or learned during this internship. (If none, put "n/a")

[]

What professional development have you received as a part of this internship?

[]

Please share any feedback about the professional development you have received as a part of this internship.

[]

What type of future professional development or training would be most beneficial to you? If you are unsure put "not sure". If none, put N/A.

[]

If you could describe this internship in one word what would it be and why?

[]

Please share one memory from the internship program that stands out to you. Why is this memory meaningful to you?

[]

What has been the best part of the internship to you? What, if anything, have you learned or gained from the internship? What was one thing you learned that you will use/take with you to other internships/jobs?

[]

What has been the most challenging part of the internship to you? What recommendations do you have for improving the internship for future years?

[]

How, if at all, have your future plans/career goals changed or become more clear as a result of this internship? If your future plans/career goals have not been impacted put "n/a".

[]

What characteristics are important for an intern to be successful in this program?
(These can be characteristics of the intern themselves or of the program)

[]

Would you recommend the internship to others?

☐ Yes []

☐ No []

If you have any remaining feedback to share about your experience in the internship program, please feel free to share it in the box below.

[]

APPENDIX B

Intern Exit Interview Protocol

Background

1. Tell us a little bit about yourself
2. Why did you apply to the Program Evaluation and Education Research (PEER) Internship program?

Goals

3. One goal of the internship is to expose interns to the environment and expectations of educational research and evaluation. What did you learn about the roles and responsibilities of educational research and evaluation?
4. To what extent did the internship increase your confidence in performing educational research and evaluation tasks?
5. Another goal of the internship is to develop interns' transferable workforce skills. To what extent did the internship develop your soft skills? (examples: organization, leadership, teamwork, and attention to detail.)
6. To what extent did the internship develop your technical skills? (examples written and verbal communication and data analysis)

Benefits

7. What was the most valuable part of this program for you professionally and personally?
8. What was one thing you learned that you will use/take with you to other internships/jobs?

Improvement

9. How can the internship program be improved?

Last Words

10. What would you say to other students thinking about applying for the program?
11. Is there anything you would like to share that we haven't already discussed?

APPENDIX C

PEER Group | Focus Group Questions about the Intern Program

Introduction

This year the PEER Group piloted its first ever undergraduate internship program. As the school year comes to a close, I want to learn from my fellow group members about the impact of the program, and how the program can be improved.

Thank you for your willingness to participate in this brief, optional and confidential focus group! Your opinion is incredibly valuable to identifying the intern program's strengths and ways to improve it for future iterations. Please feel free to be transparent about what went well, and what didn't go well. We want to continue this program and make it program better, so celebratory and constructive feedback are both welcomed. This conversation should last no more than 30 minutes.

As mentioned previously, this focus group is completely *voluntary*. You have the right to choose to participate or to not participate at any time. You do not have to answer any question you do not wish to answer, and you may leave the focus group at any time. Your participation has no impact on your job standing with the PEER Group.

I would like to request your consent to record this conversation via Zoom. My goal in recording is to have an accurate record of what is shared. No one will have access to this recording but me, and I will only use it to analyze data for the evaluation report for the intern program. In addition, in all reporting, I will share themes and perspectives in the aggregate. Any exact quotes from this session will not have any identifying information attached to them. Do you have any questions or concerns?

Do I have your permission to begin recording?

Goals

1. The goals of the internship are to: (1) expose interns to the environment and expectations of educational research and evaluation, (2) develop interns' transferable workforce skills, and (3) enhance PEER Group operations.

We know a lot about the first two goals from the intern surveys and interviews, so I'd like to focus our conversation on goal three. However, before we jump to goal three, do you have feedback you would like to share about goals one and two?

2. When I say "enhance PEER Group operations" what I mean specifically is increasing group efficiency (i.e., completing tasks quicker and/or at a less expensive rate) and increase group sustainability (i.e., creating processes and procedures that endure despite personnel changes). Keeping those definitions in mind, to what extent did the intern program contribute to group efficiency or sustainability from your perspective?

Benefits

3. What was the most valuable part of this program for the PEER Group?
4. What was one thing you learned while working with the interns?

Improvement

5. How can the internship program be improved?

Last Words

6. Is there anything you would like to share that we haven't already discussed?