

**Evans School Internship Program – Summer 2019 Program Evaluation
DRAFT****EXECUTIVE SUMMARY****Program Overview**

Student internships play a critical role in the curriculum of the Evans School. However, many of the internships that Evans students accept are unpaid or appreciably underpaid. Although there is significant progress from the AB Committee and the Career Development (CD) Team in increasing paid internship connections, the target goal of 80% paid internships has not been reached yet. This summer's evaluation of the Internship Program marks the first formal evaluation of the Evans School Internship Program. This evaluation seeks to assess existing trends around historic internship information to identify gaps and opportunities for better reporting and data collection, with the end-goal of creating data-driven strategic recommendations that best highlights what the CD Team & AB Committee can do to most efficiently & effectively to improve the internship program.

Previous Evaluations

Previous annual data points have consisted of counting the number of paid internships, unpaid internships, total number of internships, and the number of paid internships through Evans Fellowship. Additionally, the CD team has access to data regarding years of professional work experience, specialization information, and end-of-internship reflections from both Evans students and their respective supervisors.

Most of this data is qualitative and disjointed, not enough to create or inform efforts to better support students. The CD team has never conducted a formal program evaluation of their internship program.

Evaluation Questions and Design

Given this background, the CD Team decided to conduct a process-impact evaluation. The process evaluation determines if processes/resources the CD Team are working as intended, while the impact portion seeks to quantify the effectiveness of the internship program in achieving its overall goal – providing a valuable and impactful experience to Evans students.

To this purpose, the CD team created tailored surveys towards three target groups: current Evans students, employers who had previously supervised Evans interns, and Evans alumni. Evans students participating in the survey are rising second years (transitioning from their first to second academic year). Employer data was gathered based on student-provided information in their internship graduation forms¹. Lastly, we selected alumni who graduated from the Evans School between 2013-2017—these years were chosen so that internships completed were still recent enough for alumni to reflect, but far enough out that alumni were able to critically assess the impact on their career experience. Alumni who expressed interest were also interviewed in individual follow-up phone interviews.

This program evaluation sought to address three key primary questions:

- (1) What are expectations and preferences around internships? How do these vary for Evans alumni, current Evans students, and employers/supervisors of Evans interns?
- (2) Taking into consideration these expectations and preferences, how can the CD Team and AB Committee create alignment between these three stakeholder groups in order to reduce the number of unpaid internships Evans students accept?
- (3) How can the CD Team change internally to better support Evans students and employers through the internship program?

¹ All Evans Students who pursue an internship are required to fill out an internship evaluation form. This form, among other things, asks for their supervisor's contact information.



RESULTS

604 employers, 198 current Evans students, and 758 alumni were emailed. All three surveys had strong response rates. Over 50% of rising second year Evans students completed the survey, while 24% of alumni and 27% of employers responded to the survey. Based on the overall response rate, we feel comfortable claiming these results provide a strong representative sample of each of our stakeholder groups.

Key Findings - Students

- Nearly all Evans student respondents entered the MPA program with the intent to pursue an internship.
- Evans students prefer completing an internship during the summer between their first and second academic year, with an overwhelming preference for it to be a full-time experience over the summer.
- Internships offering mentorship from professionals and opportunities to work as a team member are preferred by students over internships working primarily independently or with other interns.
- Evans students are most interested in internships applying Policy Analysis skills. Evans students are moderately interested in applying Quantitative Analysis, Program Evaluation, and Leadership & Management to their ideal internship.
- Evans students prefer compensation starting at \$15 -\$20, or a one-time stipend over \$2500.
- Evans students strongly point to the EvansJobs/Career Development office as a resource contributing to their success in finding an internship.

Key Findings - Employers

- Employers are overwhelmingly happy with the performance of Evans interns, are interested in more information and regular communications about the Evans School internship program and want to hire more Evans interns.
- Employers generally have interns work on special projects or serve on an organizational team through smaller ongoing projects. Interns are hired mainly to expand capacity for the team.
- Employers identified the policy analysis skillset as the most important skillset that interns bring, while also strongly valuing quantitative analysis, program evaluation, and leadership & management skills.
- Currently, the average paid compensation for employer respondents is \$17 dollars per hour, falling within the guidelines of what most Evans student respondents indicated they would be willing to accept in a perfect-fit opportunity.
- Employers offering unpaid internships generally stated lack of funds or monetary restrictions as the reason preventing them from paying an intern.
- There is a statistically significant correlation between organization size and intern compensation. As the size of an organization/agency grows, the mean compensation per hour increases.

Key Findings - Alumni

- Most alumni indicated the value of their internship and impact on their post-Evans career path.
- Alumni expressed the value of internships in exploring a sector of interest and building a network.
- Alumni expectations and overall views of internships aligned closely with current Evans students' preferences and expectations, further re-iterating the impact of an internship allowing for a close relationship with a supervisor or building networks with other professionals in the organization.



STRATEGIC RECOMMENDATIONS

(1) The CD team should focus on bringing student and employer expectations around internships in alignment with one another.

- Employers are indicating interest in more information from the Evans School regarding Evans students' skills, the MPA curriculum, and timing on when is best to recruit interns. This is an opportunity for the CD team to provide clear, evidence-based guidance to employers straight from students.
- The CD team should also formulate a “best practices” internship guide for organizations in addition to developing a strategic communication plan to address employer needs and better communicate student perspectives on internships. This “best practices” guide should be informed from the survey findings.
- Among other things, this guide should provide examples of key skills or projects Evans students would use during their internship. Students want internships related to their interests, while employers want to know how to make their internship appealing. By bridging this gap, the CD team can increase the accessibility of internships to both students and employers.
- Evans students indicated EvansJobs as a major job search resource, so the CD team should provide education and encouragement to employers to post openings in the system independently. By increasing accessibility and education around EvansJobs, employers can independently post internships more often, connecting more directly to students.

(2) The CD team and AB Committee should focus on expanding relationships through existing networks and connections.

- Employers have stated they are overwhelmingly satisfied with Evans Interns; however, only half of survey respondents continued to hire Evans Interns. The CD Team should reach out to these organizations and re-establish strong, sustainable relationships to ensure they continue to hire Evans Interns.
- The CD Team should reach out to the survey respondents who wanted more information about the Evans School Internship Program or were interested in expanding/hiring more Evans Interns. These employers can serve as a strong and quick pool of new internships for Evans students.
- For future efforts, the CD Team should lean into Alumni connections for creating internship opportunities and building new connections for hiring. In response to student and alumni feedback, the CD Team and AB Committee should target a small but strong network of job opportunities and connections outside of the state of Washington in major networks (DC, NY, Boston, Chicago) for internships.

(3) The CD Team should host/generate more workshops, information sessions, and resources around navigating the international student internship process.

- Many international students expressed difficulty in finding paid internships, with some resorting to unpaid internships due to lack of support or resources surrounding the internship search process.
- Creating support and resources around navigating the international student internship process will empower international students to seek out more paid internships.

(4) The CD team should work in tandem with School administration and the Advancement team to re-evaluate the process of connecting Evans School funding with unpaid internship experiences.

- The Evans School should explore opportunities to connect with organizations which have historically offered high-quality, high-impact unpaid internships to discuss potential connections for exclusive Evans internship fellowship funding.
- Evans administration should reevaluate the timeline associated with awarding unpaid internship fellowship funding (March to May), in addition to the considerations around partnership listed above.

By focusing their efforts on these key recommendations, the CD Team, AB Committee, and the Evans School as a whole can further reduce the amount of unpaid internships Evans students face every year, and create a stronger foundation in which Evans students can not only thrive, but succeed and achieve new heights like never before.



Current Student

DATA ANALYSIS



Evaluation Questions

The CD Team sought to address three primary questions:

- (1) What are current Evans students' expectations and preferences around internships?
- (2) Taking these expectations and preferences, how can the CD Team and AB Committee create alignment between these three stakeholders and reduce the amount of unpaid internships Evans students accept?
- (3) What can the CD Team change internally to better support Evans students and Employers in the internship program?

Target Population and Data Collection Plan

The CD Team decided to collect data through tailored surveys and focus groups. Individual surveys were sent out to current Evans students were selected based on if they were enrolled for Fall 2019 courses earlier this year. Most of the Evans students selected are rising second years (transitioning from their first to second academic year).

Methods

The Evans student survey was distributed electronically through Qualtrics, a survey creation and distribution platform. Evans students contact information was collected through their indicated contact information from their "Evansjob" account. Emails that were incorrect or non-deliverable were corrected and accounted for. A total of 198 survey were e-mailed out.

Limitations

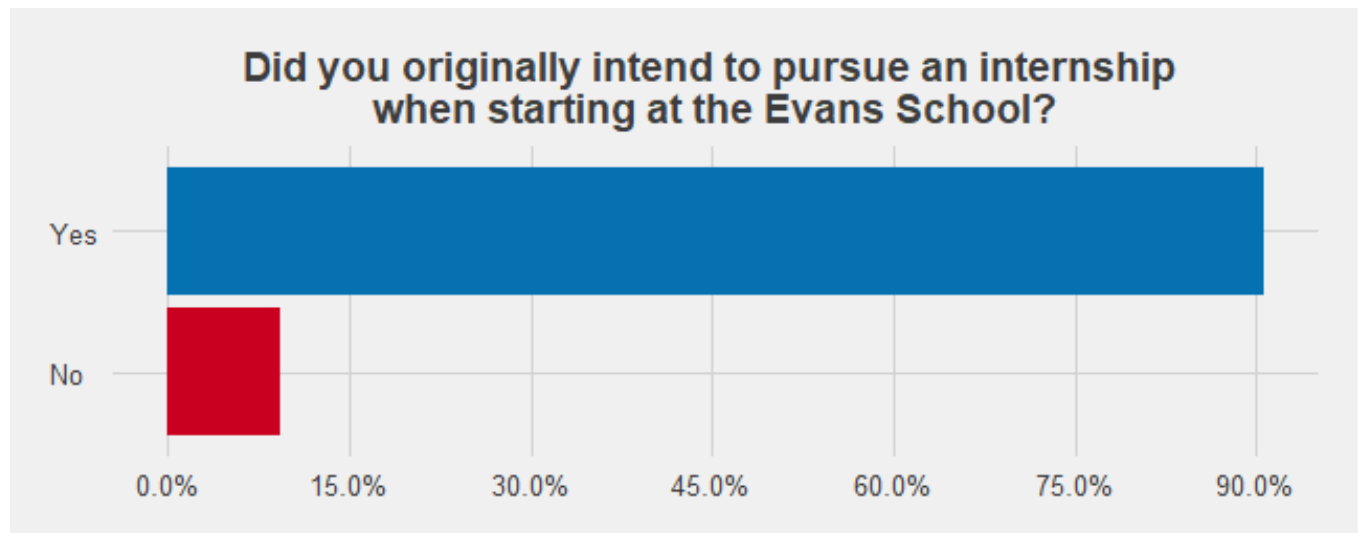
First, it is important to note that we were not able to conduct focus groups with students. Due to the overall time constraints, scheduling conflicts, and logistical issues, we have only the survey results to analyze. Next, this survey only captures a small subsection of Evans students – current Evans students that have finished their first academic year and are transitioning to their second (with a small number of Evans students in their 3rd year academic year.).

Results and Statistical Analysis

Out of the 198 surveys emailed, we had 104 respondents – a 52.5% response rate.² Below is a breakdown of each question and its results. Although all our results are statistically significant, there was no correlation between the individual questions (e.g. work experience and motivation for pursuing internship, etc.), each of the questions still provide important descriptive information and a good overview of current Evans students' experiences and preferences around internships.

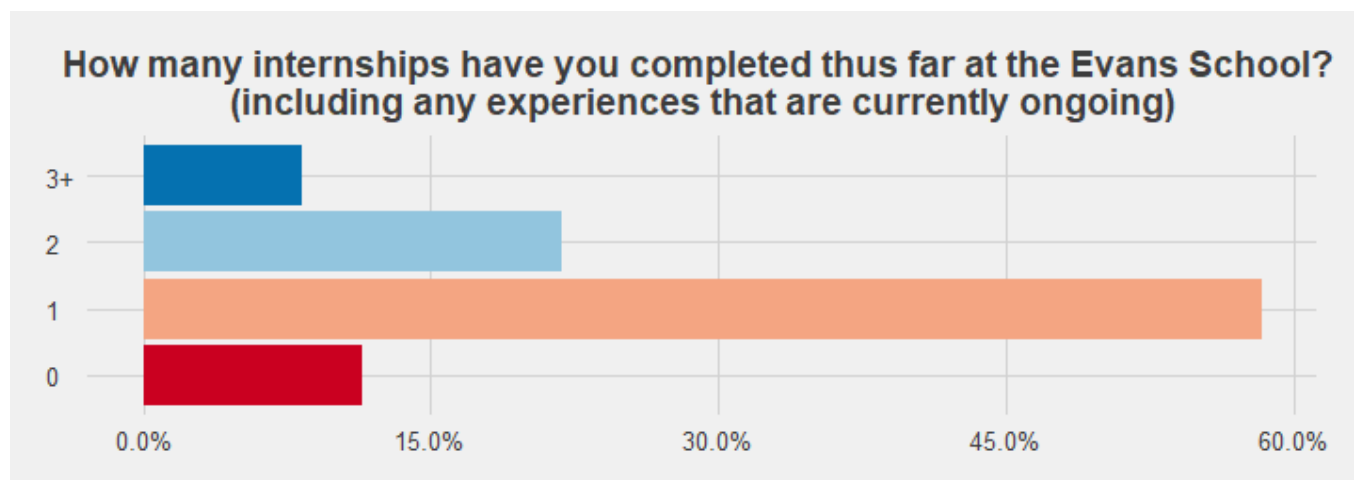
² 95% CI, Margin of error +/- 7%

Question 1: Did you originally intend to pursue an internship when starting at the Evans School?



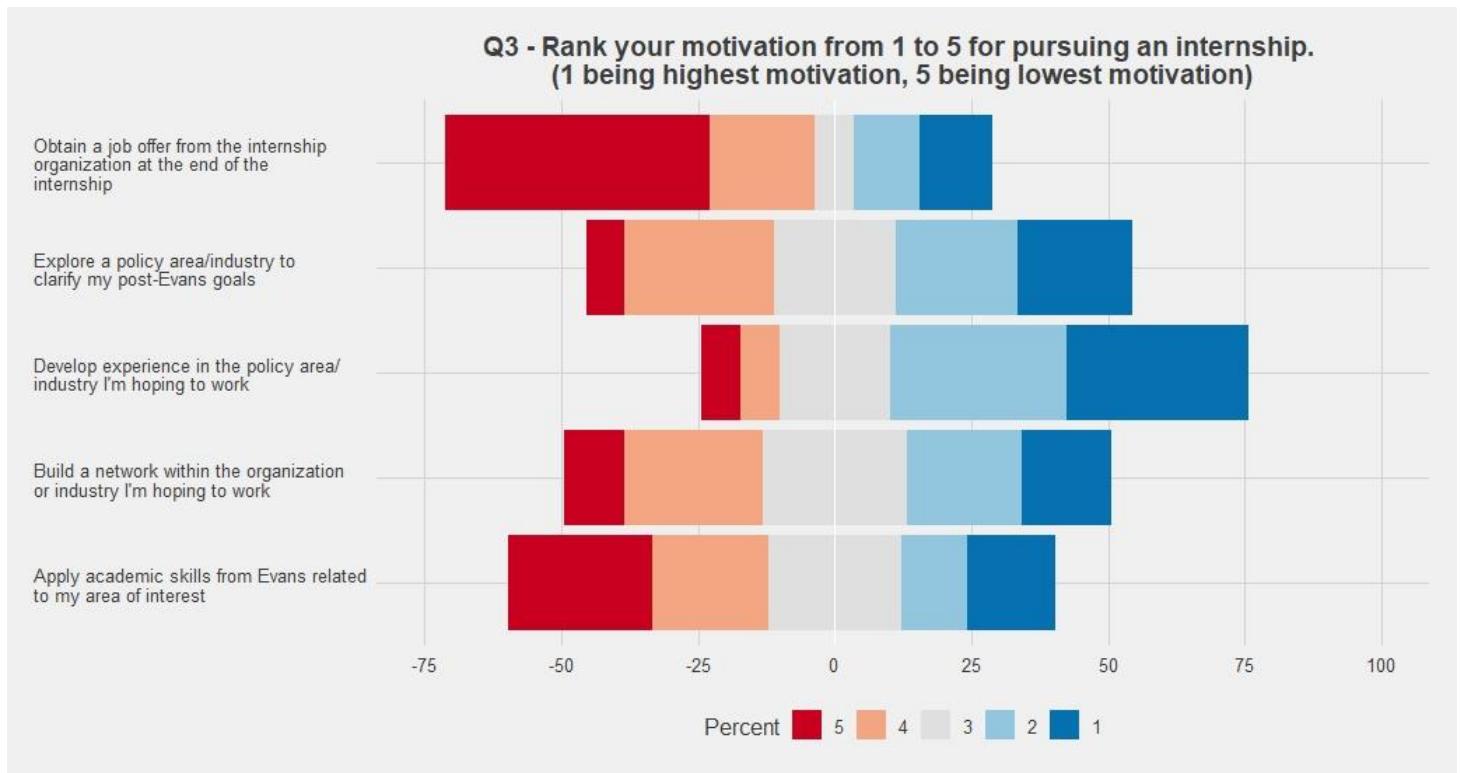
An overwhelming majority of Evans student respondents indicated that they originally intended to pursue an internship while starting at the Evans School. This indicates almost all Evans students are interested in pursuing internships regardless of the amount of work experience/ background they bring into the MPA program.

Question 2: How many internships have you completed thus far at the Evans School? (including any experiences that are currently ongoing)



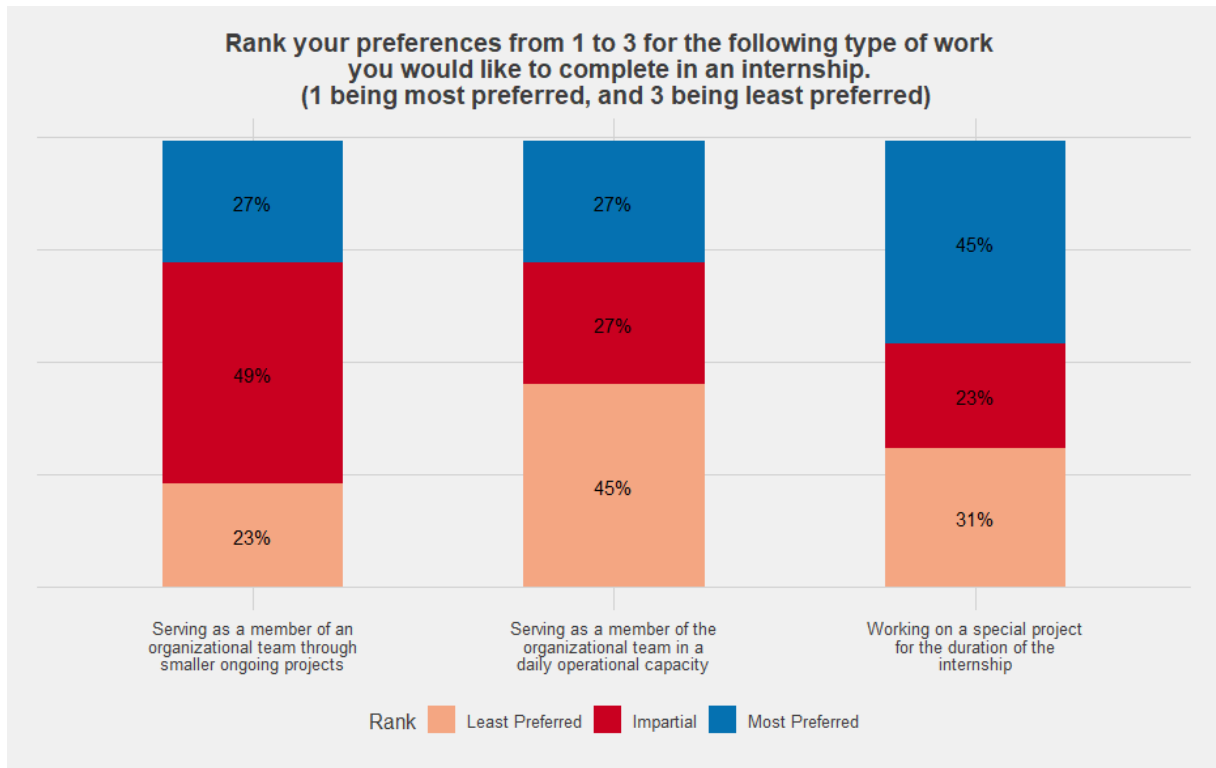
More than 90% of Evans students have completed at least 1 internship so far during their time at the Evans School. A fifth of Evans students have completed 2 internships so far, while a smaller portion of student have not completed an internship or more than 3 internships (8.16%) so far.

Question 3: Rank your motivation from 1 to 5 for pursuing an internship. (1 being highest motivation, 5 being lowest motivation)



Evans student respondents pursue internships primarily to develop experience in the policy area or industry they hope to work in. Students were somewhat divided on pursuing an internship to explore a policy area or network and were much less interested in obtaining a job offer from the internship organization at the end of the internship. This aligns with what we know anecdotally about Evans Students using internships to “test out” or explore a new area.

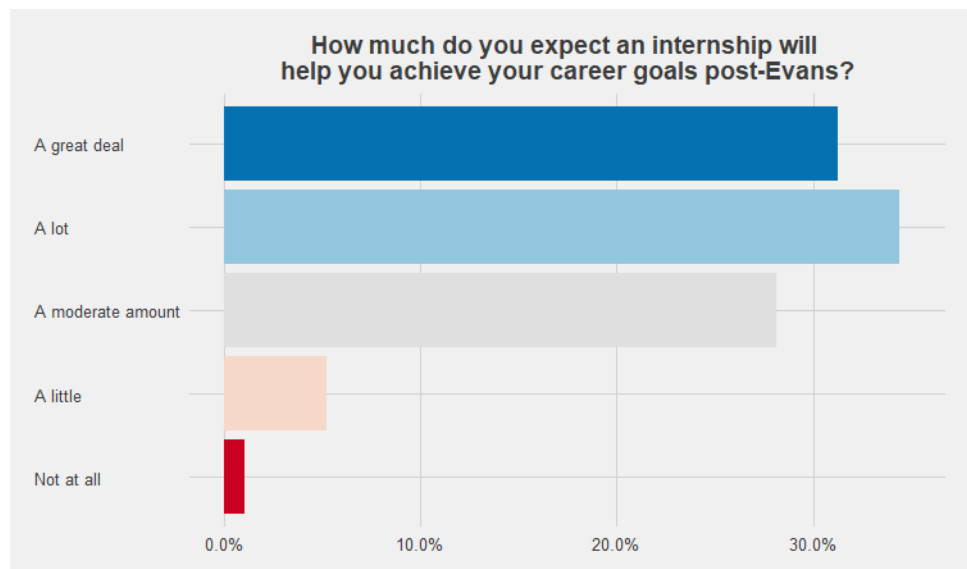
Question 4: Rank your preferences from 1 to 3 for the following type of work you would like to complete in an internship. (1 being most preferred, and 3 being least preferred)



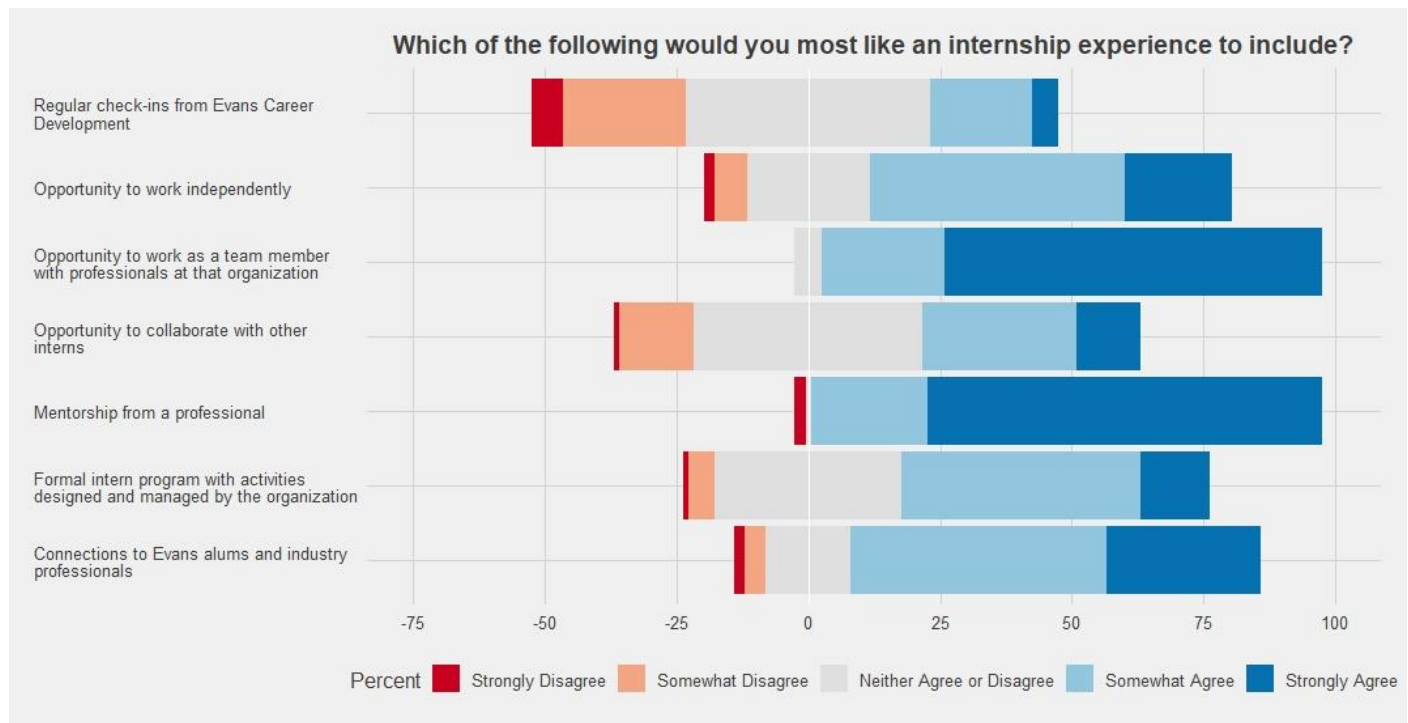
Evans students indicated strong preference to work on a special project for the duration of their internship, compared to serving as a member of an organizational team in a daily operational capacity or serving as a member of an organizational team through smaller ongoing projects.

Question 5: How much do you expect an internship will help you achieve your career goals post-Evans?

Over half of Evans students indicated that they believed that an internship would help them achieve their post-Evans career-goals. A minority of Evans students indicated that an internship would not be useful in achieving their career goal post-Evans

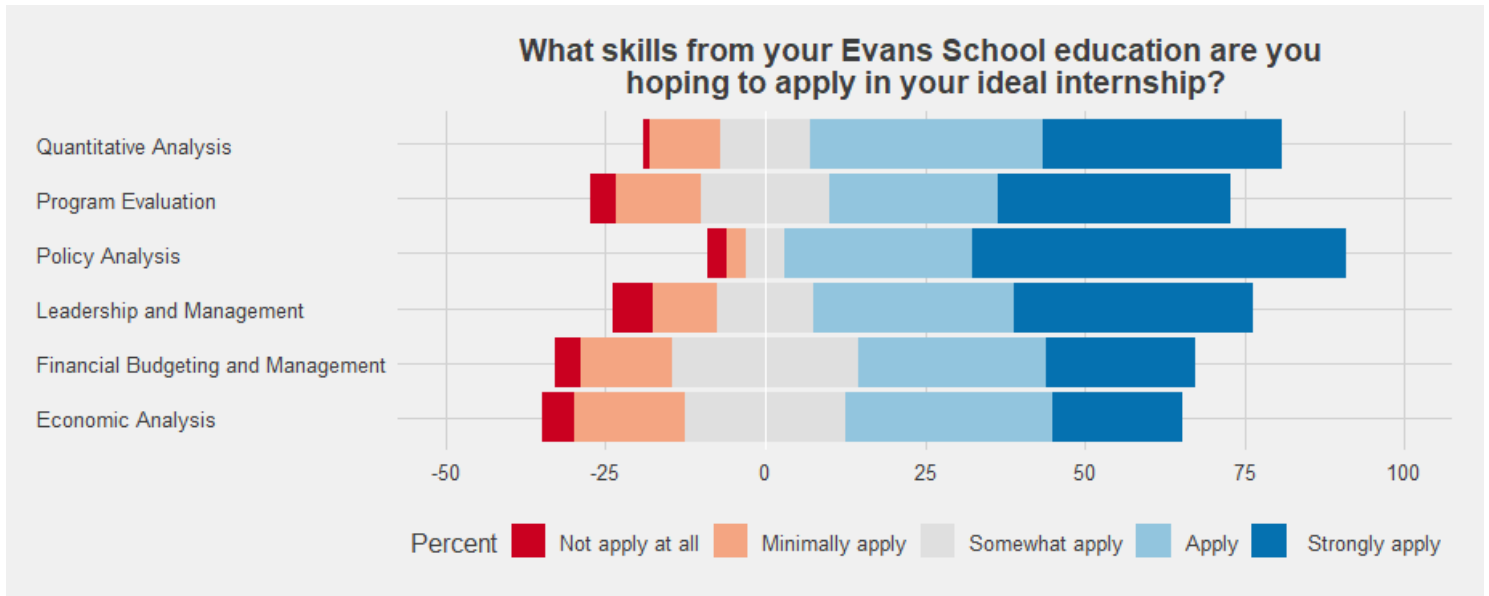


Question 6: Which of the following would you most like an internship experience to include?



A large majority of Evans students want internships that offer mentorship from professionals and opportunities to work as a team member with professionals, as opposed to an internship where they would primarily be working independently or with other interns. Students indicated least interest in internships with regular check-ins from Evans Career Development.

Question 7: What skills from your Evans School education are you hoping to apply in your ideal internship?



Of the six core areas in the Evans School core curriculum, Evans students were most interested in applying Policy Analysis to their ideal internship. Evans students were moderately interested in applying Quantitative Analysis, Program Evaluation, and Leadership & Management to their ideal internship. Evans student were least interested in applying Economic Analysis and Financial Budgeting & Management.

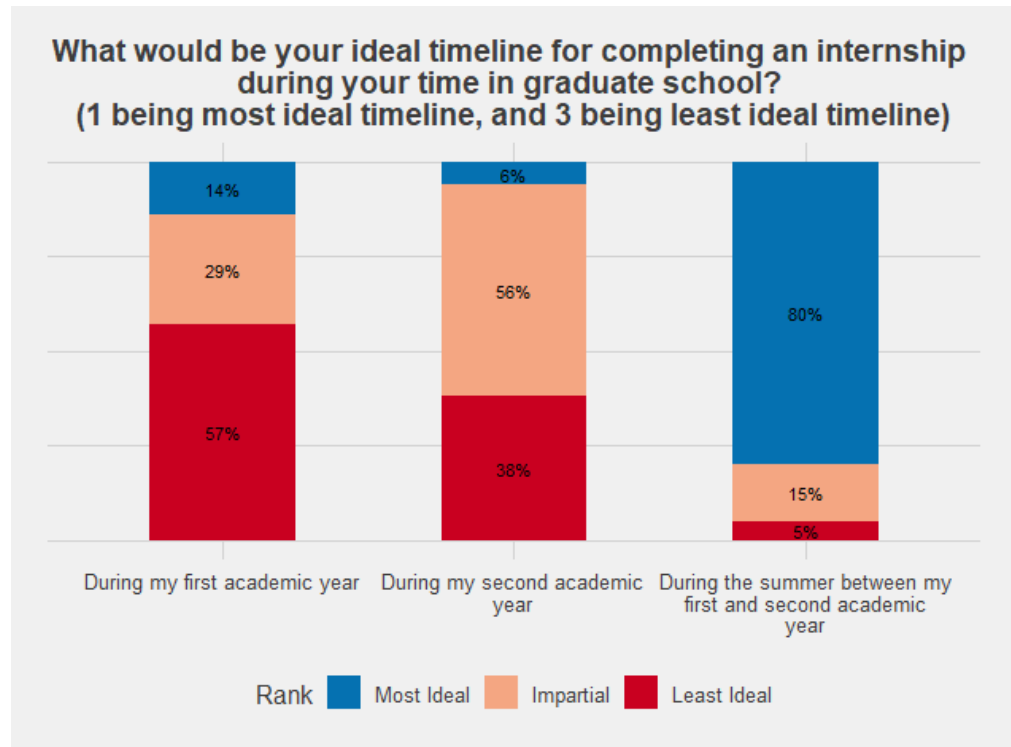
Question 8: If there are any skills you hoped to practice in an internship that are not mentioned above, please specify:

This was an open-ended question, geared toward creating an overall picture to see there are any areas of improvement/new areas which the Evans core curriculum could address.³ Although there was a diverse array of additional skills Evans students wanted to practice in their internship, some key highlights include grants or funding, interpersonal/communication skills, and using race/equity tools in program evaluation.

³ Please see appendix for full responses from Evans students.

Question 9: What would be your ideal timeline for completing an internship during your time in graduate school? (1 being most ideal timeline, and 3 being least ideal timeline)

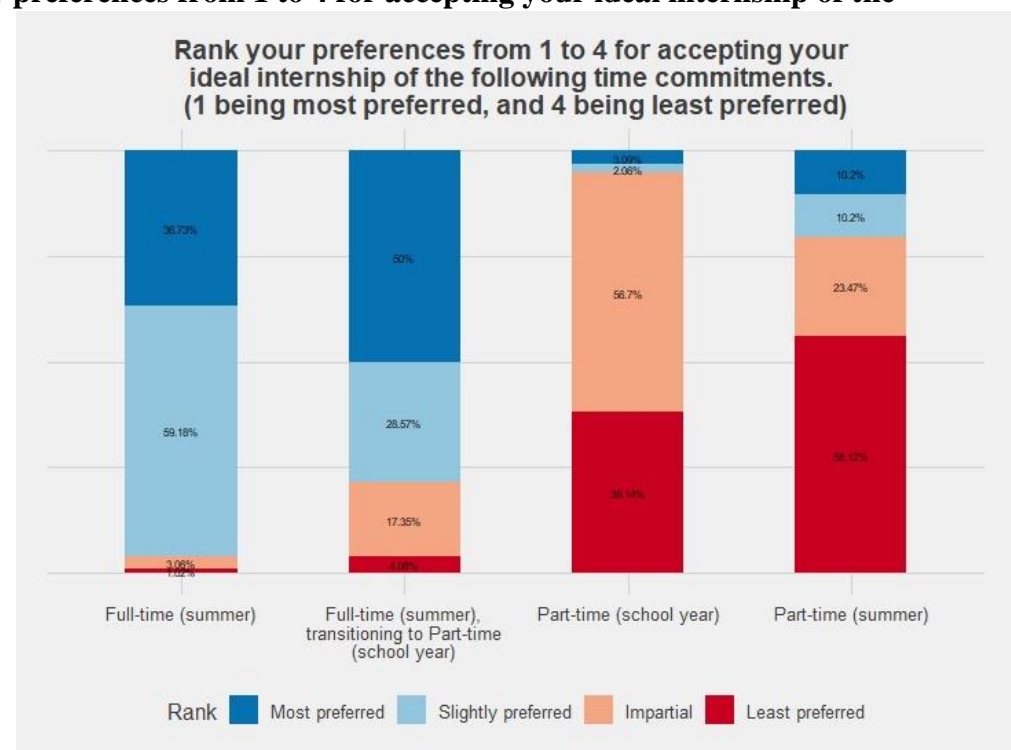
Evans students prefer completing an internship during the summer between their first and second academic year, as compared to during their first academic year or during their second academic year. Most Evans students do not want internships during their first academic year, and are impartial to the idea of an internship in their 2nd year



Question 10: Rank your preferences from 1 to 4 for accepting your ideal internship of the following time commitments.

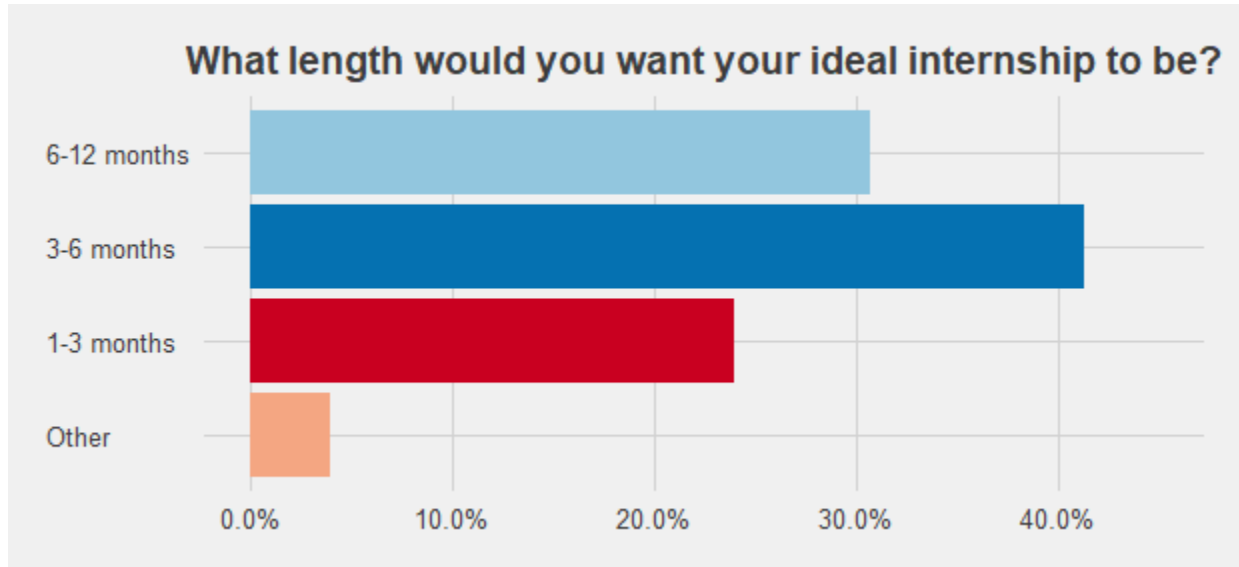
70% of students want to work full time in the summer, with more than half of those students wanting the summer experience to convert to a part time position over the school year.

Half of Evans students indicated that their ideal internship would be full-time (summer) after their first academic year, while transitioning to part time (second academic school year).



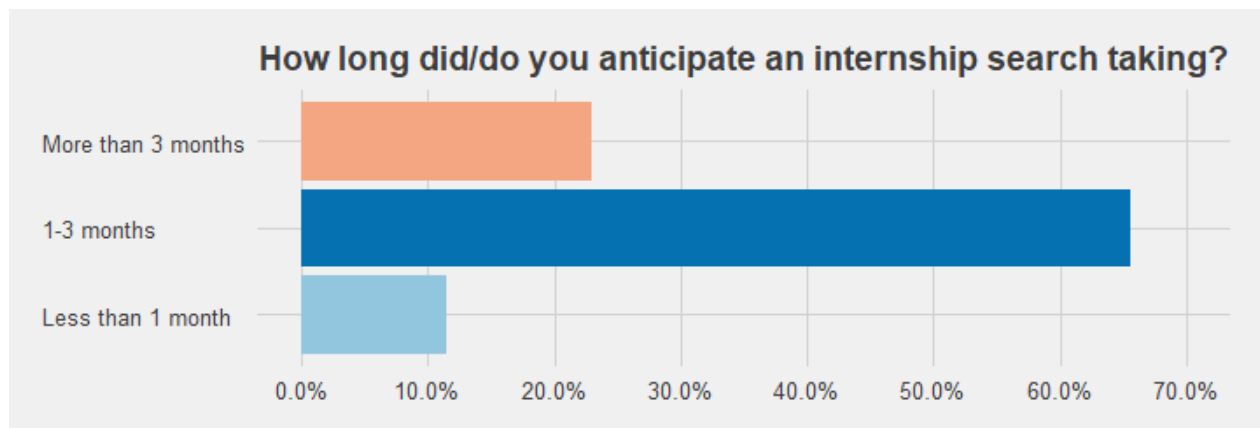
A smaller portion of Evans students indicated preference for a full-time internship only during the summer. Evans students were not interested in either part-time summer internships, or part-time during the school year.

Question 11: What length would you want your ideal internship to be?



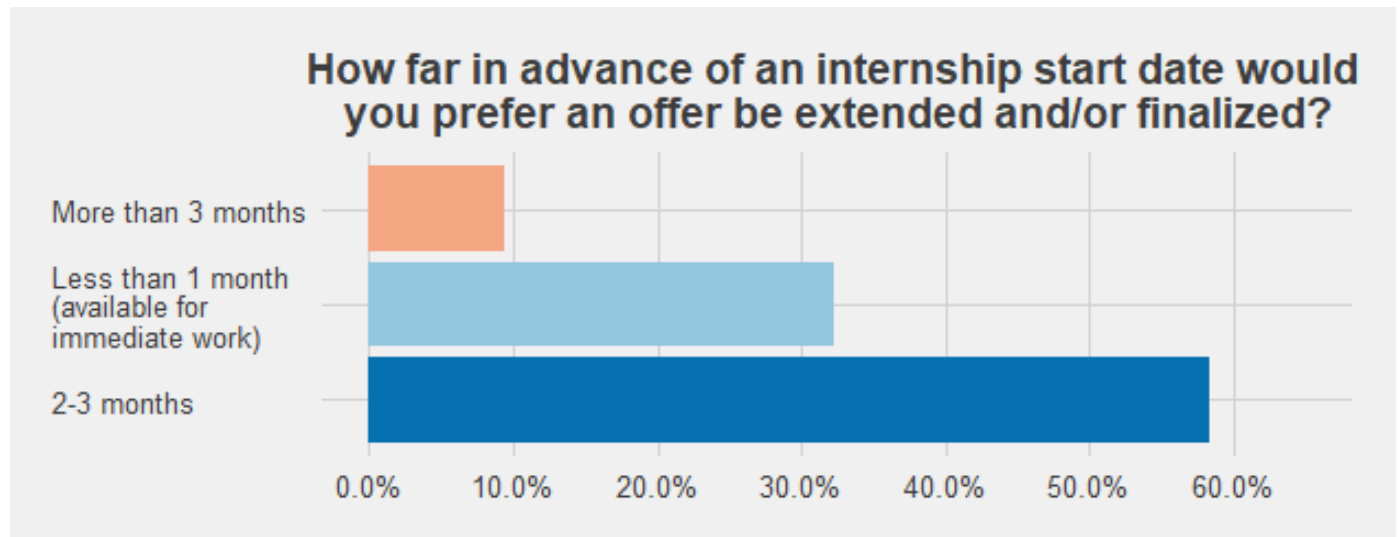
Evans students indicated that their ideal internship should last 3-6 months. Some Evans students also indicated preference for internships to last 6-12 months, with only a quarter of Evans students preferred internships that lasted 1-3 months. Some students indicated other, noting that the internship length depended on the specific project or location.

Question 12 - How long did/do you anticipate an internship search taking?



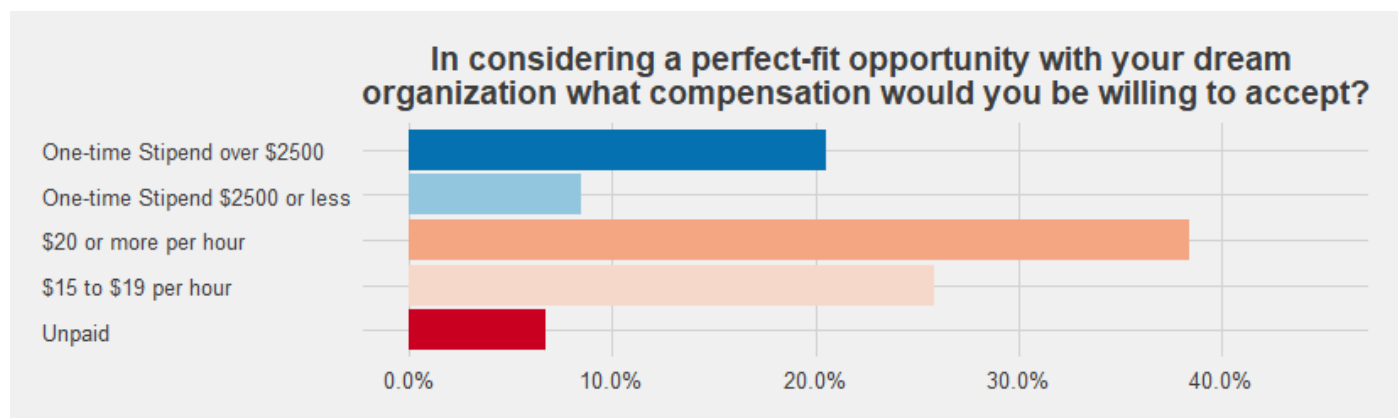
A majority of Evans students anticipated an internship search taking 1-3 months. A smaller portion of Evans students anticipated the internship search to take more than 3 months, while a minority anticipated an internship search to take less than a month

Question 13: How far in advance of an internship start date would you prefer an offer be extended and/or finalized?



Most Evans students preferred an internship offer to be extended/finalized 2-3 months before the internship start date. Some Evans students indicated that they would prefer the internship offer to be extended less than 1 month before the start date, while almost all Evans student did not want an internship offer to be extended/finalized more than 3 months ahead of the internship start date (9.18%) This is significant to note in comparison with employer responses to typical timelines, and provides an opportunity for the CD team to provide education in closing this gap.

Question 14 - In considering a perfect-fit opportunity with your dream organization, what compensation would you be willing to accept? (Please check all that apply)



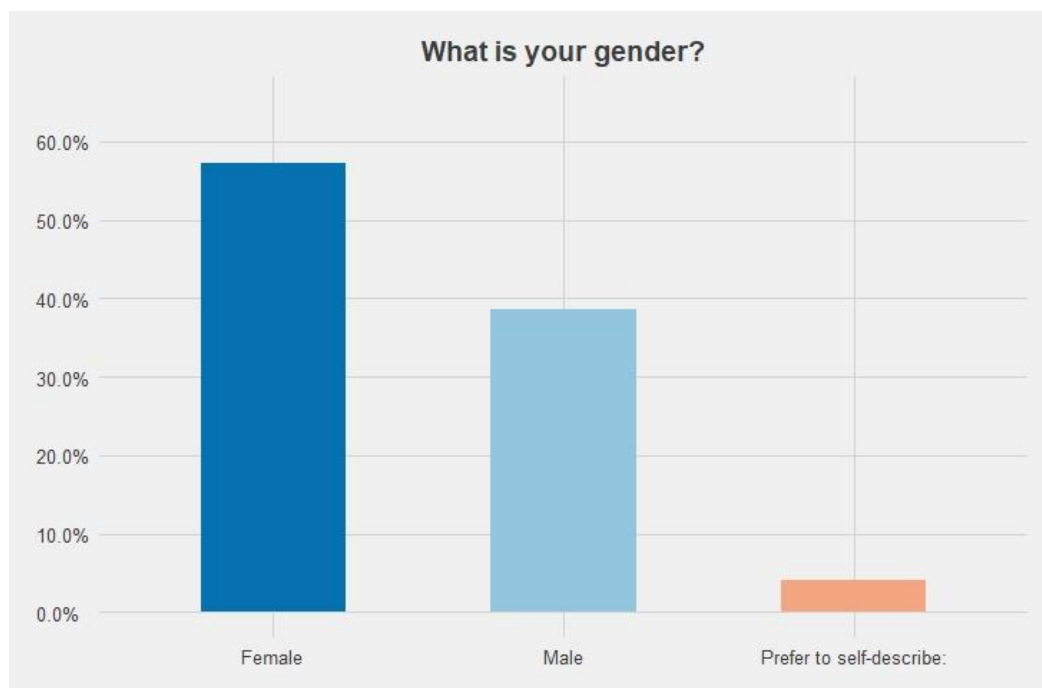
A lion's share of Evans students indicated that they would prefer compensation starting at \$15 -\$20, or a one-time stipend over \$2500. Almost no Evans students were willing to accept no compensation/ unpaid or a one-time stipend of \$2500 in an ideal situation. However, the CD Team knows that this preference does change when students are forced to choose between accept an unpaid internship or no internship.

Question 15 - What would compel you to accept an unpaid internship opportunity, if anything?

This was an open-ended question, geared toward creating an overall picture of how Evans students feel about unpaid internships.⁴ Although most respondents indicated that they would almost never accept an unpaid internship, some Evans students expressed their willingness to accept an unpaid internship if there was a strong possibility of a full-time job offer at the organization the end of the internship, guaranteed external funding/fellowship, or if the organization offered significant skill/on-the-job learning development.

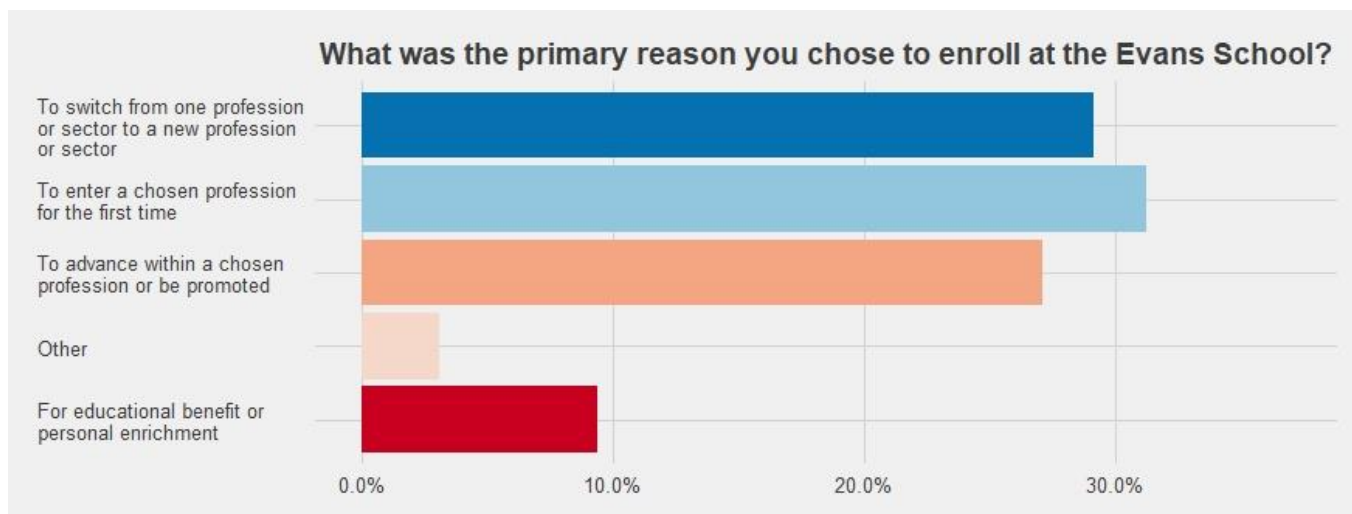
Question 16: What is your gender?

This was simply a demographic question. Nevertheless, 56.12% of survey respondents were female, while 38.78% of respondents were male.



⁴ See full responses in Appendix

Question 17 - What was the primary reason you chose to enroll at the Evans School?



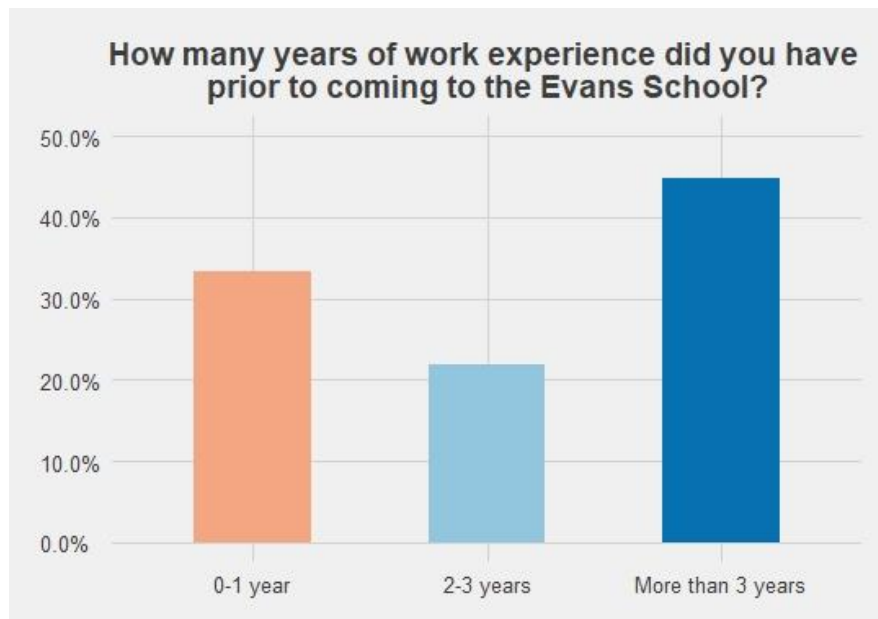
There is a diverse range of reasons why Evans students chose to enroll at the Evans School. Evans students nearly equally indicated three reasons they chose to enroll at the Evans School: entering a chosen profession for the first time, advancing with a chosen profession, and switching from one profession to a new sector. Only a small portion of Evans students enrolled in the Evans School for education benefit/personal enrichment.

Question 18: How many years of work experience did you have prior to coming to the Evans School?

Most respondents had more than 3 years of work experience prior to coming to the Evans School.

The second largest subset of Evans students indicated 2-3 years of 0-1 years of work experience, while less than a quarter of Evans students indicated 2-3 years of work experience. However, it is important to note that this data does not align with admissions data ⁵on professional work experience, as 40% of students have less than 2 years work

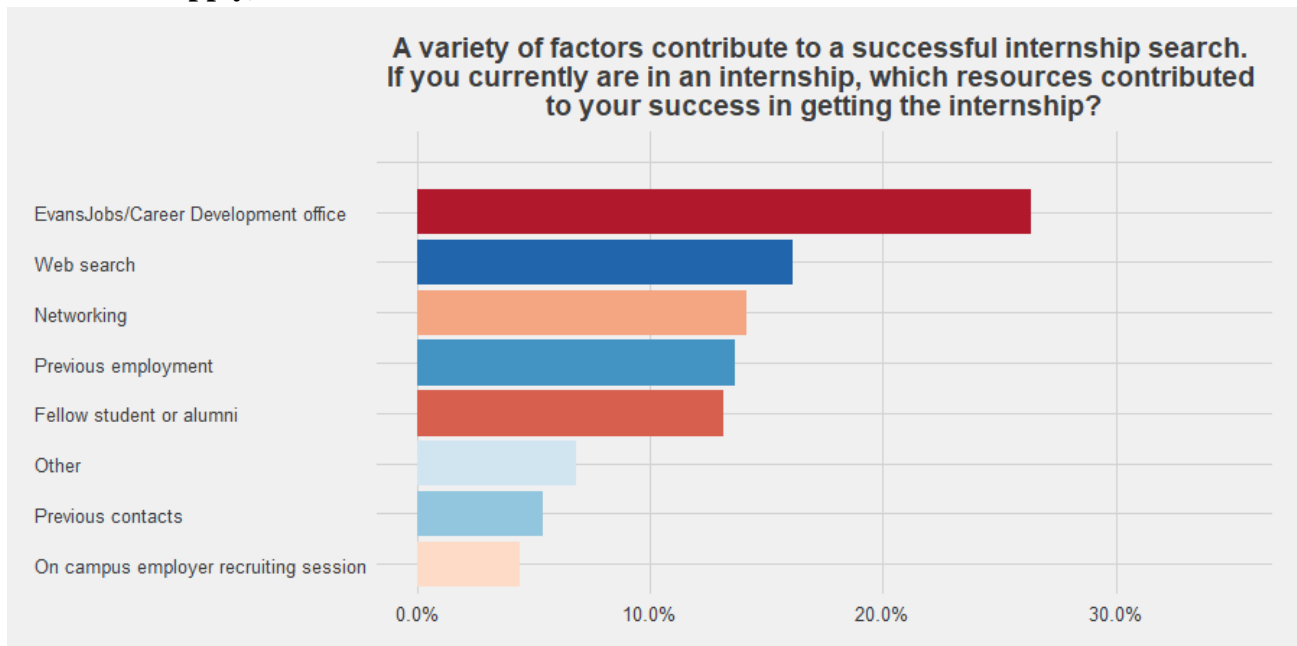
experience. This indicates that a larger portion of Evans students with more than 3 years of work experience responded to the survey as compared Evans students with less work experience.



⁵ When applying to the Evans School, prospective students are required to indicate the years of professional work experience they have had so far.

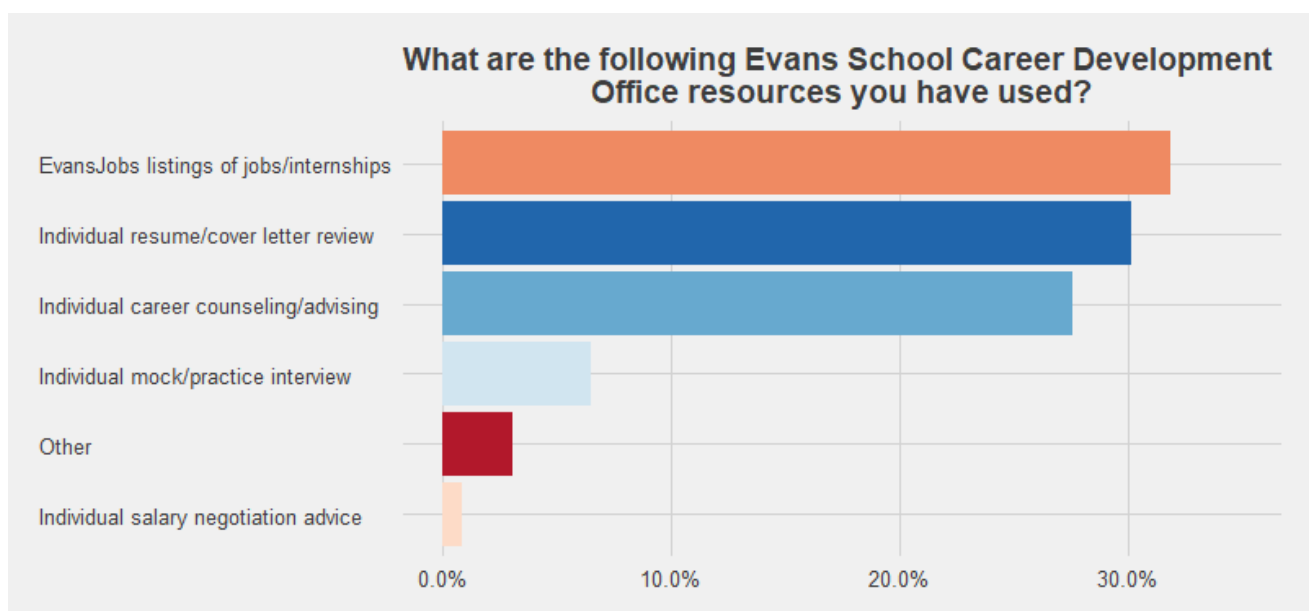


Question 19 - A variety of factors contribute to a successful internship search. If you currently are in an internship, which resources contributed to your success in getting the internship? (Please check all that apply)



Evans students strongly point to the EvansJob/Career Development office as a resource that contributed to their success in finding an internship. Some Evans students used resources such as web search, previous employment, network, and fellow student or alumni felling. However, only a handful of Evans students used on-campus recruiting sessions or previous contacts.

Question 20: What are the following Evans School Career Development Office resources you have used?





Evans students utilize three primary resources from the Evans School CD Office: Evansjob listings, Individual resume/cover letter review, and individual career counseling/advising. On the other hand, Evans students seldom use individual mock/practice interviews, and rarely use individual salary negotiation advice. A possible reason for the reduced usage of salary negotiation advice is the target population. Because our target population is primarily rising second-year Evans students, most of them are not seeking full time jobs yet, as they still have another academic year to finish before graduating

Question 21: To guide the development of future employer relationships, we welcome any additional thoughts. These may include, but are not limited to, policy areas of interest, desired internship functions, or geographic preferences where you would like to see Career Development focus future efforts.

This was an open-ended question, geared toward receiving feedback that the Career Development team may not have addressed in previous questions. Although there were a wide variety of responses, some key points that Evans students highlighted were (1) Roughly 10% of student respondents are interested internships around the U.S. or internationally versus focused in the state of Washington (2) Stronger Alumni network/formalizing a country-wide network of Alumni (3) Reducing the number of unpaid internships and increasing the amount of paid internship listings on Evansjob and (4) Expansion of the application timelines for unpaid internship fellowship funding.



Employer

DATA ANALYSIS



Evaluation Questions

The CD Team sought to gather information to address these primary questions from employers:

- (1) What are employers/organization expectations and preferences around internships?
- (2) What do employers/organizations feel about Evans Interns performance?
- (3) How can the CD Team better connect interested employers/organizations with Evans Students?

Target Population and Data Collection Plan

CD team decided to collect data targeted surveys. Individual surveys were sent out to employers/supervisors who had previously hired or worked with Evans Student interns dating back to 2012—this information was supplied by current or previous Evans students in their internship requirement form.⁶

Methods

The employee survey was distributed electronically through Qualtrics, a survey creation and distribution platform. Emails that were incorrect or non-deliverable were corrected and accounted for. A total of 604 survey were e-mailed out. The survey was distributed on August 7th, with reminder emails sent on August 12th and the 15th. The survey officially closed on the end of August 16th.

Limitations

First, it is important to note that the CD Team unable to conduct focus groups with employers, due to the overall time constraints, scheduling conflicts, and logistical issues. Next, this survey only captures a small subsection of possible employers – as stated earlier, our employer contact information comes from Evans students who had previously submitted internship information to the Evans School, which does not represent 100% of internships completed by Evans students. Lastly, the employee contact information only stems as far back as 2012, as the EvansJobs system did not exist before that period.

Results and Statistical Analysis

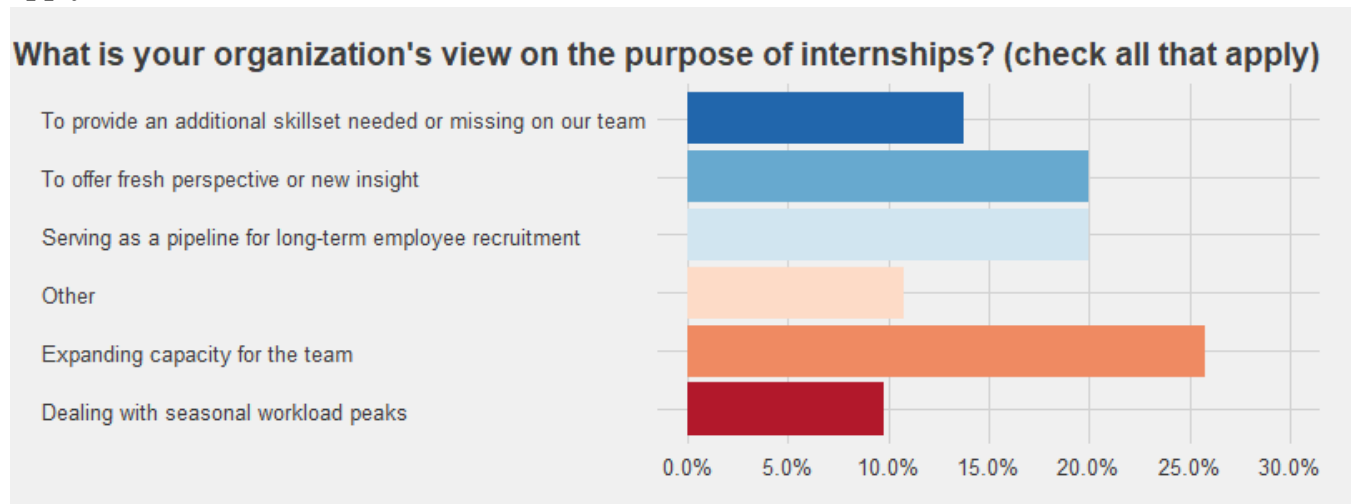
Out of the 604 surveys emailed, we had 160 respondents – a 26.4% response rate.⁷ Our results were statistically significant, with some interesting correlations and important trends. Below is a breakdown of each question and its results. The first two initial questions asked for employer/organization contact information, which is important but not relevant towards our statistical analysis⁸. This information will be used in the future by the Evans CD Team.

⁶ All Evans Students who pursue an internship are required to fill out an internship evaluation form. This form, among other things, asks for their supervisor's contact information.

⁷ 95% CI, margin of error of +/- 6.7%

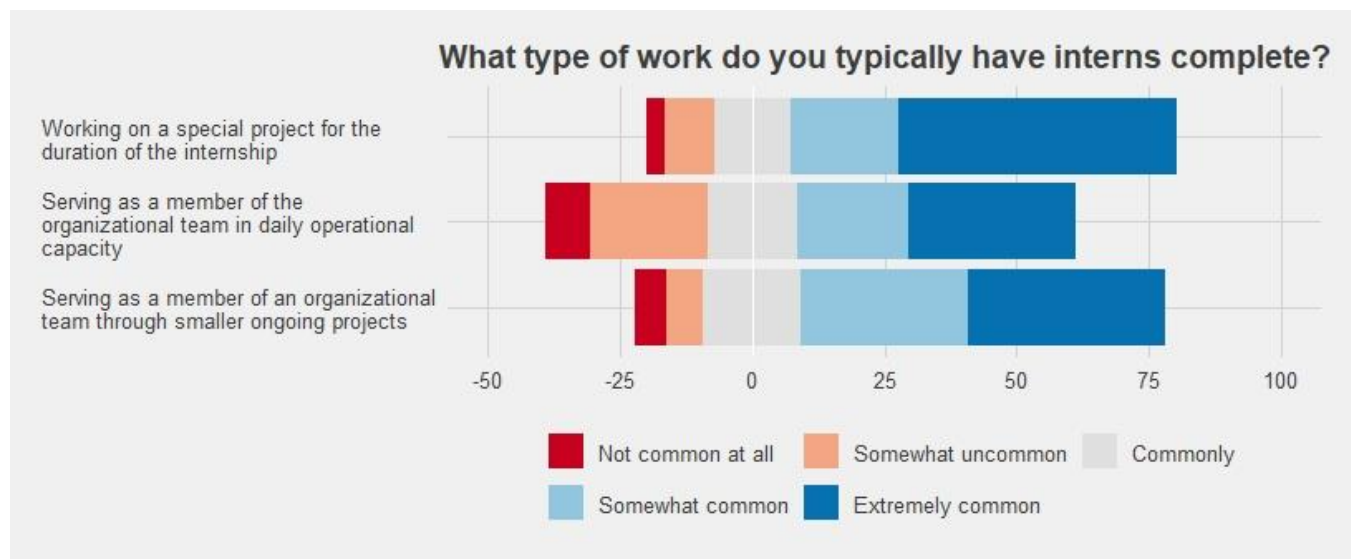
⁸ For a full list of employee organizations, please see appendix.

Question 3: – What is your organization's view on the purpose of internships? (check all that apply)



*Organizations have a diverse range of reasons for creating internships. **Organizations mainly hire interns to expand capacity for the organization's team.** To a lesser degree, organizations also hire interns for their recruiting/retention pipeline, or to bring new insights onto the team. It is important to note that on the "Other" option, many employers expressed that their internships are designed to give students a well-rounded experience or investing in professional and governmental experience "into the next generation".⁹*

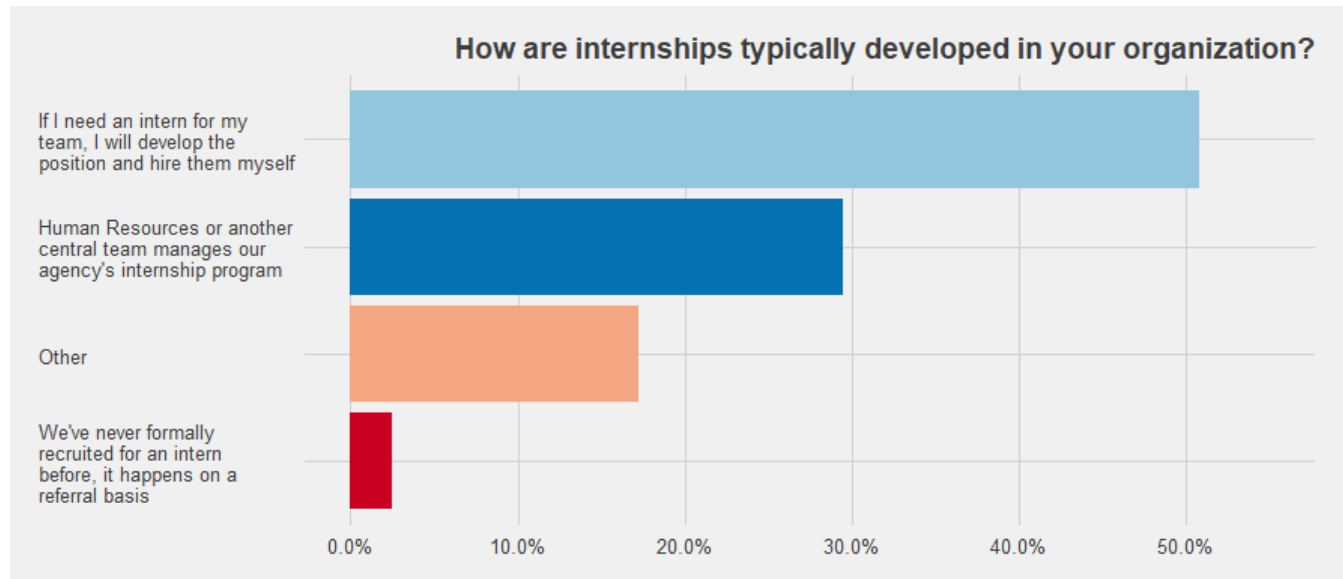
Question 4: What type of work do you typically have interns complete?



Employers generally have interns work on special projects or serve on an organizational team through smaller ongoing projects, as compared to assisting an organizational team in a daily operational capacity. There is a statistically significant association between an organization's size and

⁹ Please see appendix for full "other" response.

the work interns complete regarding working on a special project¹⁰ or smaller ongoing projects¹¹. However, we were unable to prove the type of association between the two variables (e.g. if an increase in organization size leads to either an increase or decrease in the type of work an intern typically completes). More research needs to be conducted to determine what type of correlation exists between these two variables.



Question 5: How are internships typically developed in your organization?

An overwhelming majority of Employer respondents directly develop internship position and hire themselves. This is further supported by the “Other” statements, as many employees further detailed under the “other” choice that they do directly hire interns themselves.¹² A smaller amount of employer respondents uses a centralized HR department, and almost no employers hire interns only on a referral basis. This indicates that the contact information used (and further provided) in this survey analysis can be used to create further connections and job opportunities for Evans Students.

¹⁰ Chi-squared test, p-value<.05 (.01641)

¹¹ Chi-squared test, p-value<.05 (.01459)

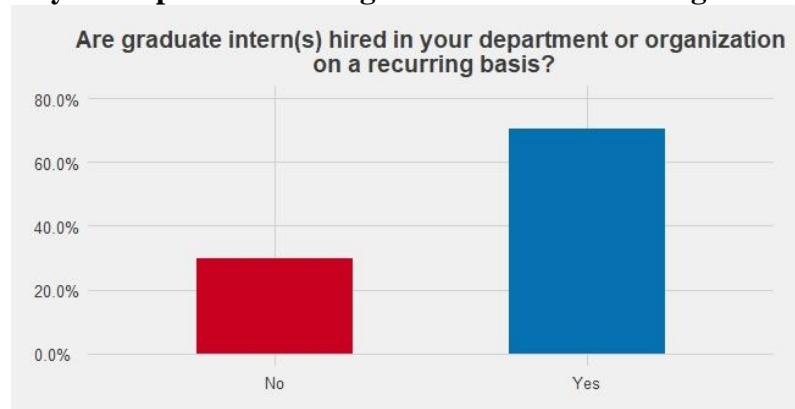
¹² See full responses in Appendix

Question 6: Are graduate intern(s) hired in your department or organization on a recurring basis?

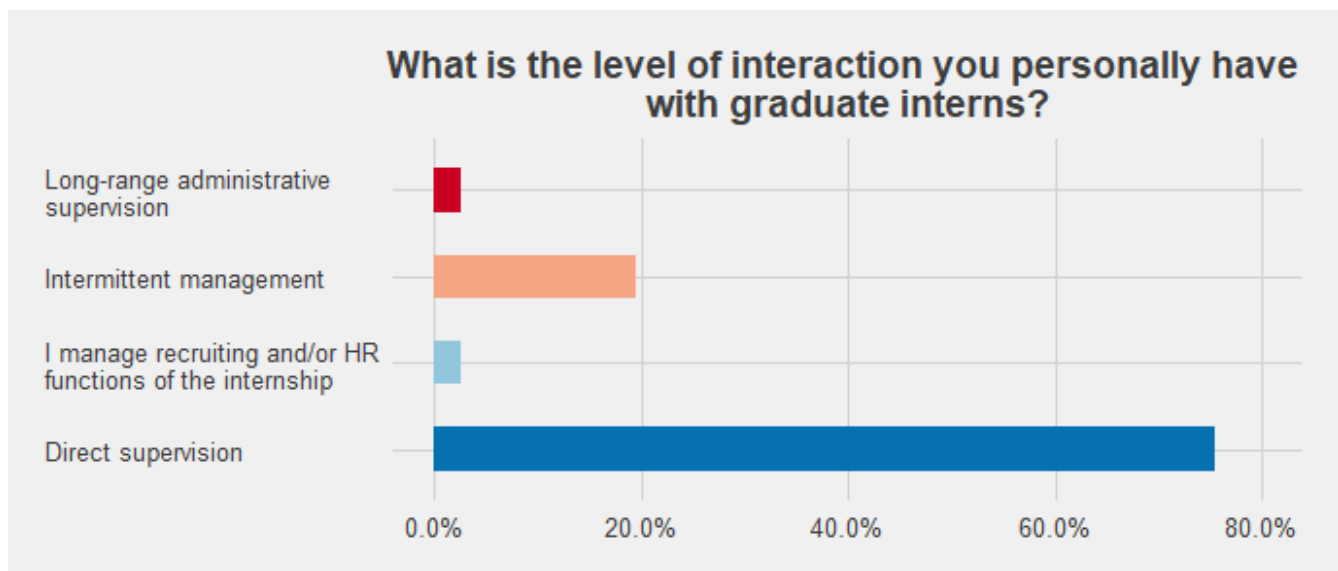
A large portion of employer respondents hire graduate intern(s) on a recurring basis. There is a statistically significant association¹³ and a weak positive relationship¹⁴ between the recurring hiring of graduate interns and current employment of Evans Interns.

Organizations that hire graduate interns on a recurring basis are slightly more likely to be currently employing

Evans interns, as compared to organizations that do not hire graduate interns on a recurring basis.



Question 7: What is the level of interaction you personally have with graduate interns?



Employer respondents overwhelmingly indicated that they directly supervise graduate interns. In addition, there is a statistically significant association¹⁵ between Question 5 (How are internships typically developed in your organization) and Question 7 (What is the level of interaction you personally have with graduate interns). Employer respondents that directly develop intern positions and hire themselves are more likely to directly supervise the interns themselves. Employer respondents that employ Human Resources or another central that manages the agency's internship program are more likely to manage graduate interns intermittently or use long-range supervision.¹⁶ Therefore, we should work with HR, but spend more efforts building relationship and outreach to the actual policy practitioners/project managers.

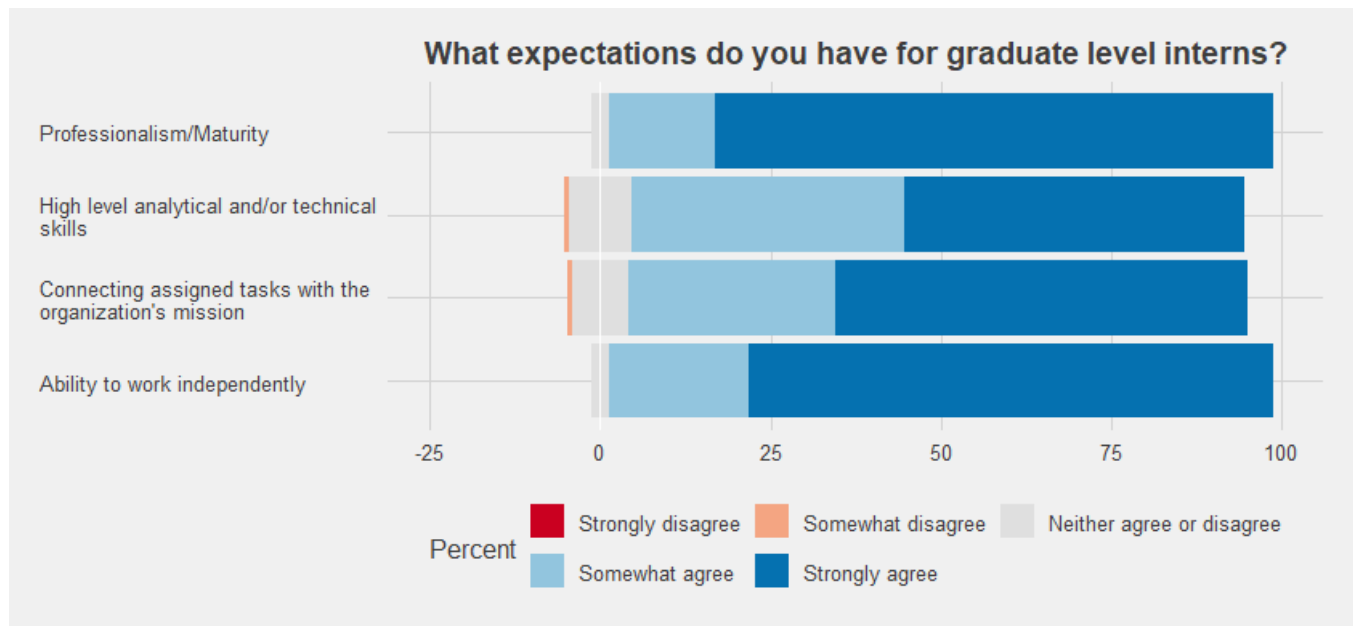
¹³ Chi-Squared test; p-value 0.03966, df =1. C

¹⁴ Cramer's V test, .179

¹⁵ Chi-Squared test, p-value 2.2e16

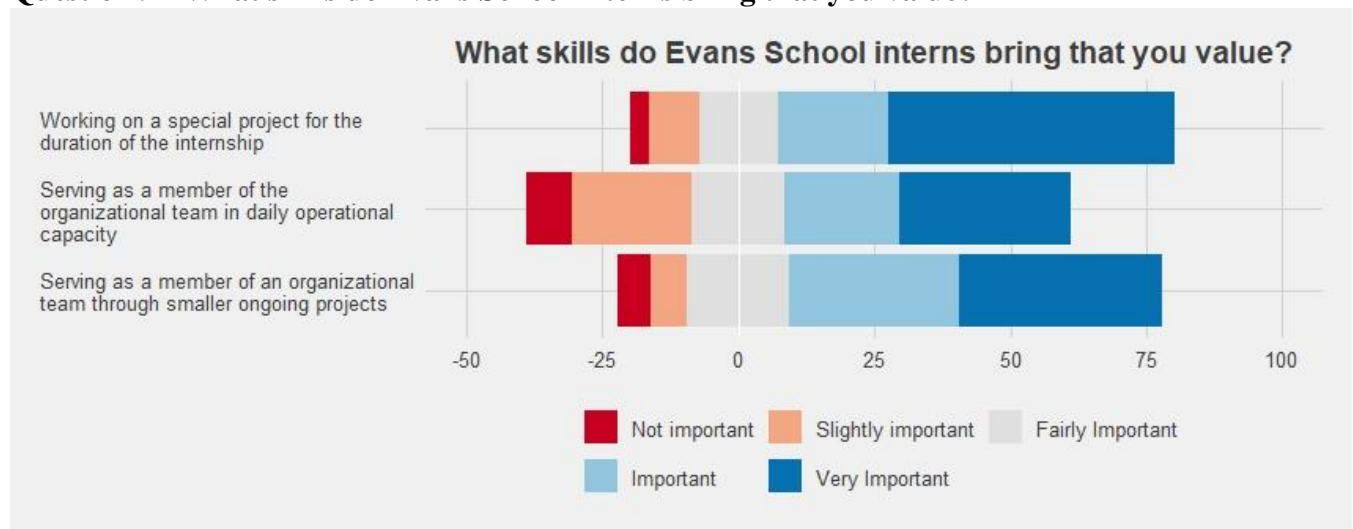
¹⁶ Cramer's V test, X²=.497

Question 8 - What expectations do you have for graduate level interns?



Employers generally have high expectations for graduate interns, with a strong focus on professionalism/maturity and the ability to work independently. This is in juxtaposition with student's ideal internship preference of working directly with professional (as opposed to working independently). However, it is important to note that employers may have indicated that they want graduate interns to be able work independently in reference to not micro-managing or greatly daily tasks for graduate interns – i.e. graduate interns may collaborate directly with working professionals, but still work independently on assigned special projects or other tasks.

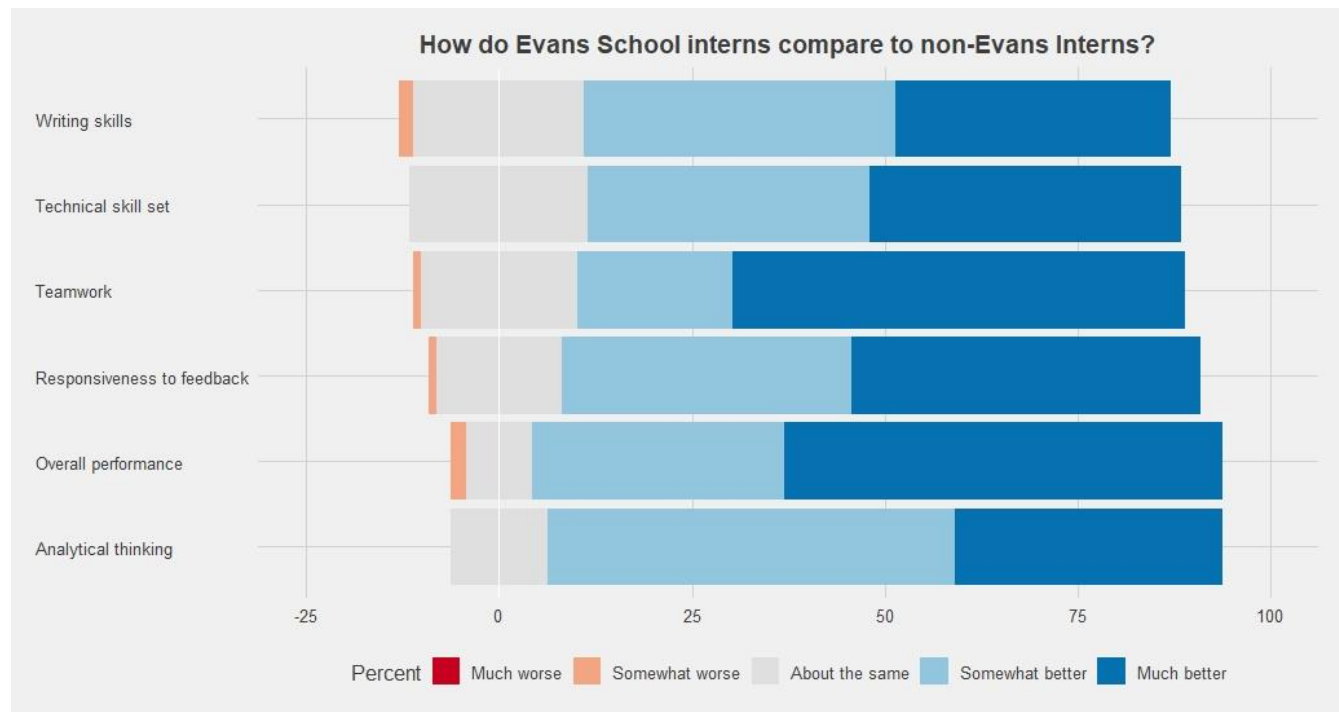
Question 9 - What skills do Evans School interns bring that you value?



Employer respondents indicated that they consider policy analysis skillset the most important skillset that Evans Students bring, while also strongly valuing quantitative analysis, program evaluation, and

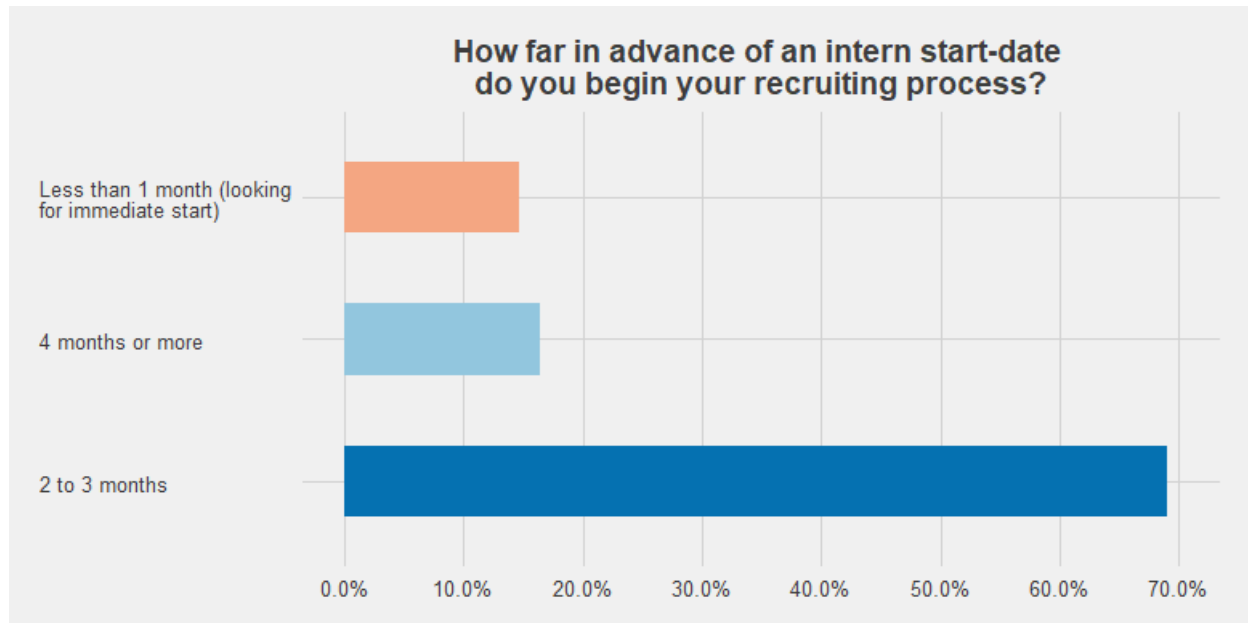
*leadership & management skills. Though financial management and budgeting skills were not ranked as highly, this result may demonstrate that unless an internship is specifically focused on finance or budgeting, the skillset is not as widely utilized by interns in their role. However, there is alignment between the other skills listed with the skills that Evans Students want to apply to their internship (Student Survey, Question 7). **Employer respondents and Evans student respondents both value and want to apply policy analysis, quantitative analysis, program evaluation, and leadership & management in internship programs.***

Question 10 - How do Evans School interns compare to non-Evans Interns?



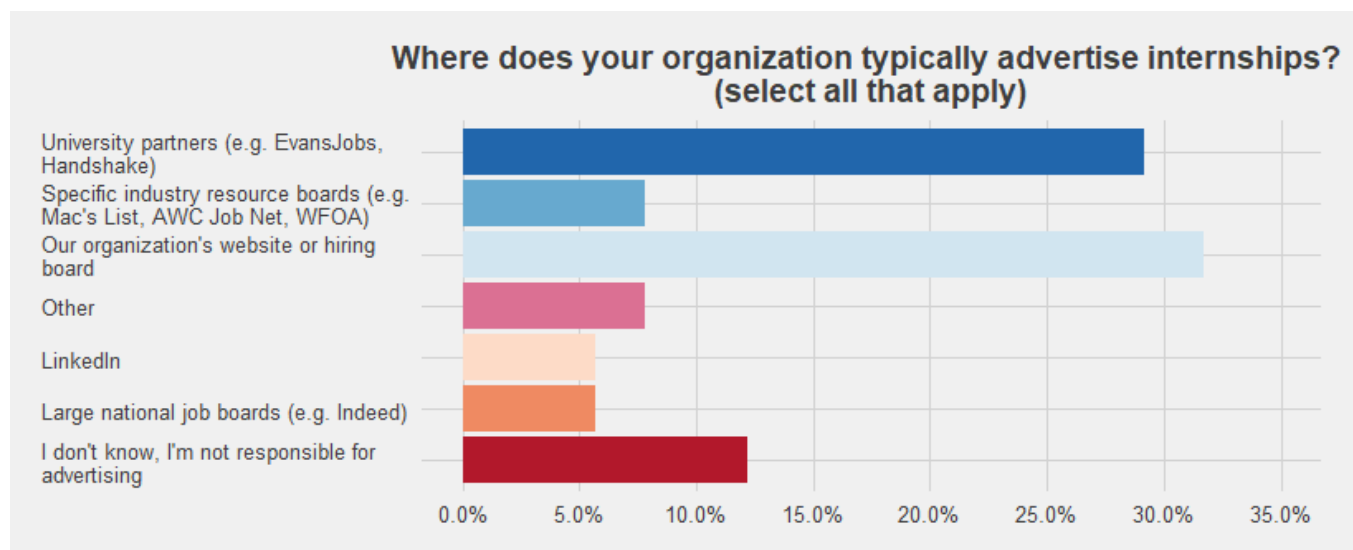
Employer respondents overwhelmingly indicated that Evans School interns perform better compared to non-Evans interns, especially in teamwork and in overall performance.

Question 11: How far in advance of an intern start-date do you begin your recruiting process?



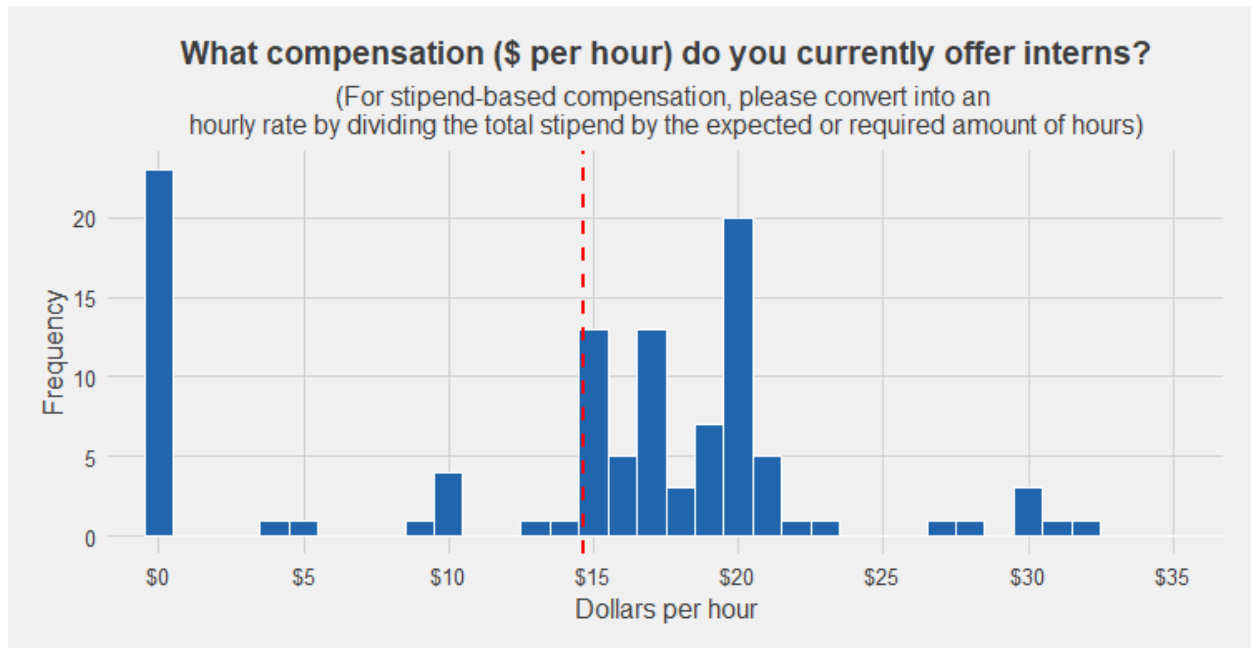
Employer respondents tend to begin the recruitment process 2 to 3 months before the intern start date. Although this may seem to align with our student's anticipated internship search taking 1-3 months (Question 12, Student Survey), students and employees internship search/recruiting timelines still do not match up.

Question 12: Where does your organization typically advertise internships? (select all that apply)



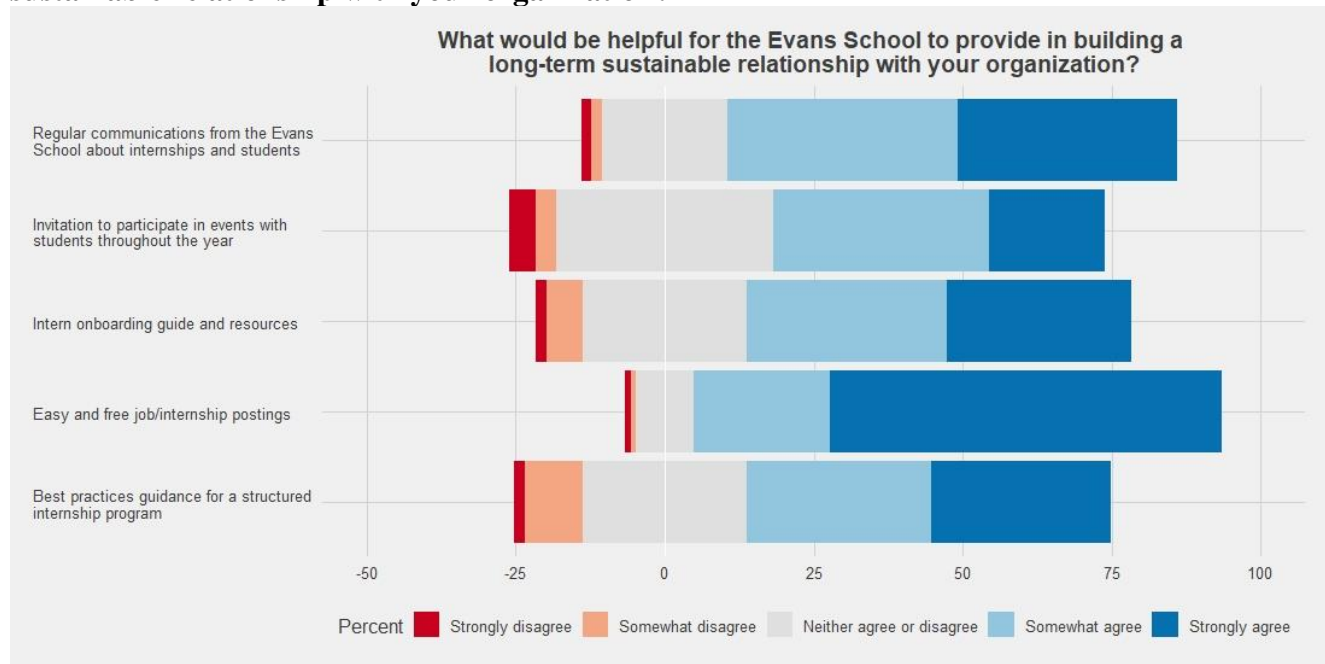
Employer respondents' organizations generally advertise internships with University partners such as EvansJobs, or post on their own organization's websites/hiring boards. In the student survey, students pointed towards EvansJobs and online web searching as resources that helped them getting internships, indicating alignment on where organizations post internships and where Evans Students are looking for internships.

Question 13: What compensation (\$ per hour) do you currently offer interns?



On average, employer respondents offered interns \$14.69 dollars per hour, with a range of \$0 to \$32 dollars per hour. The mean compensation for paid internships was \$17 per hour. Employers that marked their internships were “unpaid” generally acknowledged the value of the overall skillset that interns bring but stated the lack of funds or monetary restrictions prevented them from paying an intern. Some of these employers even stated that they would not hire interns unless the intern had fellowship or external funding. There is a strong correlation between organization size and compensation per hour. (Please see question 20 for further details).

Question 14: What would be helpful for the Evans School to provide in building a long-term sustainable relationship with your organization?



Employee respondents strongly indicated that easy and free job/internship postings would be the most useful resource that the Evans could provide/execute in building a long-term sustainable relationship with your organization. Employers also indicated strong levels of interest in regular communications with the Evans School around internships, while showing less (but nevertheless still relevant) interest in best practices guide, intern onboarding guides, or events with students throughout the year. This is welcoming to hear, as a large majority of Evans Students survey respondents pointed towards EvansJobs as an important resource which contributed to their success in getting an internship.

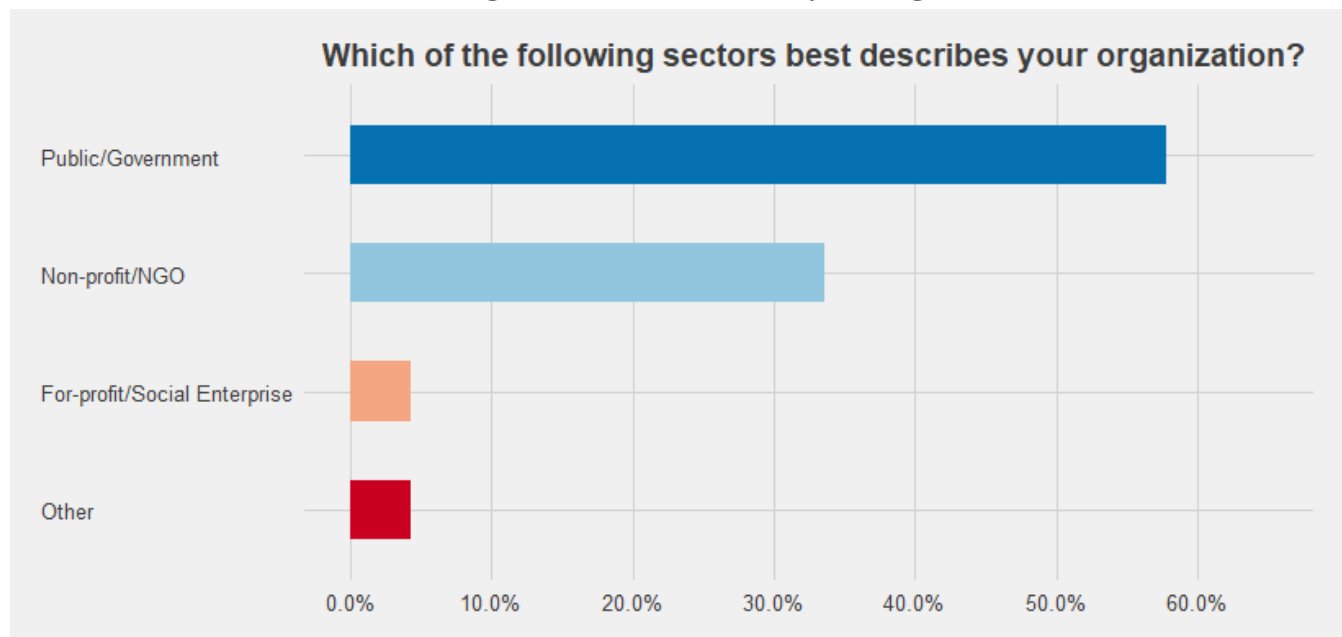
Question 15 - To further align the development of the Evans School internship program with your internship needs, please share any remaining thoughts about what would be helpful in building a strong partnership between your organization and the Evans School.

This was an open-ended question, geared toward creating an overall picture to see there are any areas of improvement/new areas which the CD team could explore and refine.¹⁷ In general, an overwhelming majority of employers expressed high levels of satisfaction and were impressed with the strength, overall caliber, and knowledge that Evans Student brought to the table. In terms of building a strong partnership, most employer respondents wanted:

- (1) Regular communication with the Evans School/CD team and Evans Students***
- (2) A potential “best practices” guide or more information highlighting skills Evans Students can bring and contribute to their organization, and***
- (3) More sources of funding for organizations who would love to work with Evans Students but are unable to compensate them for their work.***

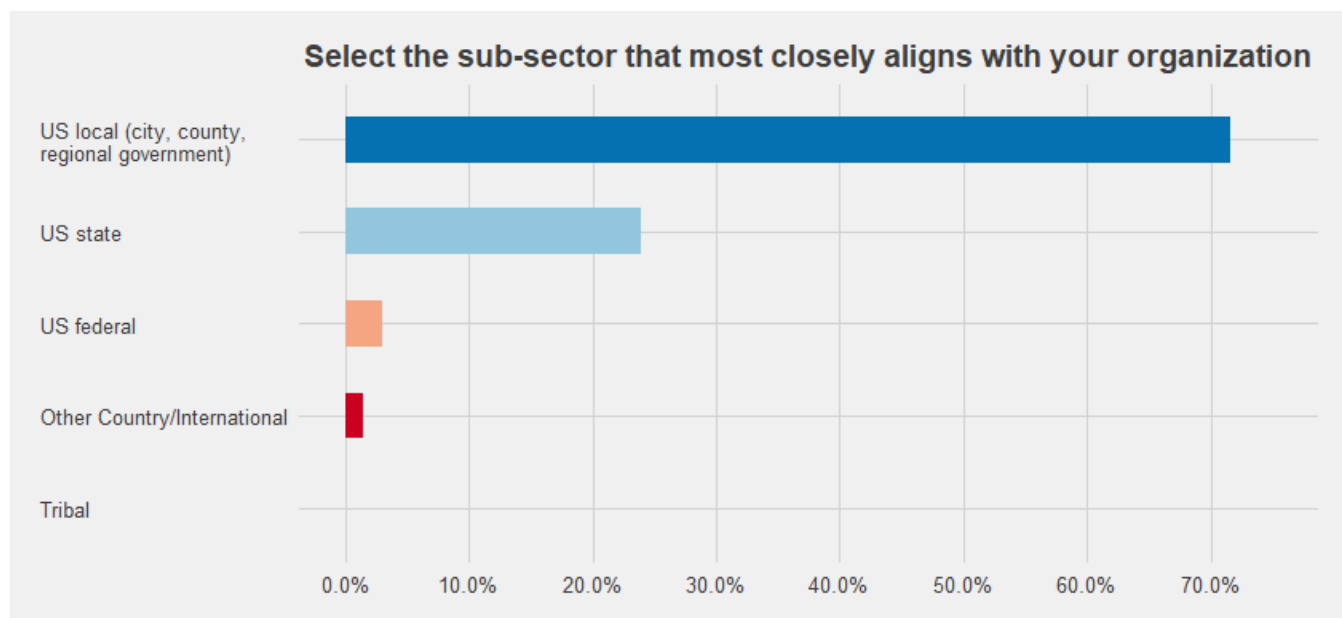
¹⁷ See full response in appendix.

Question 16: Which of the following sectors best describes your organization?



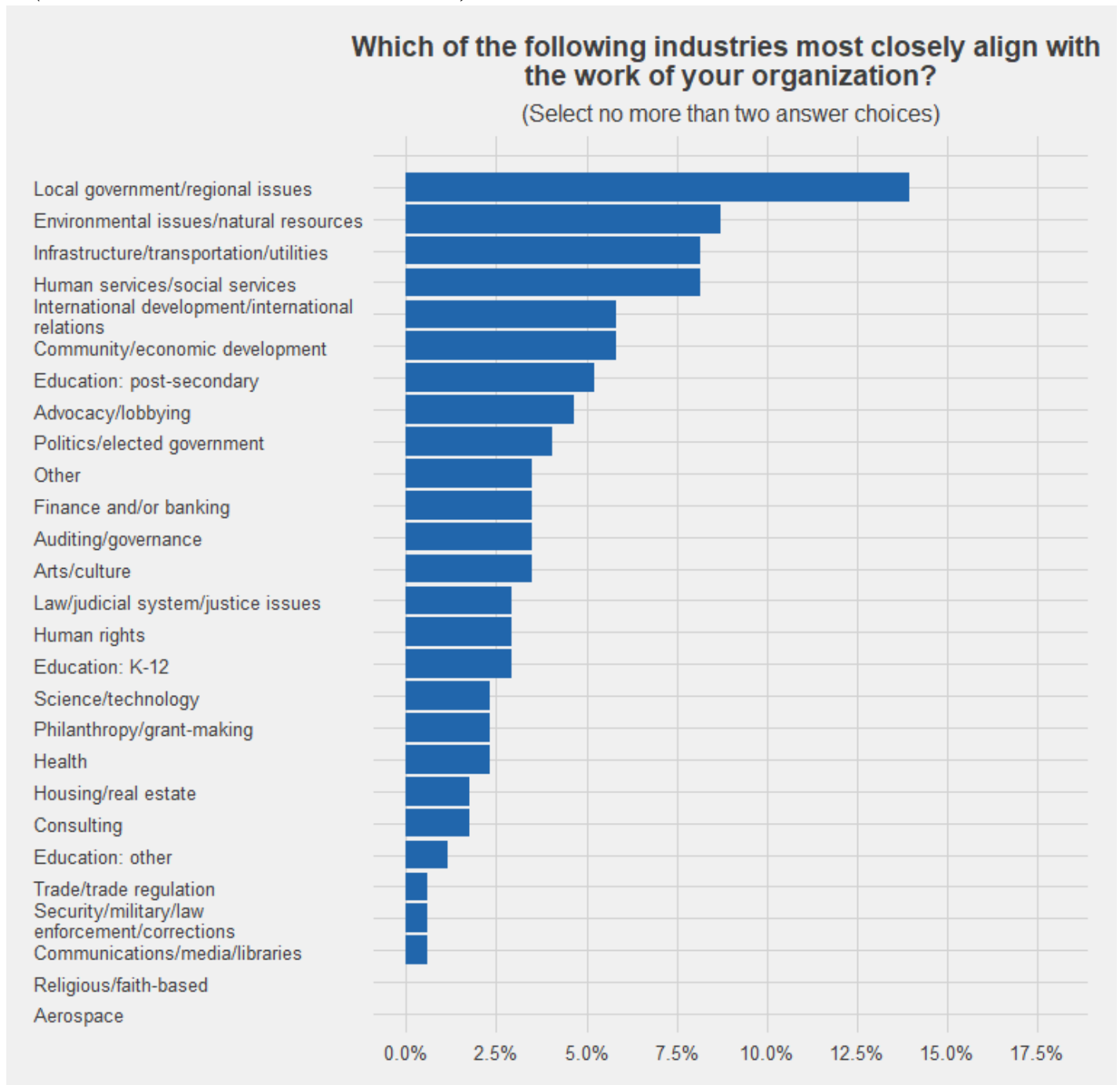
Most of employer respondents' organizations are in the public/ governmental sector. A third of the respondent's organizations were from the non-profit/NGO sector.

Question 17: Select the sub-sector that most closely aligns with your organization.



This question was only displayed if employer respondents chose the "Public/ Government" choice in Question 16. Of the public/ government organizations that have worked with Evans Interns in the past, almost all of them are in the sub-sector US local (city, county, regional government). Some organizations aligned with US state, but hardly any organizations identified as US federal, international, or tribal.

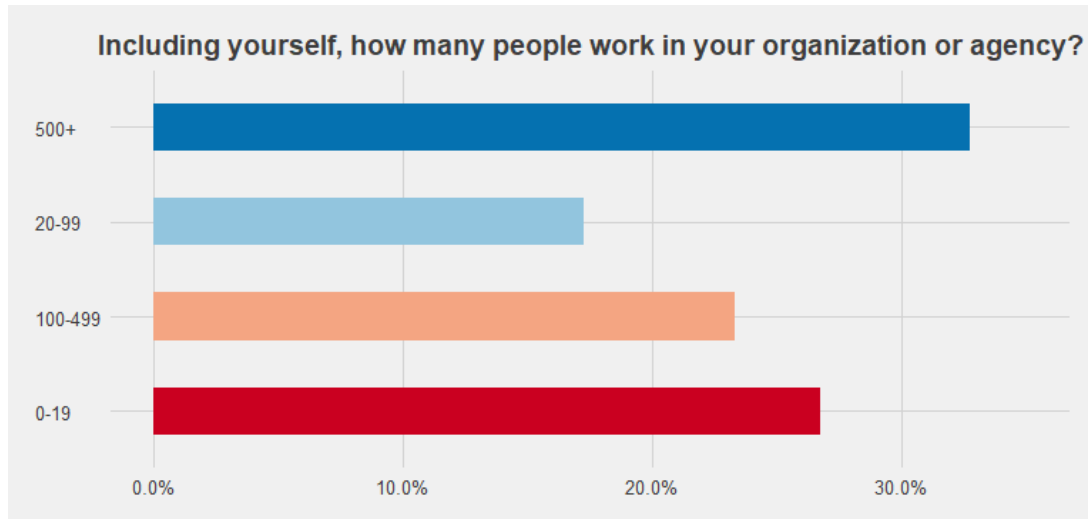
Question 18: Which of the following industries most closely align with the work of your organization?
(Select no more than two answer choices.)



*There was a diverse range of industries that employer respondents indicated their organization aligned with. A large portion of employer respondents indicated that their organization worked in Local government/regional issues. **There was a slight association between organization industries and levels of compensation. Organizations that identified as Finance/Banking paid their interns the highest, at around \$25 per hour. Organizations that identified as Environmental issues/natural resources, local government, transportation, and human services all paid their interns around \$18.50-\$24 per hour.***

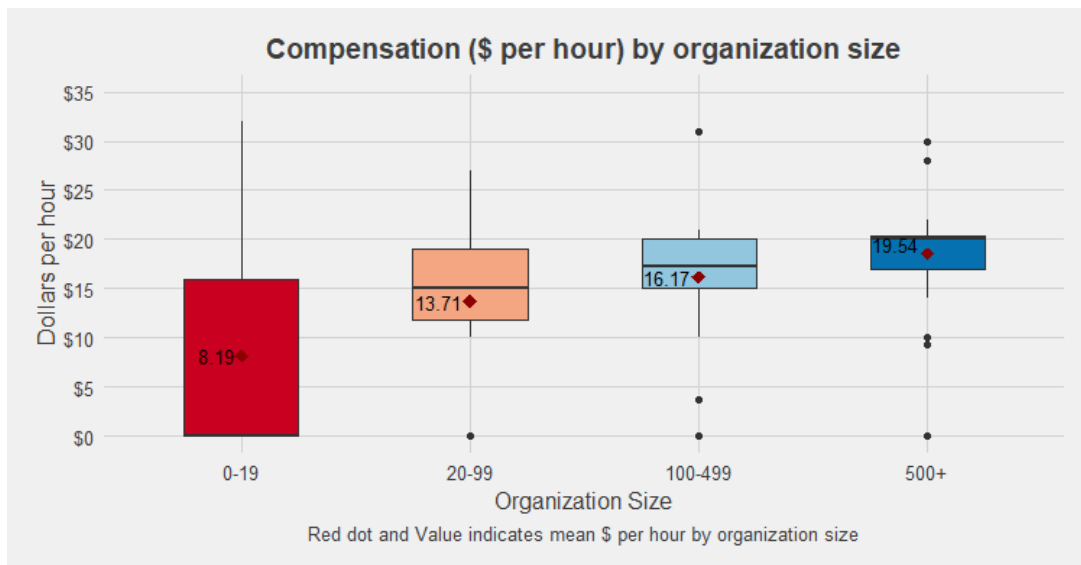
Arts/Culture and education paid their interns the least at around \$7.25 an hour. All other results were not statistically significant or did not have enough data points to form a sound analysis.

Question 19: Which of the following industries most closely align with the work of your organization?



Although a majority of employee respondents indicated that 500 people or more worked in their organization, there was a diverse range of organization/agency sizes. There is a strong association and significant positive correlation between agency size and mean compensation.¹⁸

As the size of an organization/agency grows, the mean compensation per hour increases.

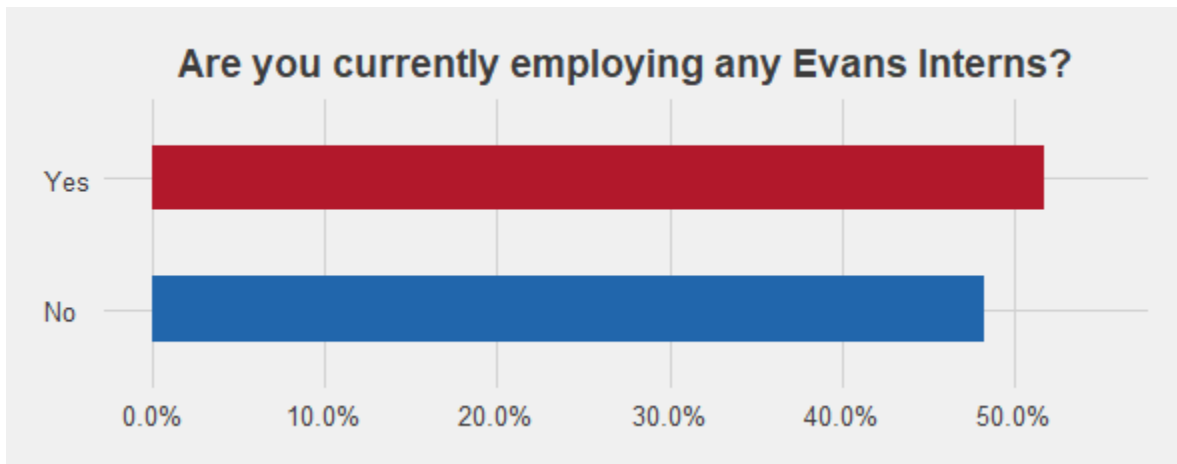


Organizations that indicated smaller size pay their interns less, while larger organizations pay their interns more. This seems to support the commonly-held view on how NGO's/non-profits (which are historically small in size) do not have the funds or available means to fully compensate their interns for

¹⁸ P-value 9.21e-06.

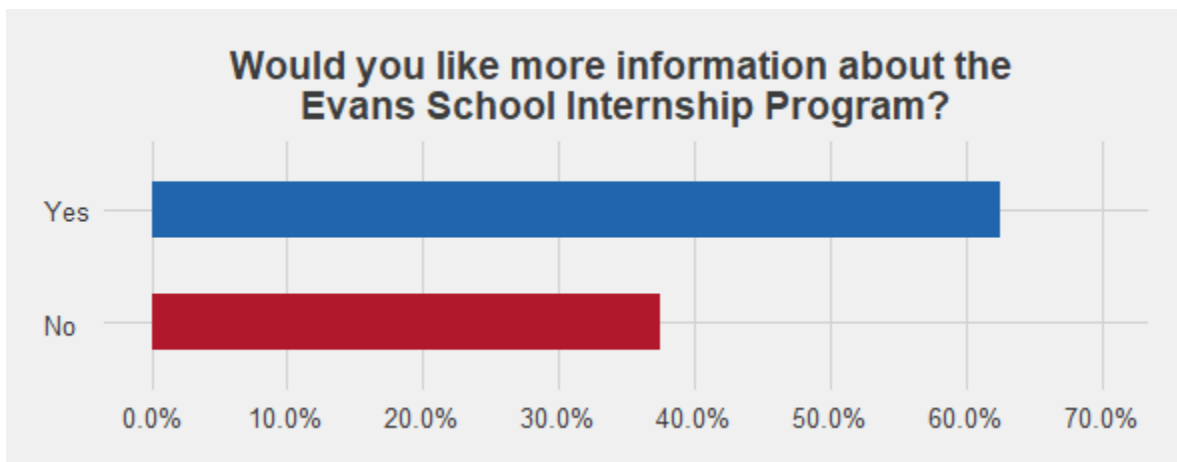
their time, while public or governmental organizations (which tend to be larger) have the monetary resources and ability to adequately compensate interns for their work.

Question 21: Are you currently employing any Evans Interns?



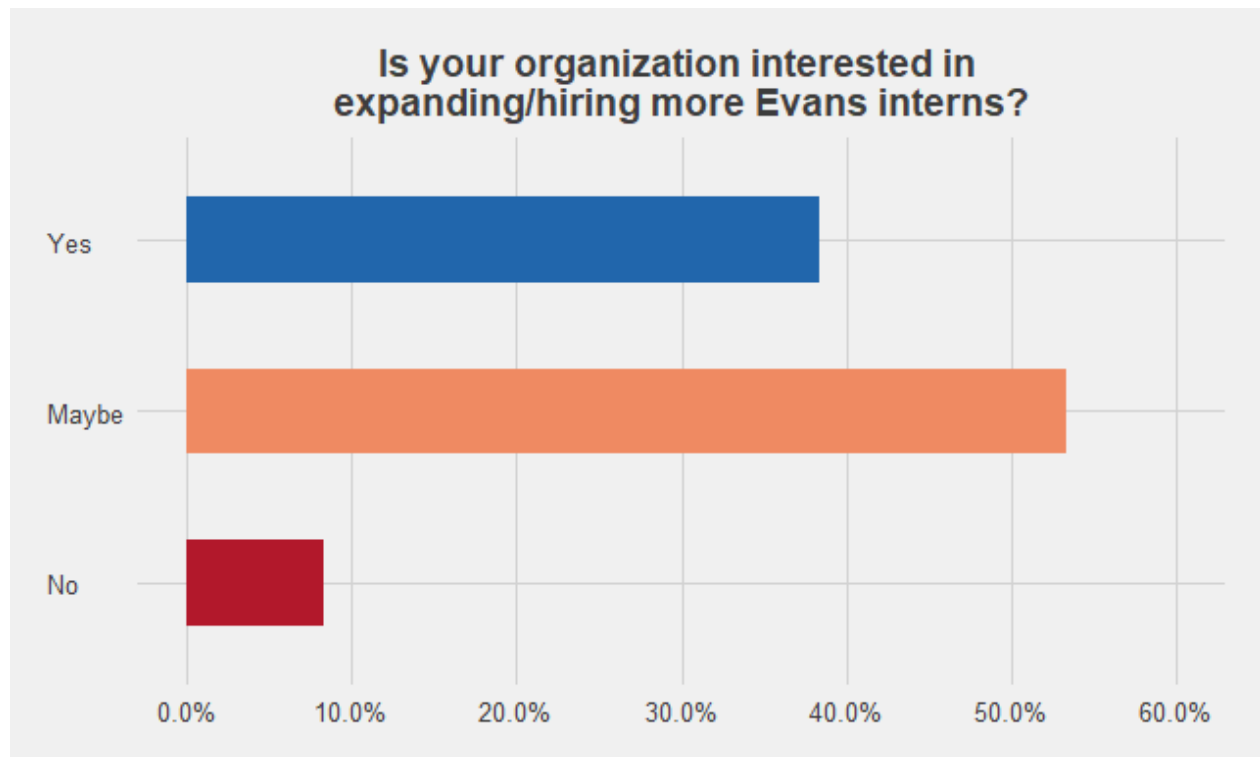
*Only a little more than half of employer respondents indicated that they were currently employing Evans Interns. Although this is good progress, the fact remains that all employer respondents have hired Evans Intern at some point in the past. **This shows that although employers have stated that they highly value Evans Interns, only around half of them continue to hire Evan Interns.** There are many possible factors for this outcome (more qualified candidates, lack of funding, internship positions changing, etc.) further analysis is needed as to why Evans Interns are not continually hired.*

Question 20: Would you like more information about the Evans School Internship Program?



*This question was only displayed if employer respondents selected "No" to Question 20 "Are you currently employing any Evans Interns". **Employers who are not currently employing Evans Interns generally are interested in the Evans School Internship Program, and want more information.** This result is supported by previous questions, which employers wanted more communication with the Evans School or more information on the skills that Evans Students can bring.*

Question 21: Is your organization interested in expanding/hiring more Evans interns?



*This question was only displayed in employer respondents selected “Yes” when answer the Question “Are you currently employing any Evans Intern?” Employers **seem to be satisfied with how Evans interns are performing and overall want to expand/hire more Evans Interns.***



Employer Respondents

Academic Support Programs
Akilah Institute
Alderwood Water & Wastewater District
ArtsEd Washington
Bill Lane Center, Stanford University
Burke Museum
Center for Children & Youth Justice
Center on Reinventing Public Education
Child Care Resources
CISC
City of Bainbridge Island
City of Bellevue Utilities
City of Bothell
City of Ferndale
City of Kirkland
City of Lakewood
City of Redmond
City of SeaTac
City of Seattle
City of Seattle ARTS office
City of Seattle Dept. of Transportation
City of Seattle Human Services Department
City of Sequim
City of Tacoma
Coding Dojo
EnviroIssues
Evans
Evans School, IPPHL
FIUTS
Fund for Global Health
GAO
Girls Inc. of Alameda County
Global Child Nutrition Foundation
Greater Seattle Partners
Hawaii Appleseed
Hopelink
Horn of Africa Services
Institute for Women's Policy Research
International Living Future Institute
IOM – United Nations



JNC Study Abroad Platform
King County Assessments
King County Auditor
King County Metro Transit
King County Procurement & Payables
King County Wastewater Treatment Division
King County WTD
koodooslearning.com
Mercy Corps
Movement Advancement Project
Mwanzo
National Association of Counties
National Development Council
Northwest Justice Project
Northwest Parkinson's Foundation
NWP Consulting
Office of Program Research
PATH
Peace Winds America
Philanthropy Northwest
Plumbing Today, Inc.
Recovery Cafe
Recovery Cafe
Ruckelshaus Center
Safe Crossings Program
Seattle Aquarium
Seattle Children's Hospital
Seattle City Light
Seattle Department of Transportation
Seattle Human Services Department
Seattle Police Department
Seattle Public Utilities
Sheng-Yen Lu Foundation
Snohomish County
Snohomish County PUD
State of WA - Office of the CIO
The Nature Conservancy
Totem Star
U.S. State Department
UNESCO
United Way of King County
University of Washington
University of Washington Biology Dept



University of Washington Club
University of Washington,
Institute of Risk Analysis and Risk Communication
Urban Indian Health Institute
US Dept HUD
Utah Department of Workforce Services
Veritox, Inc. a part of J.S. Held
Washington State Auditor's Office
Washington State Dept of Health
Washington State Institute for Public Policy
Whatcom County Public Defender
World Affairs Council
WSIPP
Youth in Focus



Alumni

DATA ANALYSIS



Evaluation Questions

The CD Team sought to address two primary questions:

- (1) What were alumni's experiences around internships during their time at the Evans School
- (2) What important insights do alumni have about paid and unpaid internships after transitioning from a student into a full-time professional working experience?

Target Population and Data Collection Plan

The CD Team decided to collect data through a two-pronged approach: surveys and individual interviews. Individual surveys were sent alumni were selected based on the graduating cohort of 2013-2017, as Evans school graduates from 2018 and 2019 may still be in the process for applying to jobs or further developing their career experience.

Methods

The Evans alumni survey was distributed electronically through Qualtrics, a survey creation and distribution platform. Evans alumni contact information was collected through the Evans alumni Advancement Team. Emails that were incorrect or non-deliverable were corrected and accounted for. A total of 758 survey were e-mailed out.

Limitations

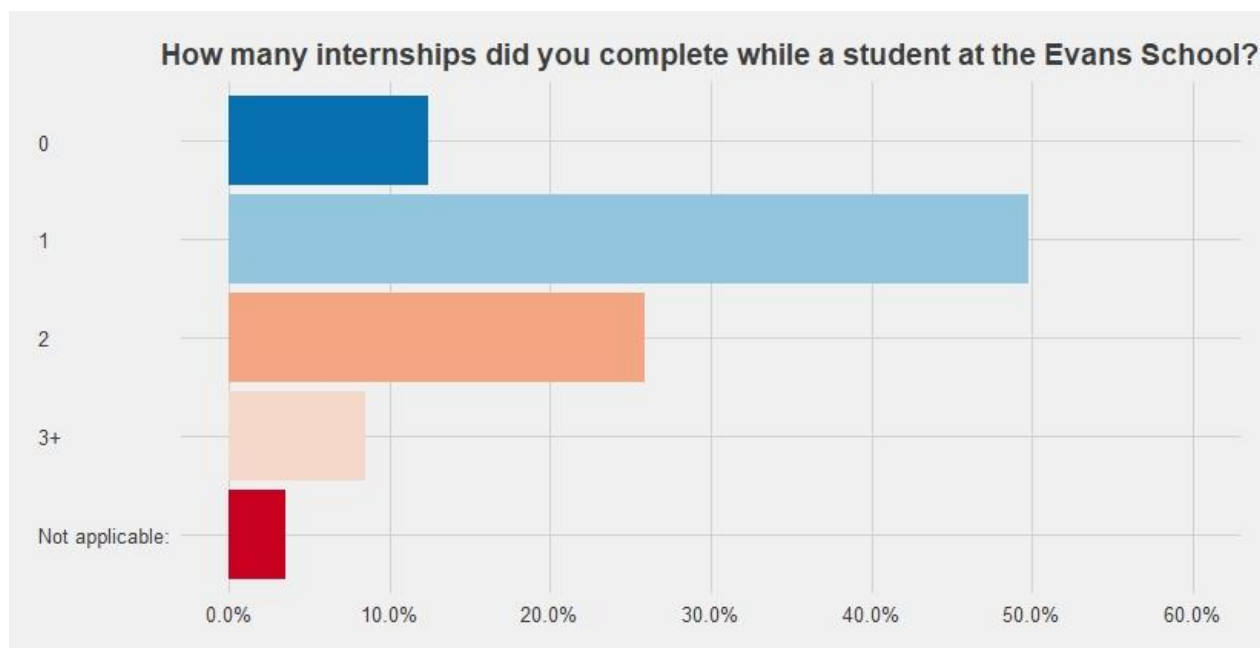
First, it is important to note that we were not able to conduct focus groups with alumni. Initially, the CD Team chose to conduct focus groups; however, due to time constraints and logistical issues, the CD Team shifted to one-on-one interviews with alumni. We conducted a total of 4 one-on-one interviews. Next, this survey only captures a small subsection of Evans alumni – 2013 to 2017, as stated earlier. Lastly, we chose to keep the alumni survey short, as we planned on collecting more qualitative data through focus groups (which shifted to one-on-one interviews)

Results and Statistical Analysis

Out of the 758 surveys emailed, we had 211 respondents – a 27.8% response rate.¹⁹ Below is a breakdown of each question and its results.

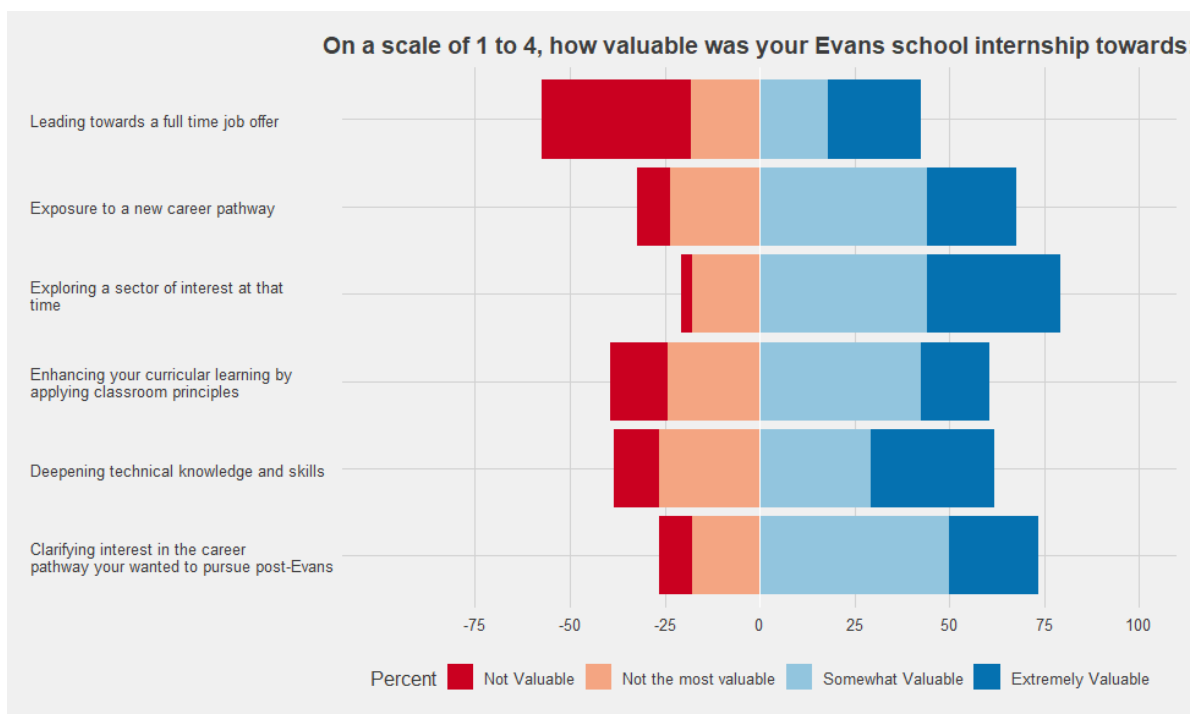
¹⁹ 95% Confidence Interval, Margin of error +/-5% . This is standard.

Question 1: How many internships did you complete while a student at the Evans School?



Over 90% of Evans alumni completed at least 1 internship while at the Evans School.

Question 2: On a scale of 1 to 4, how valuable was your Evans school internship towards:



*Alumni indicated that their Evans School internship was most valuable towards exploring a sector of their interest during their time as an Evans Students. **Alumnis' indication of what their internship was valuable towards almost nearly aligns with what Evans Students indicated was their motivation for pursuing an internship** (Question 3, Student Survey). **Students were generally not motivated to pursue***

internships solely for a job offer at the internship organization after the end of their internship, while Alumni did not find their internship(s) valuable leading towards a full-time job offer.

Question 3: Please share anything you'd like us to know how your internship experience during graduate school affected your post-Evans career path.

This was an open-ended question, geared toward creating an overall picture to see what alumni felt about their internship experience during the Evans School, and its effects on their post-Evans career path and development.

- *An overwhelming majority of alumni indicated that their internship was valuable towards their post-Evans career path.*
- *Alumni did not see consistent conversion of internships into full time; however, they did share that internships were particularly valuable in clarifying post-Evans career interests and deepening technical knowledge/skills that made them more employable.*
- *Evans alumni did express certain areas of the internship program could improve, such as the inability to take internship positions that were valuable but unpaid and the setting expectations with employers before the internship began. However, it is important to note that the internship program has changed over the years, and current internship requirements or structure may not be the same as to what alumni faced during their time at the Evans School.*

Question 4: Thank you for taking time to fill out this survey, your insights are incredibly valuable to us. If you are willing to be contacted for a follow-up on these topics, please indicate your response below. A member of the Career Development team will be in touch with you to discuss further follow-up in the coming weeks.

This question was designed to gather contact information from interested alumni to conduct the planned focus group. We received contact information from over 100 interested alumni group; however, due to scheduling and logistical issues, we shifted over to one-on-one interviews.

One-on-One Interviews

A total of three alumni were interviewed. Over a thirty-minute conversation, the CD Team interviewed alumni about their internship experience during their time at the Evans School. Emphasis was placed on comparing their expectations towards the internship experience during and after their time at the Evans School. For example, alumni were asked about if there was a change in their views on unpaid experience as a student versus a working professional. The CD Team also asked alumni about what they considered the most valuable and challenging part of internships, with emphasis on how to replicate the positive portions and avoid the negative aspects of their internships in other internships.

- *Interviewed Alumni further re-iterated the general results from Question 3, stating their internships were valuable in not only attaining their current position, but allowed them to explore their sector of interest and gain valuable networking experience.*
- *Interviewed alumni's expectations towards unpaid internships did not change as a student versus a working professional. Although alumni understood logistically why organizations could not pay their interns (e.g. funding restrictions), alumni stated it was "ethically not a fair way to treat students", and strongly believed that interns should be paid for the work they do.*

- ***Both interviewed alumni and current students had similar expectations towards internships.*** Alumni stated an important part of their internship was working alongside current working professional and having a close relationship with their supervisor – identical to what current Evans Students indicated they preferred an internship experience to include (Question 6, Student survey)
- ***Interviewed alumni recommended that the Evans School should work with organizations to establish expectations around internships.*** Alumni stated that setting expectations for organizations through an onboarding guide for both Evans students and employer organizations would have been beneficial. ***This aligns with the employer survey, as employers have also expressed desire for a general onboarding/expectation guides around internships.***
- ***Although Alumni expressed how valuable an internship was towards their post-Evans career goals, they stated that a challenge they faced during internships was uncertainty around expectations employers had of them during the beginning of their internship. Additionally, Alumni expressed that knowing what key skills or projects they would be using starting from the beginning their internship would have been beneficial to their overall experience.***



Appendix

Full Responses to Student Survey, Question 8: If there are any skills you hoped to practice in an internship that are not mentioned above, please specify:

Internship search/application/interview skills (beyond the 101); how to network during the internship search (reach out to alumni, professors, and peers - not just career development)

Applying/building on previous/current knowledge of issue areas (e.g., for people coming from specific field of work)

GIS mapping (e.g., overlaying demographic information and health disparities and housing affordability)”

Interpreting regulations, understanding statutes/laws/processes, etc.

Writing

Professionalism in the workplace, expectations for quality of work and rigor of future jobs I may hold

Grants & funding, Race & Equity Programming, Research Methodologies

Undoing institutionalized oppression and marginalization in local government

Program evaluation/analysis using race and equity tools

Strategic planning

Communication Skills

Interpersonal skills.

How to develop a program, not just how to evaluate one

Qualitative Analysis Research Methods

Organizational and management structure. Program evaluation.

There's a much more intentional focus on diversity, equity, and inclusion than I feel Evans has prepared me for.

Communication skills

Collaborative Skills

grant-writing, policy advocacy

Project Management, Community Outreach

Full Responses to Student Survey, Question 15: What would compel you to accept an unpaid internship opportunity, if anything?

Name of the organization and project type.

short-term, with a clear opportunity for a job offer at the completion.

Nothing, I think expecting a graduate student to provide labor for no payment is ridiculous and undervalues our expertise and potential. If an organization or jurisdiction wants to work with Evans students, they should be able to properly compensate them.

It to be the exact fit for a niche policy interest that does not have many orgs working on it; to be offered scholarship funding

Grant funding or a short-term project for my dream org

I'm compelled to accept an unpaid internship when I can identify the value-added pieces that the internship would afford me in terms of learning and professional development.

Guaranteed job opportunity of extreme interest after the internship.

Working with individuals or organization that I immensely respect. Knowing that unpaid internship will lead to additional connections.

Nothing - there is not enough funding at Evans school or beyond to justify working for free

Future job prospect

If it were a truly exceptional opportunity - in terms of experience, networking, and organization.

Nothing

It would have to lead to a very well paying job afterward or look so amazing on my resume people would give me a job no questions asked. If it's part-time and I can pursue a second paying job that would be fine too. *Note* I'm in a position where I can accept an unpaid internship because of my husband and that plays a huge role in my decision as well

Only if it was the most prestigious internship opportunity for what I wanted to do out there. Anything else isn't worth it because I'm already going to be \$120,000 in debt from my Master's alone. I don't receive any other financial support aside from financial aid, so I NEED something paid to survive the summer, otherwise I'd have to take out a private loan. I also have a bachelor's degree and feel that being subjected to unpaid work is exploitation.

Almost nothing, since I would be unable to pay rent without income. Not everyone has the privilege of working for free! Plus, in my opinion, unpaid internships should be illegal. Pay me for my time, darn it.

Pay workers.

when I can learn a lot from the internship

The organization that I really want to work for.

Exceptional experience, strong and high-quality mentorship, real perspective of a full-time job offer.

Money doesn't concern me.

A seemingly perfect fit--but this would be very unlikely

The opportunity to apply for fellowship funding from the Evans School -- thank you!

If I am curious about the industry and I hope to work in that organization with professionals, I will accept the unpaid offer.

Perhaps if housing and food and travel were covered and I really thought that the experience was in line with my goals and passions.

If it were at an organization that would allow for significant on the job learning and skill development, and if it were part-time so that I could work part-time and maintain an income



A strong possibility for a full-time offer at the end of the internship.

Guarantee of a job opportunity post-internship

The luxury of having a paid job. The stipend to apply for through Evans cuts off way too early. Barely anyone had their offers before it was gone, and that was really disappointing. Evans needs to do a better job with helping students navigate this process so people don't end up having to do a bunch of unpaid labor just to graduate.

Absolutely nothing.

Career Advancement

Nothing

No other options and very relevant work to my future career dreams

High likelihood or guarantee of job placement with the organization.

Unfortunately, as a graduate student who is co-responsible for paying the bills at my residence, I could not accept an unpaid internship at this time.

Guaranteed job prospect at the conclusion of my time at Evans.

Nothing.

I would accept an unpaid internship if I had funding from Evans or another organization. If Evans provided a summer stipend for an unpaid internship, I would accept it as long as it was approx. \$1000 or more a month. Another compelling argument for unpaid work would be if Evans provided me with a full scholarship during the year/both years of the program. Other than that, I would not accept an unpaid internship.

I am strongly opposed to unpaid work, however, a position with compelling work and prestige could cause me to take a second glance

An overseas assignment or an internship so unique in skill development and exposure that it would change the trajectory of my career

If it is an organization I would like to work at and provides skills that I would like to gain or further develop.

Strong and demonstrated opportunity for a full-time or paid offer afterwards

Cannot do unpaid under any circumstances

At this stage of my career and life, nothing!

If I don't find anything, I would have to take the unpaid internship.

Having the opportunity to design my own internship in an area of interest, learn at a pace that is comfortable for me, set goals that are career-oriented, as well as set my own hours. (All of which I am pretty much doing at my unpaid internship.)

The unpaid internship must really be something of real interest to me and something I can really leverage moving forward. Whether that be expanding my knowledge base or skill sets, or gaining much needed network connections. Something else might be a guaranteed position after graduation.

Nothing. It is impossible to live in Seattle with an unpaid internship.

Promise of a job offer?

A very small time commitment at an organization that has absolutely no ability to pay for labor.

Nothing. I have to pay my rent, tuition, gas money, car insurance, health insurance, internet bill, and I like to eat on occasion.

Nothing. An organization which offers unpaid internships is feasting on the desperation of students and disqualifying candidates needing a source of income.

Nothing unless it were only a 5-10 hour/week commitment. It would not be possible for me to not have an income. I understand there are fellowships but those aren't guaranteed when I accept an internship offer. The timing of the fellowship applications doesn't work for those who don't have a summer internship nailed down. Any unpaid opportunity would need to be a low time commitment to allow for paid work.

If I received a great outside fellowship/stipend, and knew I would be receiving it at the time of acceptance at the internship. Or, if I did not get

accepted at any paid internship. Really, I feel that unpaid internships should be criminal.

If the position and organization was well-aligned with my interests, have a compelling mission, and opportunity to learn a lot from a strong team - particularly working on a team with people of color with a strong racial equity lens.

Funding.

Considering working in some NGOs or some short-term internships that I could be extremely interested in, I would like to accept the unpaid internships.

Limited intern opportunity for an international student.

The only thing that would compel me to accept an unpaid internship would be a guarantee of external funding to subsidize my work. As someone who has an undergraduate degree, previous intern experience, and 5 years of professional experience, it's unconscionable to accept no compensation for my work. Furthermore, not paying interns further limits the ability of first generation and low income graduate students (like myself) from accessing these opportunities critical for skills development. I would hope the Evans School is doing everything in their power to steer my peers away from unpaid internships because of the various issues with this outdated and inequitable model of skills development.

Nothing, it's unacceptable to not pay someone for their work, especially in Seattle where the cost of living is so high.

If it's working with an extremely well-connected person in the field I want to work in.

Nothing

If the Evans school provided funding opportunities

I would accept an unpaid internship opportunity if I had the ability to apply for scholarship funding, or if the internship was in policy analysis. It would also help if housing was provided.

If it were part time and I could supplement with another paid part time position. Or if I were able to secure other funding

Exceptional organization with high salience to my career interests and goals, or desperation.

I wouldn't accept an unpaid opportunity

The opportunity to work for an organization that would hire me after my internship. Or something with such relevant experience it would lead directly to a job.

If the organization and the job are interesting to me, I may accept an unpaid internship.

Good experience.

If it had connections to a future job opportunity or if there was paid travel abroad.

Nothing

The right opportunity that has a combination of my policy area of interest, the skills I want to apply, and the organization I want to work with.

Nothing with my current financial status

High prestigious opportunity in working under a leader of a field/cutting edge type of work.

I accepted an unpaid internship during winter and spring quarters in 2019, and I accepted it because I needed some work experience relevant to the MPA, but I wouldn't accept an unpaid role again.

Literally nothing. Work is never "free" and my skills and experience are worth far more than zero.

A guarantee (or near-guarantee) for a paid job after completion of a trial period. To put it lightly, it's insulting not to pay a graduate student to produce top-notch work while they go into debt advancing their career in public service.

If it were a position in a branch of government or organization I might not otherwise be connected to/where chances of working there increased substantially by having an internship (e.g., federal service)

I had no other options and I thought the opportunity would be valuable enough that I wouldn't be resentful of not being paid. I just don't think it's acceptable to not pay graduate level interns when we could be doing lower skilled jobs for \$15/hour. The exception might be a small nonprofit with low capacity.



I am not interested in accepting an unpaid internship. I consider unpaid internships to be part of undergrad or an externship. If I am not receiving class credit where there is a concrete learning goal, then I would not be interested.

Nothing would compel me to accept an unpaid internship. There is no experience that can substitute financial compensation for quality work. Unpaid internships render many qualified people unable to compete for enriching experiences and contribute to our sector's significant barriers to entry.

It would have to be a completely amazing opportunity or, in the case of the unpaid one that I did, be a very minor time commitment that didn't add a lot of work to my schedule.

I could not financially afford to accept an unpaid internship.

Full responses to Student Survey, Question 21 : To guide the development of future employer relationships, we welcome any additional thoughts. These may include, but are not limited to, policy areas of interest, desired internship functions, or geographic preferences where you would like to see Career Development focus future efforts.

I would love to see more opportunities in Washington DC and New York. I would also love to see more politics focused internships.

Local government opportunities

Guest speakers from organizations in relevant classes were much appreciated and helpful.

I would like to work in non-profit organizations, especially international organizations.

It might be interesting to formalize the country-wide network of alums by trying to find internship connections in incoming/current students' hometowns. For instance, I've been in Richmond for the summer and had to poke around impromptu networking nights to stumble into an unpaid internship, but if there'd been anything to apply to through EvansJobs I certainly would have.

You could organize an offline internship check-in meeting to talk with those young students without much work experience and have some voluntary partners for them, if possible.

Would love to see more focus on international humanitarianism and development

Better understanding of public finance and consulting careers

Stronger Alum network, with better ways for current students to connect with Alum in orgs where-[e they wish to work, or who held the same / similar internships.

Internships and jobs within 15 miles north of UW/Seattle. Program evaluation-perhaps a private company that contracts with nonprofits?

More paid international internships are desirable.

I would like to see more efforts in career opportunities in places like Colorado

more job options/searches within Seattle area.

Human Services (City of Seattle)

I was disappointed that there was a underrepresented job offers through EvansJobs from City of Seattle or King County. I ended up dropping my search on EvansJobs in favor of other methods (such as direct announcements from the City or County) because the full breath of opportunities was never present in EvansJobs.

Make the applications for internship funding opportunities available sooner, and give out decisions sooner.

I'm hoping that there could be some special guiding for the international students on how to get involved in the local working environment more properly.

Evans career development should focus on providing more national opportunities, especially for those of us who are not from the PNW and don't plan on staying here post-graduation. I know of people in other programs at other schools who, for example, are able to attend career treks in Washington, DC or New York City to learn more about policy or foundation careers. I think something like this would greatly accentuate our career development opportunities. Furthermore, I would recommend that the career development team provide more opportunities on evans jobs that actually speak to the degree we'll be graduating from. Many times, I've found myself looking at job postings that don't even require a master's degree and don't actually reflect that degree we're obtaining (both in the nature of the job or the pay). This has deterred me from using Evans Jobs to its fullest potential.

I would like to see more environmental-focused opportunities.

Full Responses to Employer Survey, Question 3: What is your Organization's view on the purpose of internships?

1) I'm not sure if it is possible but having an internship post state 1 or 2 Evans core courses that apply to the skills needed for the internship. Sometime the job descriptions use a different language that myself or my peers are not familiar with but in reality, we have the perfect skills set and knowledge for the job. I don't have any knowledge of how Simplicity works or how job postings are entered into the system, but if it is the employer entering the job description, then (if possible) have a quick one sentence description of each core course and ask them to select the courses that apply to their position they are posing about. 2) More internships on the east coast (with or without an international policy focus) or more internships internationally in different countries. I know we have a few alumni working internationally, so possibly connecting with them and asking if their organization has an internship program would help make that connection. 3) Providing advice to interns about professional ways to exit their internship when it is complete, but have the advice include something that creates a more unified feeling of "This is Evans". For example, providing students with an Evans letterhead "thank you" letter that has an outline option prepared but provides students the ability to make it more personal.

Greater focus on urban policy / transportation related internships

I think there were too many students who received unpaid internships and I believe there is an opportunity for the Career Team to step up and support students in finding a perfect internship match. These internships are really competitive and even an "Evans Exclusive" internship really could go to anyone.

More paid positions for international students. More career support for international students.

As resource intensive as it would be, it could be beneficial if the Evans School was able to have guaranteed internship opportunities for those who are struggling to find internships or are unsure of what they want to do. I would imagine there would be many who would still go find internships of their preference aside from these.

Managing position expectations/deliverables.

Complete value-add projects that simply cannot be prioritized without help

promote the public sector as a good career path.

Invest in future municipal leadership corps

provide realistic job related opportunities and skill development for a future professional.

Lead a new, short-term project to advance our mission/programs.

supporting education of Seattle residents

can openers - to ask questions we wouldn't think to ask

provide on-hands learning opportunity to students

To provide work-specific education.

Expanding pipeline for the field, it is rare that we recruit interns later on

to receive fresh perspective and new insight from interns

Providing/reciprocate learning opportunities to expand experience and skills for interns

To provide students with a good experience

Learning opportunity for interns

Assist with investigations and other tasks

City Light prides itself on providing opportunities for continued growth of interns.

Full Responses to Employer Survey, Question 5: How are internships typically developed in your organization?

Providing interns' opportunities to learn about performance auditing and whether this might be a future career path of interest

To foster a learning environment and encourage management skills within a small team

Special Project

Offering relevant work experience for students and early-career professionals

To mentor & build capacity in the next generation of collaborative leaders

Expose students to policy, systems and environment work in public health

Give interns insight into the work environment and how decisions are made.

Professional development for students

Diversify our team and provide opportunities to educate future public servants on municipal governance.

provide learning opportunities for interns

This question needs rewording, since my views are not the org's views

Projects

Provide in-depth analysis on a topic

Civic education

Provide work experience for the intern

Give students some new, on-site experiences

Grant valuable experience to future professionals.

Help student receive a well-rounded experience

provide intern with an accomplishment that can be added to their cv

Teach and mentor students to pursue public interest careers

Helping to give real life government experience to the next generation

Invest in professional development

We think it is our responsibility to give a rewarding professional experience for the intern, and to develop future employees for the industry, or for us.

Applied academic experiences to facilitate training

Offer students learning opportunities.

Provide a meaningful work experience

Serve to trigger interest in using the data we are gathering for quality research

we're moving toward an HR managed process, based on requests from other departments

procedures change frequently - there is no "typical"

combination of 1 and 3

We try to have an intern in the office every day of the week

Via an intern program w/rolling application & periodic, project-specific hires

The last few have come through the CMO's office

Position developed by manager, but selection process is managed by HR,

Our team develops a description and it is posted on our website

Our team develop and interview and hire.



Options A and B - I tend to get interns for myself, however our HR has just started a central internship program

On an annual basis, I and others evaluate our capacity for internships relative to summer peak

workload and ability to mentor interns within that capacity.

Mwanzo finds it very helpful to team with the Evans School @ UW

Interns often come to us and we develop a program to meet their / our needs.

I develop the position, and recruit through the organization's central internship recruitment process

I would be great to get insights on the best time to recruit new interns (i.e. avoiding breaks, midterms, etc.)

recruitment, my team leads the applicant review and interview processes.

I develop the position and select the employee, however HR completes the posting, application intake and policy processes.

I actively recruit and interview prospective interns from WWU and other colleges

HR runs the program, but we get to interview and choose the interns.

Department leadership determines available budget/opportunities for internships

An internship workgroup within our team takes care of the recruitment

I develop the position, HR manages the

Full Response to Employer Survey, Question 15: To further align the development of the Evans School internship program with your internship needs, please share any remaining thoughts about what would be helpful in building a strong partnership between your organization and the Evans School?

Frankly, the most attractive candidates for our organization are those with prior work history or military experience. We find the experience mutually beneficial when the intern has enough work experience to work independently once a project is explained. Of course, we seek projects that include significant interaction with staff at all levels.

It would be great if you have a funding source or grants to City's to support interns. We work with UPS who provides amazing interns. The university pays them a salary and provides housing in the summer. We would be able to support more interns if we had a dedicated funding source for them. At this time we have to find funds in various depts to help cover the costs.

I like the iSchool's Open Data Literacy approach to interns - partner with us on a grant application, then we provide placement for grant-funded student roles. I also like the Northeastern approach - externships where we contribute expertise and opportunities to a university-led off-site project. Travel is a major barrier for internships in Olympia

An in-person meeting or conference call would be helpful. We are also interested in interns who are from historically marginalized or underrepresented communities.

We currently don't have a formal internship program and do not provide compensation; in the past we have had interns but they were either unpaid or

compensated via their college/university programs.

I suggest that school should learn about recruiting internship system of UN, because the way that we hire internship is different from other institution. Normally, UN always open the opportunities for every students around the world who are willing to have an internship.

Our strongest candidates have an interest in public / global health.

The Communication piece and knowing how Evans is trying to help get their students opportunities.

Since I hire interns irregularly at this point, just being able to talk to people at the Evans School to get word out quickly is appreciated.

An email with a notification and link to post internships would be helpful, and also a easily accessible way to understand beforehand what the internship requirements are for the program, if there is a possibility of them receiving funding from the school, and if they are receiving credit for the internship. That makes me much more likely to interview and/or make an offer so it would be good to know during the application process. I did host three interns from the Evans school during Summer 2016, and there was confusion at that time about what the requirements were for me as an intern host with the school. I don't recall anyone has applied since although I did post the internship the following two years.

Within a potential best practice guide shown above: it would be great to understand for the student interface/student side: what do they see of the internship posting provided by employers, how are opportunities posted, and for our understanding at what stage/advance amount of time are students typically starting to look for their internship opportunities so that we can plan accordingly.

Thank you for opportunity to provide feedback, we appreciate applicants we benefit from at our company from the Evans School, both for internships and permanent positions!

Notify us early on about the potential for Evans School interns - we tend to not think about how helpful an intern can be until it's too late (near the start of summer). We could also think about an ongoing partnership between the Evans School and TNC.

Reaching out regularly with intern candidates skills & goals so we could see if there's a good fit.

The nature of the work we do is perfectly suited for Evans School students, but we have not in the past drawn many interns from the school. Would appreciate any recommendations on how to recruit more if you agree this is a good fit.

A program coordinator at Evans School who knew me and my organization, so they could reliably send over a few curated recommended resumes of Evans School students that I could be sure would be a great fit. Low turnover in that job would be key to maintaining relationships.

What we offer is not a typical internship. Investigative interns accepted into the program have an opportunity to conduct real investigations from start to finish helping indigent clients and to assist attorneys and other investigators in our office.

We have a great relationship with the Evans School and have worked with many of your students over the last few years, both in projects directly involving Totem Star and through interviews and surveys for other organizations like the Office of Arts & Culture. Our current Deputy Director Paul Laughlin is an Evans School graduate!

The interns we receive from the Evans School have been highly skilled, mature and easy to work with.

I have been having a *very* positive experience with the Evans School and am incredibly thankful for the opportunity to work with your group. This round, I've noticed some skill gap areas in the intern group that I would love some extra resources so I can accommodate their needs more effectively. I am concerned that a couple of my interns won't have a strong portfolio when they complete their internships because we've been navigating those



gaps. For instance, a couple of the interns are struggling with doing their projects without a very explicit step-by-step guide, sometimes with the granularity of needing me to tell them what to google. I usually utilize an Agile management system but that hasn't been particularly successful this time around because even with daily stand-ups and a weekly, there has been a stutter of productivity due of the need for approval at each step. Is there a standard process or format for projects that might be more successful? If so, I'd love anything you have to share so I can do better!

We are also interested in developing an externship program and would like to partner with you. Please contact Tania Fleming, Principal Performance Auditor, at tania.fleming@sao.wa.gov or 360-725-5627 to discuss this further.

Many interns come without much professional office work experience or skills; we have a pretty strong process in place for orienting student workers and interns and setting expectations, and we see this training as part of the purpose of the internship, but any additional support in providing students with information about typical professional expectations for an office environment would always be welcome.

Please let the Ruckelshaus Center come speak to students briefly during orientation!

Since I manage my interns through the City Light HR Internship Program, I'm required to use all their resources. It is a robust program with several scheduled activities and requirements.

The key is understanding what strengths the students have, relative to what needs the department has. It is not always clear how the Evans School students fit within the agency's needs.

Educate us on programs and types of students at Evans.

The majority of our interns are hired through our Summer Student hire program, which is an established, long-standing program run through our Employee Resources division. Other internship opportunities are less common, and are managed

through individual departments on an as need basis.

We are especially interested in working with interns that have experience in American Indian/Alaska Native communities, that want to learn public health skills.

Doing projects related to the City's objectives on an ongoing or recurring basis. Like policy analysis, market analysis, comparative analysis, special situation/market dynamic analysis. Having graduate level students working on actual issues/projects would improve exposure and build a working relationship.

It would be great if we had a list of our needs/wants and then if/when a student was matched to our needs, we could consider bringing them in. We sometimes have new resources/funding coming up but don't go for an internship if we feel it'll be too burdensome to hire and train for that role. We may do more paid internships if we knew the candidate was out there and they wanted to work for us.

I feel that Evans has been an excellent partner to my organization in recruiting and hiring good interns.

More background in urban planning

We worked with one intern during our business cessation. We are no longer in business.

I have had a great experience with the Evans School this year! I would love more resources on best practices. This year's crew had some skill gaps where the Agile Management system I typically use wasn't very successful so I'd love some extra tools to pull from if you have suggestions. Thanks for the opportunity to work with you!

We have been more than thrilled to have the current intern, Kristen Ingman, continue on during the academic year. She is a delight, very organized, skilled in writing & policy practices. She has exceptional interpersonal skills, reliability and teamwork. She produces quality products & consults w/mentors effectively. It would help our organization to know when to apply for interns in

relation to assuring the intern has time to apply for a scholarship.

Communication with Evans about the needs of our community and keep aligning with program.
Tremendous experience this year.

Every intern we've worked with has been wonderful

While I have had a small sample of Evan's Interns they have been excellent, motivated and quick to apply their skills to the task at hand. I want the intern to complete the experience with a product (written document, analysis, report) that they can use as an example of their work and add to their resume.

I have only worked with one Evans school intern and it was not a positive experience. This was due, in part, to poorly messaged expectations on my part, but it was also due to a serious lack of professionalism and skills on part of the intern. We are at a legal aid organization and an Evans intern could be very helpful to assist us with things we don't have the experience or expertise to do, but my first experience was very poor.

Consider engaging the department in opportunities to interact with students, such as in panel discussions, brown bag events, guest lectures, etc. to expose students to Public Works/Utilities careers.

I have been impressed with the caliber of the interns from the Evans school. We started posting for interns in March for a June 1 start date. I am concerned that this is not early enough. Any help would be appreciated.

Interest from interns in the different disciplines of local government than just City Manager-track. For example, Public Works, Finance, Parks & Rec, Human Services. It could be just luck but I seem to meet Evans School students who are only interested in a City Manager's Office internship.

I think the more opportunity we have to see students on campus and understand their goals, the more we

can find meaningful opportunities for them in our work. Regular interaction.

Most successful candidates have prior work experience

We would love to hear more about Evans' internship programs aside from the Consultancy Teams, including the types of internships and experiences students are looking for, what's required for supervision/evaluation of interns, etc.

I think organizations are competitive with each other. If we see a great intern-driven project at a neighboring agency, we'll want to have/provide a similar experience at our organization. It might be useful to proactively share examples of local/regional interns and their projects. This could give us a better understanding of what kinds of projects to plan for an intern, and it might just spur some healthy competition for a rock-star Evans intern. We've had a couple Evans interns, and both have been outstanding. Thanks for the survey.

The time allowed to apply for an internship is often rather short. The Evans School should make students aware of the announcements as soon as possible.

Thanks for the survey. We have hired both interns as well as alumni for long-term positions and have always been exceptionally pleased about the strength and breadth of their knowledge.

Having expectations of what students should be learning on the job (e.g., connections with coursework and program competencies) would be great.

I may need an intern this fall and will likely be in touch with far less notice than I usually give. Our amazing intern this past year is likely going to be offered a great job and we will have an opening.

The Career Services team at Evans is top notch and I love working with them!

I think we have a quite ideal relationship now (since early 2018). I know and work with two professors for high-level and occasional coordination (I knew them both before signing any agreements with UW). We've engaged three Post-Doc Research Associates



through an agreement; we connect on a more regular basis; I've worked with at least 7 Evans students as consultants (at \$15.45/hour--a limiting factor for us), and 4 through the Consulting Lab (much more cost-effective for our small non-profit, but also less satisfactory so far).

This might be more on our end, but one challenge this year was that there were several internships in my department, and several Evans students (and others, like MUP students) competing for them. I wonder if there's a way to streamline and coordinate that better, or maybe have one centralized hiring pool or something like that.

It would be great to know when the best time of year is to recruit for summer internship positions.

Maybe just as an FYI: The City of Seattle has a mandate from the Mayor to seek more diversity in the interns we recruit; there are goals associated with the number of interns each department should hire from the Seattle Colleges. This could cause places like UW to see a decrease in the number of hired interns. Seattle IT is building a more robust internship program; it would be really helpful to have best practices for a structured internship program! P.S. My Evans intern is GREAT!

Transportation sector jobs are plentiful in the region and coursework is relevant to many internships and entry level positions.

I would love to see a more robust effort to connect Evans students with paid internships. I'm shocked how many of my outstanding peers



have been unable to obtain an internship after diligently searching!

I'm working in Olympia and the work is awesome. I live in Seattle and commute on average four days a week. The agency I work for is pretty strict on remote work, which I think is a mistake. The commute is pretty grueling, and I wouldn't necessarily recommend someone else do what I'm doing if they have another option. Perhaps that is something that could be communicated to employers in Olympia.

Evans jobs is an invaluable resource. If you ever offer interview or salary negotiation clinics - I'd be there. I am interested in research positions.

I think EvansJobs should be separated from Career Development in this survey. I know they're managed by the same team but for EvansJobs, I consider how helpful the site/postings/interface was. For Career Development, I consider how helpful any programming, appointments, other Q/A with staff were.

Full Response to Alumni Survey, Question 4: Thank you for taking time to fill out this survey, your insights are incredibly valuable to us. If you are willing to be contacted for a follow-up on these topics, please indicate your response below. A member of the Career Development team will be in touch with you to discuss further follow-up in the coming weeks.

my internship was a great experience, however asking students to complete 400 hours of unpaid hours in addition to working a full load and being educated using loans is only holding back people versus helping us advance.

first internship showed me that I would prefer to work domestically than abroad and provided a work product (evaluation plan) that led to a TA position. second internship led to a job offer for right after graduation. on both counts - I found and obtained the internships completely on my own and received no helpful support from the career development team at the time.

Would have been nice if the career team would have provided more guidance on networking and how to leverage the internship into a career.

When I entered my career in local government administration, I was explicitly told several times that prior internship experience with a local government was a critical experience to look for when pulling forward applications for job interviews. I know that all three of my internships were crucial for me getting to where I am today.

Was good to do.

Very little

Unfortunately I cannot offer any comments or suggests as the PCMI no longer exists and I did not do any other internships. But Peace Corps gave me the opportunity to apply for govt jobs through non competitive eligibility and I was able to find and get hired as an Asylum Officer (thank you career center for helping with my resume and cover letter!). Peace Corps gave me soft skills and taught me to

work with different cultures and people with different socioeconomic status. It also taught me how to relate to others, put them at ease, and ask questions; all important skills in my current position.

They were very important to creating a network and experience that I could lean on while applying for jobs. I also worked on campus as a graduate assistant with undergrad programming that helped me to finance my grad school. Working while in school is so important to continue building experience and network, and school/instructors should recognize, leverage, and accommodate those experiences.

They were hard to come by for several reasons: 1) Seattle is over saturated with Evans alum; 2) The Evans school wanted them to be over complex because it is graduate school. While this is understandable, this further narrowed the pool of agencies/nonprofits that needed our expertise; 3) It would have been nice to have more funding attached to internships, given all of the crap that we ended up paying for.

They provided the opportunity to explore different sectors (e.g. one internship I had was with a national research firm, one was with a tech start-up, one was with a local government/county agency, one was with the university) in an efficient and time-bound way to see whether they might be a good fit for my career post-Evans. It was beneficial to have so many experiences play into my ultimate decision.

These were extremely useful professional experiences that directly lead to post-Evans job opportunities. The connections I made in my

internship in Seattle were vital in networking in that space. Unfortunately, my hours fell just short and I needed a second internship to complete the hours and that one wasn't useful at all and detracted from my studies and was a pain to secure.

The internships I had at Evans helped me understand what kind of work I wanted to do in the non-profit/public field. I was passionate about many aspects of work (development, community engagement, volunteer management, etc.) and was able to use different internships to explore and network in many different fields.

The internship was essential for me because I did not have a lot of direct experience that would apply post grad school. The internship gave me a chance to practice my skills, learn how government actually functions, and was an essential part in finding a job post graduation. However, the internship is the most stressful part of the Evans school. Not completing the internship but finding one. Most everyone I talked to throughout winter and spring term were hyper stressed and focused on finding an internship. If the career center could focus on ways to alleviate that stress that would have an incredibly positive impact on the program as a whole.

The internship was a mix of good and bad. Got a good mix of real world job experience but also had some tasks assigned to me that did not feel valuable to my professional development. It may be a good strategy to ensure intern employers have guidelines on what interns should and should not be doing.

The internship has been a great source for all of the materials I use in my professional portfolio as I interned at a small city in City Management and was able to work alongside the top level of management. I was lucky to have found it as I was not provided help by the career office. Instead I had been told in the spring of my second year that I was required to quit my full time job to get an internship that no one was going to help me find. This was despite my turning in my internship fulfillment

paperwork when I first started my classes. Getting the internship was a pain and cost me more money as I had to pay tuition for summer quarter in order to complete the graduation requirements. I hope the process has gotten better since then as I know I was not the only one this happened to and it left a very sour taste in many students' mouths.

The internship gave me experience doing some program evaluation which I was able to use during interviews for jobs that required the skillset.

The internship experience was great. I ended up being hired by the nonprofit and worked there for 2.5 years. I do wish there would have been more support from the career team at Evans to help us sort through/discuss options. And plan based on career goals. I think this was available but it was not well publicized.

The internship experience helped me to land my first job after graduation.

The internship I got with the City's DOT lead to my current career with the same team. I would not have landed this job if I hadn't had the internship experience.

The biggest issue I had with the requirement was that all of the opportunities that I was given were unpaid. I couldn't afford to take them. When I was told that there was a scholarship available, I was also told that I had to accept an unpaid internship in order to be eligible. Since I couldn't accept an unpaid internship unless I was able to guarantee funding of some kind, I didn't end up doing one. Instead, I went and worked a job that was unrelated to my field, which didn't help me secure employment after the program. Frankly, I felt that there was little or no effort from the school to support students who were not able to support themselves financially during an unpaid internship. Since then, I have hired two interns at my company, one of whom was an Evans student, and both have been paid. If nothing else, my experience with the Evans School taught me to appreciate the kind of

talent that I could access by paying for a basic internship experience for my own employees.

Overall my internship experience with Seattle City Light and American Farmland Trust was excellent as I learned a great deal about working with teams and independently on projects; and the project work was exciting and allowed me to apply what I was studying at Evans. The intern experience helped enhance my future career work as well.

One of my internships gave me a chance to learn about researching municipal codes, which has been useful in my career in local government.

One of my experiences was at a federal agency, which gave me insight and experience to help me get my current role at the federal level.

Not much, though it I don't regret it at all. My path for work at/during Evans made me want to enter government relations/lobbying, but was secondary to wanting to live here, which is an almost contradictory statement. That being said, I'll always cherish the experience I got helping nonprofits realize the benefits of lobbying/hiring a contract lobbyist.

My "internship" was simply the job I'd been doing throughout my graduate program. I think it allowed me to hone and practice some of the more technical data skills that I'd been introduced to at Evans, which was nice. It also gave me exposure and work experience with the Gates Foundation which was good for building my resume in the development space. I think more guidance to help shape and guide students would be helpful. I know a lot of peers just found things to fill the requirement in the allotted time compared to finding meaningful positions and connecting with jobs they wanted to

My work study job at a local nonprofit satisfied my internship requirement. The work study position led to a full time job offer after graduation and was pivotal in allowing me to build out my professional network.

My work experience substituted for an internship. Having this option was great for me since I was working full time and going to school at the same time.

My work experience qualified for my internship requirement.

My job as a program assistant counted as my "internship" and I regret not doing a different internship outside of that. My classmates had a much more hands on learning experience with their internships that translates into important skills that helped them find jobs after graduation. My fellowship at Evans required me to work but did not really give me the skills to stand out or grow my career prospects.

My internships while at Evans were essential to my current job and my first job after Evans. They gave me credibility through the UN, high-level insights into international politics, and evaluation skills. While I wish I had gained even more skills and had more responsibility, these internships absolutely have shaped the opportunities I have had post-Evans. I received a fellowship that I began immediately after Evans graduation- in the interviews for that fellowship, my internships featured strongly and were impressive. I received my current job a few months after completing that fellowship and I mentioned my internships often in that interview process as well. I use the skills and determination I gained from my internships in my current job.

My internships ranged from program management to communications strategies. They were great arenas to build-off my Evans studies and apply best practices into these nonprofits. I would have love a little more support from Evan's in guidance in what to look for in a highly professional internship. I have seen from my class specifically that each classmates internship highly impacted where their career has gone and the professional connections that they made.

My internships opened the pathway for a job with the city of Seattle that I would likely have not gotten otherwise.

My internship-working on an RCT with Evans professor Brian Dillon-gave me experience doing M&E, working in the field, and generally beefed up my quantitative skills. It gave me the experience necessary to land an impact/evaluation job when I moved to Rwanda a year after graduation.

My internship was with Seattle Public Utilities (SPU), Directors Office and I mainly focused on employee communications. Essentially, I wrote, edited, and managed the content that went on SPU's internal website; from news articles to Director's messages, to safety and other awareness messages. I have a very different role currently as a Sr. Budget and Project Controls Analyst, but that year-long internship helped immensely in the development of my post-grad career. It was my first exposure to City Government and I have since worked for 3 different cities (Tacoma, Bellevue, and currently Seattle). I gained some lifelong networks and learned to navigate through the complexities that exist within local government, which enabled me to succeed in all of my post-grad jobs.

My internship was not really helpful in getting me a job post-Evans. I was pretty frustrated with my experience in trying to get an internship because I was given poor advice by my career counselor to hold out for opportunities that were specific to a niche interest area (Animal welfare) that I wanted to get experience in. I was discouraged from applying to internships early on. I ended up last minute applying for the internship I got at the end of May and it was not a graduate level experience. It was an internship that was meant for an undergrad early in their education but I had run out of time for summer internships so I accepted it. I didn't really get much from it aside from getting my 400 hours to meet the internship requirement.

My internship was a great way to get some experience in an area that I was interested in based

on my studies at Evans. I can't say it completely altered my career path, but it definitely informed my overall decision-making in terms of the role or capacity I wanted to hold post-Evans.

My internship was a great foot in the door with the City of Seattle (Department of Transportation). I interned with them for 2 years during grad school and still work there today. Very satisfied with my experience.

My internship was a Management Internship at the City of Bainbridge Island during the summer of 2014. It was the first time the City offered an internship at the level and specifically to Evans. I had received an internship waiver due to previous experience, so I technically completed the internship after graduation. It was extended for another quarter as they appreciated my input and the number of projects I completed. It was a wonderful experience and one of the main reasons I received a number of final interviews and eventually my position as a Management and Budget Analyst at the City of Tacoma.

My internship turned into a job offer after graduation. I was able to use it as my capstone project which I felt was important, but Evans didn't offer any flexibility to do my internship and do a concentration at the same time. Multiple professors told me the concentration was way less important, so I'm glad I listened, but I thought it was strange the program disincentivised these learning experiences.

My internship turned in a full-time job at which I have remained for the past 7 years.

My internship transitioned into a full time job after graduation.

My internship took the form of a full-time campaign job. Without that job, I would not have made the connections that opened the door to my first job out of Evans. Taking this 'internship' required that I take a quarter off of school, which did impact my connections with peers and students.



My internship significantly improved my communication skills. It also got me more into the US culture.

My internship experience helped narrow my policy focus and the skills I learned in my first year at Evans felt highly applicable in both internships.

My internship experience was great, and my boss at the internship recommended me for the wonderful job I've had since grad school (2.5 years ago). However, the Evans career services team were completely unhelpful to me during my time at the Evans School (they didn't seem to have any concept of jobs in the education policy world.)

My internship experience made it clear to me that I wouldn't want to work for a nonprofit organization. While my internships probably didn't get me in the door for any jobs, they helped demonstrate my professional interest to potential employers.

My internship experience had a definite influence on my post-Evans career path. I joined Seattle Public Utilities as a communications graduate intern which was then extended as a term-limited job after graduation. Then, I moved to a permanent job at King County in a communications role. I believe that having my SPU experience created valuable connections in the local government field and strengthened my work experience, making me more competitive for local government jobs.

My internship experience directly impacted my career and continues to today. I got a job with a local government in Oregon because of internship experience that was directly relevant to the position. I was in that job for 3.5 years and now I work for the state in a position that I was hired for based in large part on these previous two experiences. Not only that, but the internship I had while at Evans was promoted primarily (or maybe only?) to Evans School students because they had had such good experiences working Evans students.

My internship experience at Evans was just alright. I don't think there was much gained that specifically attributed to my career path post-Evans. I worked for the city at an internship that didn't allow for much growth outside a very specific communications topic. This experience had no bearing on my current role.

My internship directly affected how I got my job that I have now. My former boss hired me right out of school even though I hadn't worked with him for over seven months due to the work ethic and quality of work I had done in my internship. Two years later and I am permanent in a higher position.

My internship didn't affect my career path in any way. Rather I used prior skills to obtain the internship position and continued using prior skills while employed in my internship. In my career, however, I utilize skills gained at the Evans school daily.

My internship did not affect my post-Evans career. My internship working with the bureau of land management was environmentally focused and now I'm in the mental health field because I could not find a job in the environmental policy field.

My internship became my career path! I was hired upon graduation at my nonprofit, and have been here ever since, having now been with the org for 5+ years. My role has shifted and progressed, but I am still proud to have had this role grow out of my Evans internship. That being said, this small org did not totally know what they were looking for in an intern, and I very much had to create my own learning while in that role. I was, however, invited to the table at many org-wide discussions and events, which really helped me grow and understand nonprofits better. I think my situation is unique, but it worked wonderfully for me and I have developed a career based off of meeting my Evans School requirement.

My internship at the City of Redmond was pretty crucial to all of the subsequent jobs I have had



since. I was able to get a little bit of experience in a budget/finance office which opened up opportunities at other cities. One thing I will admit thought, the Career Office at the Evans School didn't really help me get any of my internships/jobs. I had more success by going to events and networking through the instructors. Justin Marlowe was pretty critical in helping me on my career path.

My internship at Seattle Public Utilities got me interested in working for city government, and I've remained at the City of Seattle ever since.

My internship as a Policy Aide in the City of Seattle's Office of Policy and Innovation shaped my passion for education policy and allowed me to network in that field. Unfortunately, it was not enough to land me a position working in education policy in Seattle.

My final project for my internship was looked at and helped my gain a position after graduation.

My final internship at the city of Seattle led to a full-time job offer after graduation. I would not have been offered the position without my experience as an intern.

My Evans School internship is what set me on a path to a career in transportation. I was always interested in transportation as a possible future policy area, but wasn't really sure how to get into the field without being an urban planner. I had other policy areas of interest and wasn't set on any particular one so I decided to focus my internship search efforts on local government. I figured that even if I changed policy paths, some local government experience under my belt would be immensely useful to my career search later. So I applied for as many city government internships as I could, in a few different cities and departments. The best offer I got was with the Seattle Department of Transportation and over the course of my year there I went from "I might be interested in a career in transportation" to "I want to make transportation my life's work." I was able to use my time there and

the connections I made to further develop my own career plans. It all started with my internship at SDOT! The internship informed my decision to pursue a transportation-focused Public Service Clinic during second year. My PSC client told me about a similar transportation nonprofit in Portland that I eventually landed a job with after I moved here. And that nonprofit job gave me the experience and connections I needed to eventually land a new job at the Oregon Department of Transportation. If I'm being very honest, leaving Seattle to move to Portland made it unexpectedly very difficult to move forward in my career at the pace I'd hoped. Getting a foot in the door as a transportation policy wonk is difficult here as someone without a planning degree and with connections mostly in Seattle, because the transportation job market here is deeply connected to Portland State University and its alumni. I had to fight hard and wait what felt like a long time to get that foot in the door, but I'm grateful for it now and I know that my Evans School internship experience started it all.

My "internship" was at UW working with the College of the Environment in their Doris Duke Scholars Program. I was a staff member/RA/TA/instructor. This wasn't a typical "business" internship but was a full-time job for the summer in my chosen field - environmental policy and conservation. Many years later, I am now actually employed in that field! I'm a research scientist/policy analyst at UW-Tacoma and feel that the internship, along with a lot of other opportunities, helped me to get where I am today.

My "internship" led me down a different career path than I anticipated when choosing to go to graduate school. It opened up a new field and gave me critical experience and connections that have led me to be a Director of a nonprofit in that field in a different state. The highlights include 1) Opportunity to apply skills learned in school; 2) Networking; 3) Led to my capstone project and

success with that; 4) I was hired by that organization after the internship

Led to a job.

It would have been helpful to sit down with a career counselor and discuss internship opportunities and what I was hoping to get out of them. I did them just to check the box and they weren't super worthwhile.

It was most valuable in the sense that it showed me what I DID NOT want to pursue. I felt fully prepared from a skill set and technical POV, but it ended up mostly showing me a path I no longer wanted.

It was invaluable to get the exposure I needed to my industry and find a job after school. It also helped me take out fewer loans to pay for my living expenses.

It was essential for me to get a job.

It was an excellent networking opportunity for me - people I met in my internships when I was in Seattle allowed me to pursue my post graduation job in San Francisco.

It was a helpful way to build a network in the US, and was my first time working in the US. It helped me build experience and knowledge about the landscape. However, I received very little to no assistance from the career development office in finding my internship. While some of their suggestions were helpful to improve my CV, I soon realized they didn't have the indepth knowledge of the field and there was a lot more improvement needed in my CV which they did not highlight.

It was a great experience. I declined an opportunity to take over in a paid role after graduating due to the long commute. I wish I would have explored a County or city internship.

It helped me to decide what I wanted to do and what I did not want to do. It opened doors for me and ultimately guided me to my post-graduate school role.

It helped me learn exactly what I do/do not want to do. It gave me a glimpse at international organization bureaucracy without a commitment of a full-time job or more permanent move abroad. It also introduced me to people from all over the world and opened doors to possibilities in the future.

It helped me determine that the field I was interested in, wasn't actually one that I wanted to pursue.

It helped me decide what I wanted in a career, and also what I didn't want. Overall it was a good experience.

It gave me the skills I needed to work at an on campus research center my 2nd year, which ended up turning into a full time job once I graduated. However the lack of pay stipends made things difficult financially.

It felt like a poorly-conceived requirement. I could have gotten far more value from a 10/hour per week internship, but it wouldn't have met the total hour requirement. Instead, I took what was functionally an entry level work-study job full time over a summer. It was, by and large, an egregious waste of time.

It didn't. Sorta of a waste of time. Felt like I was on my own.

It did not. But, it did help a lot of people and I'd like for UW-IT (where I currently work) to be more involved with internships and the consulting labs.

Interning at the World Resources Institute was likely the most transformative component of my Evans experience. It exposed me to a specific, professional application of what I was learning in the classroom, provided insight into how policy is (sometimes) informed by rigorous academic research, and inspired me to move to DC. My internship grew into a remote research consulting position that I held through my second year at Evans, and it connected

me to the life in DC I pursued upon graduation as a research assistant in the Economic Studies program at the Brookings Institution. Additionally, much of the research I now pursue as a doctoral candidate at Harvard University was inspired by the research I conducted as an intern at WRI. In fact, my research on carbon pricing and climate economics at WRI was what led me to reach out to my current advisor about applying to doctoral programs. Finally, I now volunteer for the women's scholarship foundation that provided my financial assistance while I was a summer intern in DC, mentoring current interns and assisting on the search committee for new scholars each spring. So, the internship experience - and all that it grew in to - was exceptional, and I would love to offer any other insights to any current or prospective students who are interested!

I'm still working at the company I interned for, and have been promoted twice. I would never have entered the industry I work in if it weren't for the internship, which is a good thing!

I wrote a long response. It timed out in a few minutes. I'm not rewriting it. Contact me for more info. The internship requirement was a terrible hardship on my family due to it being unpaid. Career services did not assist me in securing any opportunities.

I would have loved to have completed an internship, but that wasn't possible for many low-income students who needed to use that time for a job that actually paid. I don't object to an internship requirement, I'm just frustrated that I had to miss out on the opportunity my classmates had if their parents could cover their rent.

I would have liked an internship more geared toward technical skills but did not have the knowledge then to make an informed decision. More guidance on that front from Evans might have led me to pursue a different opportunity.

I worked full time while finishing my MPA in the evenings. I would have liked to have explored career pivots as a student, perhaps workshops on

this topic would be of interest to future students.

I worked for EPAR and that counted as my internship. That experience made clear that my true passion is research, so I decided to pursue a PhD upon graduation from the MPA.

I work in the same field.

I was working full-time while attending Evans, so I did not complete an internship. However, being able to work while completing my degree did help with upward mobility at my organization.

I was working full time for an engineering design firm. At that time I was an H1-B visa holder and I wasn't allowed to intern at other organizations in the US as I would have risked my job and my ability to legally remain in the US and complete my MPA. At Evans I learned a lot about policy, except immigration. At that time (between 2009 and 2013) it wasn't something the school had experts or was willing to investigate. The US is a great country however the immigration system is broken and needs a major overhaul. I would be happy to talk to anybody in the Evans School that is interested in this topic. (Sebastián Aguirre, MPA 2013, sebasaguirre@gmail.com)

I was working 30hrs a week at a foundation so I was not able to apply for any additional internship hours -- especially since I was at Evans full-time. I can say that the Evans school does a great job of outlining the expectations of an internship so that my workplace gave me projects that met the requirements for an Evans school internship.

I was very grateful that I was able to use my current, and ongoing job to fulfill the internship experience. I worked full-time throughout my time at Evans and I used my current job for countless projects and research opportunities, helping not only give context to my studies, but enhance my performance at my job. Allowing me to continue working at my job and not find another internship was very valuable and because of that I was able to

secure increased responsibilities, title change, and increased salary shortly after graduating. I work for a public community college and I found that this program was incredibly valuable for my work in administration. I will always support the opportunity to waive the internship requirement if the student is in a relevant position where they can directly apply what they are learning in class. Thank you.

I was unimpressed by the process - students merely received emails from a listserv, and many of those opportunities were days and weeks out-of-date. If that method was intentional, in an effort to drive students to the career services office, it had the opposite effect with the dozens of colleagues with whom I discussed the situation.

I was restricted in selecting my internship by only realistically being able to take a paid internship. Evans could help ensure students have a worthwhile internship by providing students with funding for unpaid internships.

I was offered a consulting position in Portland at a competitive salary right after the internship with the organization I worked with. I worked from Seattle for a couple months supporting a transition for someone to replace me. I have a good relationship with a senior leader at Multnomah County because of the work I did during my internship.

I was in the non-profit field prior to grad school but wanted to transition to government. My Fellowship was in government and that is the field I am in today so I think it was helpful to enter into government, both jobs in the environmental field.

I was exempted from the internship requirement.

I was able to interview with my internship organization, but ultimately did not get offered the job. I ended up on a different career path subsequently.

I was a PCMI student, a program that no longer is run by the school. Through the experience I learned I didn't want to work in a foreign country as a gay man, so it didn't set me up for a career in the way that many internships do.

I used my previous work experience to waive the internship requirement. I decided to do a part-time internship at the City of Kirkland. My project was unique, but the internship gave me an opportunity to do informational interviews with staff across the City Manager's team. Through that experience I learned that I didn't really see a place for me in local government, at least not in the roles available at the City of Kirkland. Post-graduate school I have stayed working as a Program Manager at the University of Washington.

I turned away from those paths; I guess they helped me learn what I would not want to do.

I took a job where I interned