

Setting Students up to Succeed in Computing Internships

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ABSTRACT

Work integrated learning and professional practice skills are fundamental to computer science education, in addition to forming a requirement for professional body accreditation of courses. The Australian National University (ANU) offers internship placements as a project-based work integrated learning opportunity for undergraduate and postgraduate students. The ANU Computer Science Internship Program is innovative in its design, as it provides three streams: (1) placement in a host organisation, (2) an academic project-based program, and (3) professional mentoring and support via workshops and peer circles. Students entering internship placements find themselves challenged by leaving the university to engage in work-integrated learning, and even more so if they are international students encountering foreign workplace culture. We support our students in managing and growing through these challenges by providing a supportive network, both academically and professionally. This paper reports on the design, development, ongoing improvements, challenges, and outcomes of our internship program.

CCS CONCEPTS

• Social and professional topics-Model curricula • Social and professional topics-CS1

KEYWORDS

Internships, capstone, computing, computer science, education, work-integrated learning

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1 Introduction

In Australia, work integrated learning is a requirement for professional body accreditation of our computing degrees [1]. However, there are also many academic benefits and advantages to students undertaking internships as part of their degree [4]. Students who complete internships have been shown to achieve better academic results [2]. Internships also have benefits for student autonomy, entrepreneurship, and professional skills [6]. Completing an industry-relevant internship also has a strong positive effect on employability, particularly for students with a strong academic record [8].

Despite the many benefits associated with students undertaking internships as part of their degrees, there is little published literature on the design, implementation, and evaluation of such courses, particularly in the field of computing. Along with the benefits, there are also challenges that are associated with undertaking internships, with many students finding internships to be very demanding [4]. Internships also entail the same challenges as other types of capstone projects, such as project scoping, time management, effective communication, and project evaluation [10].

In this paper, we discuss the design, implementation, and evaluation of the ANU Computer Science Internship Program. We report on our ongoing action research project [7] to iteratively evaluate and improve the course, reflecting on our experiences with reference to student and host organisation feedback, and outlining our plans for improving the program in the future. The purpose of this paper is to document the design, delivery, challenges, and innovations of our program, so that we can contribute to building a more substantial body of knowledge around internships in the field of computing.

2 Course Design

The ANU Computer Science Internship Program was established to enable students to develop professional skills in host organisations in order to improve their employability. Our program reflects the view that student experience and learnings should be augmented where possible with experience in real world organisations to support a successful transition to the workplace. The program also seeks to develop professional skills and behaviours, including communication and presentation, problem solving and analytical skills, teamwork, project and time management, confidence, stakeholder management, and to foster curiosity and question-asking.

We ran a pilot program in Semester 2 2017, with support from the Australian Computer Society (ACS). The pilot was offered only to students enrolled in our Masters in computing degree. 12 Masters students completed a single-semester (12 week) internship as part of the pilot program. Following the pilot program, an ongoing program was established in 2018 (see Table 1). In Semester 2 2018, 14 Masters students (10 male, 4 female) were placed in two public sector, two medium sized private companies, and four startup organisations. 12 students completed their projects in Semester 2 2018, with one student continuing to the next semester and one student withdrawing. In Semester 1 2019, 14 Masters students (10 male, 4 female) were placed in four public sector, three medium sized private companies, and three startup organisations, with all students completing the program. In Semester 2 2019, the program expanded to include undergraduate (UG) students and to offer additional places. 17 students (16 Masters, 1 UG; 9 female, 8 male) were placed in four public sector, two medium sized private companies, and two startup organisations.

Table 1: Student and organisation participants in program

<i>Semester</i>	<i>Students</i>	<i>Organisations</i>
<i>S2/2018</i>	14 (10M, 4F)	8 (2 public, 2 private, 4 startups)
<i>S1/2019</i>	14 (10M, 4F)	10 (4 public, 3 private, 3 startups)
<i>S2/2019</i>	17 (8M, 9F)	8 (4 public, 2 private, 2 startups)

All internships were completed within a single semester as a 50% full-time equivalent (FTE), except for one student who spread their internship over two semesters at 25% FTE. Students received course credit equivalent to two courses (i.e., 50% of a semester) for successfully passing the program. Some placements were paid, but the majority were unpaid, which was at the discretion of the host organisation. Projects spanned big data analytics and visualisation, machine learning, and software engineering. Students delivered proof of concepts for new capability or extensions and enhancements for existing software projects and applications.

The ANU Computer Science Internship Program aims to support both students and host organisations in what can be a challenging and confronting undertaking for students, as well as a new and uncertain process for host organisations. In order to ensure both parties are supported, our program combines three streams that work together to form the overall program: (1) placement in a suitable host organisation with a dedicated technical supervisor, (2) an academic project-based program, and (3) a professional mentoring program and support network. We describe our course design in terms of the three complementary streams in the following sections.

2.1 Placement

The first step is finding a suitable placement for our students and working with our host organisations to ensure that they are prepared for the student's arrival, are aware of the course requirements, and that all parties are on the same page in terms

of expectations. For an immersive work experience, we require that our students are placed on-site with the host organisation for 15 hours per week. We also require that they have a dedicated technical supervisor, who will oversee and support their technical project work and provide on the job technical guidance and training, as well as access to business knowledge when needed. This allows the student to take on the role of the apprentice, rather than acting as a technical expert, which has been shown to lead to higher academic achievement for the student [5, 9]. We also ensure that proposed projects will constitute a substantive single project for the students, rather than a collection of smaller tasks, and that if the student were to fail to complete the project that it wouldn't adversely impact the organisation's business.

Host organisations are given the following instructions to guide their project proposals:

- The project presents a clearly framed business problem and requirements statement, with a technical computing component and some degree of complexity that requires problem solving skills.
- The project is standalone (that is, not on a critical path) and can reasonably be undertaken by an individual within approximately 180 hours of effort over an elapsed time of 12 weeks.
- The project can be undertaken onsite within the host organisation.
- Examples of successful projects: proof of concepts for chat bots, facial recognition, and voice recognition; new features for existing software products; data analytics and visualisation to inform improved compliance activities and provide insights into complex policy problems.

The process that we follow in order to gain suitable projects and to match students to placements is as follows:

- Call for hosts to propose projects, visit host organisations to ensure requirements are met and that they can provide a safe and supportive working and learning environment for the students (i.e., we assess size of organisation, technical capacity of proposed supervisors, physical space and technological infrastructure and their proposed use of the students), and work with hosts to refine project proposals.
- Conduct information sessions on internships for students, call for students to submit applications, and check student eligibility (i.e., minimum GPA 5/7, prerequisites completed, space in degree to undertake internship).
- Show students the list of placements and ask them to choose three they are most interested in and best suited for, conduct initial interviews with students, match students with 2-3 placements based on preferences and interview.
- Send student resumes to host organisations, hosts choose how many and which students they would like to interview and provide a ranked list of students to offer a placement to following interview. Hosts are required to interview students (either in person or remotely) before offering placements, in order to ensure that both hosts and students are comfortable with the other.

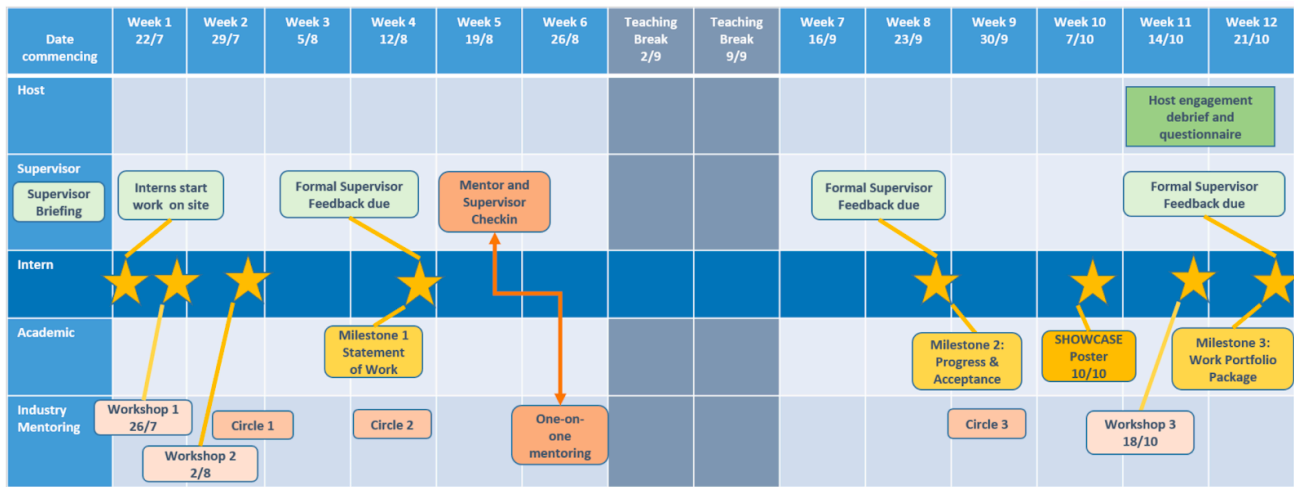


Figure 1: Internship program overview provided to host organisations and supervisors during supervisor briefing, prior to interns commencing placements for Semester 2 2019

- We undertake a process of iteratively offering placements to students, based on ranked lists from hosts, until all placements are filled.

Once all placements are finalised, and prior to students commencing their placements, we visit the host organisation for a pre-internship briefing. This meeting includes the academic responsible for the program, as well as the program mentors who will coach students in their professional development during the program. Each host organisation is assigned one mentor, who will mentor the interns placed with that organisation and act as the first point of contact for supervisors. We specifically require that each intern’s direct supervisor attends this meeting, so that we are able to set expectations and take them through the various requirements and components of the program. We explain the academic and mentoring programs, the input we require from the supervisor during the program, each person’s role in the program, and points of contact moving forwards. We find that working to ensure clarity, moderate expectations, and establish communication channels early in the cycle helps to prevent problems that can arise later in the program. We also schedule regular, proactive check-ins with supervisors during the semester (see Figure 1), in order to identify any issues before they become serious problems.

2.2 Academic

The academic stream includes weekly tutorials and an assessment schedule that is designed to help students to manage and report on their project activities. For assessment purposes, projects are divided into three action learning cycles (see Table 2), in which students produce milestone reports, engage in self-reflection, and write a plan for acting on feedback. The weekly tutorials are aimed to guide and support students in approaching each phase of planning, acting, and reflecting throughout their projects. The three assessment milestones of the project are (1)

Statement of Work, (2) Progress and Acceptance, and (3) Work Portfolio Package. Students also produce a poster to display their work at our computing project showcase.

The aim of Milestone 1 is for students to demonstrate that they are prepared for the coming semester. Students develop their Statement of Work in consultation with the host supervisor and tutor, and are required to identify and describe:

- their host’s vision and objectives;
- the key stakeholders, what do they do, and how they interact;
- host and other stakeholder expectations;
- how their project will make things better for the host and other stakeholders;
- project milestones, scheduling, and deliverables for the semester;
- technical and other constraints (e.g., reliability, security, safety);
- resources, risks, potential costs, and who will bear them;
- the setup of tooling for development, management of tasks, and project repository.

The aim of Milestone 2 is to guide and evaluate progress, based on the project scope and for students to demonstrate that they have been working effectively and delivering real value to their host. Students are required to describe and present:

- record of formal acceptance criteria and process with host;
- roles and activities related to the delivery and acceptance process;
- quantitative record of progress towards acceptance and delivery;
- value delivered to the host;
- effective and appropriate decision making;
- appropriate documentation.

Milestone 3 requires students to prepare an application for an advertised position or opportunity (e.g., employment, internship, promotion, scholarship, award), which is primarily built around their Internship experience. The Work Portfolio Package includes:

- a cover letter (1 page);
- a statement addressing the selection criteria (200-250 words per criterion);
- a brief CV (2 pages);
- supplementary material (2 pages of work product).

In addition to the milestones, students (and host supervisors) are also required to submit three evaluations of the student's progress. Students subsequently reflect on this feedback and make an action plan. Students and supervisors rate the student's performance on a 5-point scale (Well Above Expectations, Above Expectations, Meeting Expectations, Below Expectations, Well Below Expectations) for five different criteria:

- Outputs: how valuable are the student's outputs to key stakeholders, given the level of effort and other resources available to them?
- Decision Making: how are the student's processes for making, implementing, evaluating, and learning from decisions?
- Teamwork: how is the student working together with the host organisation to achieve project outcomes?
- Communication: how is the student communicating with, and managing the expectations of, key stakeholders?
- Reflection: how is the student reviewing feedback and acting on it to improve their performance?

Table 2: Academic program activities during S2 2019

Week	Tutorial	Assessment
1	Overview	
2	None	
3	Planning	
4	Milestone	Milestone 1: Statement of Work (20%) Feedback 1 (5%)
5	Feedback	
6	Reflection	Reflection 1 (5%)
7	Planning	
8	Milestone	Milestone 2: Progress & Acceptance (20%)
9	Feedback	Poster for Showcase (10%)
10	Showcase	Reflection 2 (5%)
11	Planning	
12	Milestone	Milestone 3: Work Portfolio (20%) Feedback 3 (10%)

2.3 Mentoring

ANU engages professional mentors to deliver a formal mentoring service to the students in the program, which includes workshops, peer circles, and one-to-one sessions

throughout the semester (see Table 3). The mentoring program aims to optimise the success of each placement by building professional expertise and confidence in the interns and resolving project issues early the placement. The key activities in the mentoring program are:

- One-to-One: interns meet with their mentor for an hour to discuss their project and seek guidance on how to overcome individual workplace challenges.
- Peer Circles: utilising peer mentoring (e.g., [3]), small groups of students (between four and six) meet with their professional mentor during the semester.
- Workshops: mentors and students share learnings and information, covering key professional capabilities associated with starting work at a new organisation, focusing on finishing a project to the timeline, and preparing for a job interview.

In peer circles, mentors facilitate conversations with students that help them to progress project deliverables, resolve barriers, develop professional skills (e.g., communication, teamwork, innovation), and reflect on their learnings. A combination of experience from the professional mentor and insights from other students provides members with a wider source of inspiration for idea generation and greater creativity in problem solving, as they develop professional skills to complement their technical skills during their internship placement.

Table 3: Mentoring program activities during S2 2019

Week	Tutorial	Assessment
1	Workshop 1	How to be successful as an intern.
2	Workshop 2	How to deliver and meet expectations.
	Circle 1	4-6 students + 1 mentor in a peer circle.
4	Circle 2	4-6 students + 1 mentor in a peer circle.
6	One-to-One	1 hour in-depth discussion with mentor.
8	Circle 3	4-6 students + 1 mentor in a peer circle.
11	Workshop 3	How to articulate value and learnings.

The first two workshops are held in the first two weeks of the semester, in order to bootstrap the students into the program and set them up to succeed. The first workshop is critical in setting expectations for the new interns and shares tips on how to be a successful ICT professional. It includes a presentation from a panel of previous interns who share their personal experiences, including how they responded to challenges encountered during the internship to successfully deliver value. The second workshop provides advice on how to deliver business value. It includes a panel of previous host supervisors who talk to the students about a range of topics including the importance of project management, communication and stakeholder management, specifically agreeing business requirements with the supervisor and other key stakeholders early in the project, and keeping them in the loop as the project progresses to delivery. The final workshop, held at the end of the

semester, helps students articulate the value they have delivered and what they have learned. Students are invited to prepare a 2 minute pitch and they present this to a senior executive from a technology organisation, who provides valuable and personalised feedback to the student.

3 Course Evaluation

Feedback from students was sought by the academic convenor during the final week of Semester 1 2019. This was the first time that written feedback was gathered from students in the program. At the time of writing this paper, we are in the process of eliciting feedback from the Semester 2 2019 students engaged in the program. Feedback was sought from host organisations following Semester 2 2018 and Semester 1 2019. Students and hosts were invited to provide feedback via online surveys (see Appendices). Invitations to participate in the surveys were sent to hosts and students via email. Hosts were asked to rate their overall satisfaction, the benefit of the outputs, whether they would participate again and recommend it to others, and whether they found the initial briefing useful. Hosts were additionally invited to provide comments on each rating. Students were asked to identify their best learning experiences, anything that was missing, and anything they would like to change about the program. They were also asked to rate their experience (on a 7-point Likert scale) with the assessment, tutorials, host organisation, host supervisor, mentoring program, program overall, showcase, and to comment on their ratings. Finally, they were asked if they would recommend the program to other students.

3.1 Student Feedback

Nine students (out of 17) completed the feedback survey in Semester 1 2019. The most commonly mentioned “best learning experiences” were working in a real workplace (N=6) and applying knowledge to a real project (N=3). Students also mentioned their colleagues and teamwork, as well as developing confidence, communication skills, and project management. The most common recommendation for improving the program was to refine the assessment (N=5), with students asking for clearer guidelines and more spaced out assessment. The students rated their experiences (see Figure 2) with their host supervisors the highest (mean=6.67), followed by the mentoring program (mean=6.56) and their host organisation (mean=6.44). The academic components of the program were not rated as highly (although still relatively high on the 7-point Likert scale), with assessment rating the lowest (mean=5.22), followed by the Showcase (mean=5.44) and tutorials (mean=5.56). Most students (78%) indicated that they would be “very likely” to recommend the program to other students (mean=6.33), with a relatively high overall rating for the program (mean=5.89).

In terms of improving assessment, students suggested giving more weight to host assessments (N=3) and providing more guidance on assessment (N=3). Students also noted the assessment helped them to improve and perform better (N=3).

Students commented that tutorials helped to improve their professional skills (N=4) and to think and reflect (N=2). For the mentoring program, students most frequently mentioned that they found the workshops useful (N=3), that the mentoring helped improve their professional skills (N=2), that the mentors were proactive and helpful (N=2), that they liked the circles (N=2), and that the program helped improve their communication and social skills (N=2). In terms of host organisations, students most frequently mentioned their workplace and colleagues (N=7) and that they felt welcome (N=4). For host supervisors, students commented that they were helpful (N=6), friendly and welcoming (N=3), and supportive (N=2).

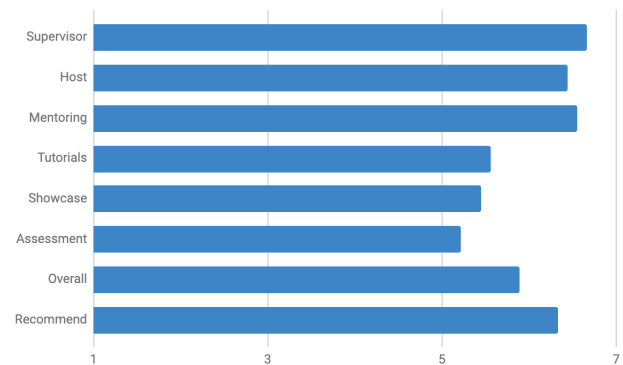


Figure 2: Mean student rating (7-point Likert) of different elements of internship program

3.2 Host Feedback

Seven (out of eight) host organisations completed a feedback survey following Semester 2 2018. Host satisfaction with the program was high (mean=4.3/5) and all hosts indicated they would recommend the program to other organisations and most (86%) indicated that they would participate again the following year. All hosts felt that the program was beneficial to the organisation, with most (71%) indicating it was “very beneficial” and the rest (29%) indicating it was “somewhat beneficial” to the organisation. Feedback from the hosts reflected their surprise and delight at the technical proficiency of the interns and their capacity to develop high level technical solutions within a short period of time. Nearly all host organisations partnered with the program for the first time. For most, this was their first experience of bringing postgraduate students into their organisation to undertake project-related work. A number felt initially underprepared internally to manage the interns in their first couple of weeks. However, after a few weeks these host organisations became far more confident in their approach to the internship and all organisations were able to work effectively with the interns to provide a valuable experience and to be the recipient of a useful technical outcome.

Key observations from the hosts for Semester 2 2018 related to tight timeframes at the start of the program putting pressure on hosts, capability gaps, and communication between the hosts

and the university. Timeframe issues related to limited time to submit project proposals, interview students, and finalise contracts. These issues were compounded by most hosts engaging with the university and internship program for the first time. Some hosts also needed substantial support in scoping projects for interns to undertake. Gaps in capability related to host supervisors' awareness and understanding of the assessment process. There were also perceived gaps in students' project management skills and students' willingness to seek out technical support when needed. In terms of communication, hosts found it difficult to provide feedback during the first feedback round (week 3), as it was too early in the project. Some hosts also indicated that they would like additional communication with the university during the project.

15 (out of 16) host supervisors completed a feedback survey from nine (out of 10) host organisations following Semester 1 2019. Host satisfaction with the program was high (mean=4.7/5) and all hosts indicated they would recommend the program to other organisations and consider participating again in the future. All host supervisors felt that the program was beneficial to the organisation, with most (60%) indicating it was "very beneficial" and the rest (40%) indicating it was "somewhat beneficial" to the organisation. Feedback from the hosts was uniformly positive. Seven out of the ten host organisations partnered with the program for the first time. These hosts required more support and while a number felt initially underprepared internally to manage the interns in their first couple of weeks, this eased over time.

Key observations from the hosts for Semester 1 2019 related to student skills, host preparedness, and host communication with the university. In terms of student skills, hosts commented on student difficulty in applying skills learned in the academic context to the professional and business context, such as communication, project management, stakeholder management, and business analysis. For host preparedness, organisations joining the program for the first time take a while to determine the optimal level of support to provide to students. In relation to communication, hosts were requested to provide feedback for academic and mentoring purposes a total of six times and found this to be too much and redundant at times.

4 Course Iterations

The ANU Computer Science Internship Program is now in the third iteration in its current form and we have incrementally changed the course each semester based on feedback from students and hosts. The version presented in the previous sections represents the Semester 2 2019 iteration. In this section, we describe the changes we have made to date in order to iteratively improve the program each semester.

Following Semester 2 2018, we made a few key changes to further support host organisations in regard to issues raised during host feedback collection. Feedback was not collected from students in this semester. Hosts identified that they needed additional support in understanding the academic assessment process associated with the program, as well as the roles and

responsibilities of host supervisors in the program. We introduced a host supervisor briefing process prior to the first week of the semester (and before students commenced their placements) to ensure that the students' direct supervisors at the organisations were prepared for the coming semester. In order to support students with their project management and professional development, we instituted the use of a journal, in which students would keep notes of all meetings, activities, and decisions during their placement, mentoring, and academic programs. In the following semester, supervisors noted that the initial briefing was greatly appreciated and assisted accelerating the induction process and project kickoff. Students also advised that the habit of journaling was useful for their professional skills development.

Following Semester 1 2019, additional changes were made in order to support students and hosts based on feedback collected. In order for students to settle into their organisations and have sufficient time to scope their projects with supervisors prior to the first assessment, the first milestone and feedback phase were moved to week 4 (from week 3). In response to student feedback in regard to assessment, one of the milestones was also removed and all assessment items were clarified. We moved from a process of "auditing" the work that the students were undertaking to having more specific deliverables that the students needed to complete. Each assessment item was accompanied by a clear description of requirements, as well as criteria for academic performance standards. We also spaced out assessment items, allowing sufficient time for reflection and to deliver each milestone. In order to address the difficulties identified in students translating their academic learning into real world projects, an additional two-hour workshop was added in week 2 to brief students on tools to assist with managing stakeholders, deliverables, and timelines. It was also identified that students could use additional, personalised support mid-semester and as a result we added one-to-one mentoring during week 6.

5 Reflections and Future Improvements

At the time of preparing this paper, we are approaching the end of Semester 2 2019, which is our third iteration of our internship program in its current form. We are preparing to collect feedback from students and hosts in order to continue improving our program in the future. One of our key challenges is growing the program to meet student and host demand, while maintaining a high standard of supportive host organisations and projects, as well as offering students who meet the technical and professional requirements of the program. Our program has been particularly attractive to international students, who can struggle to find internship placements on their own. At the same time, many larger organisations in Canberra (e.g., government) who are keen to place students have citizenship or clearance requirements for placement. As such, there is an ongoing overhead to find small to medium private companies, who might not have the capacity to host students each semester. We hope that over time we can build up a pool of companies to work

with, in addition to attracting domestic students to place with larger and government organisations.

We are currently looking to double our program for Semester 1 2020. This has primarily been in response to growing student demand. However, as the internship program has shown to be a valuable experience for the students, we would also consider expanding it further in future, and even to potentially to become a compulsory component of some courses. The program is currently supported by one academic, one tutor, and four mentors. In growing the program, our staffing requirements will also increase. However, the main barrier to placing an entire cohort of Masters students, for example, is still in finding quality placements for each student. We certainly hope that we can continue to grow our program to ensure, at the very least, that every student who wishes to take up an internship as part of their degree has the opportunity.

We also continue to improve our academic program, which was initially based on our industry-linked team capstone project, TechLauncher, with a series of audits where teams expose their work and progress. We have found that this model has not been an ideal fit for the internship program, in which students are immersed within an organisation that uses their own processes and tools, over which the students have little control. Instead, we have moved to a schedule of deliverables, with a focus on reflection, improvement, and growth over the semester. We will continue to refine the academic program until it finds the right balance between guiding the students to deliver their projects, without adding excessive assessment burden to what is already a challenging program for the students. We will also continue to work to ensure that all three streams of the program - academic, mentoring, and placement - are complementary and enhancing the overall learning experience for the students, so that we are setting our students up for success for their future careers in computing.

6 Conclusions

Internships are an important part of a comprehensive computing education, which have many associated benefits for students, from academic achievement to professional development and employability. Organisations are also keen to host interns, so that they can identify future employees and start to mould them to their culture and processes before they graduate. However, with the benefits come many challenges, for both students, hosts, and educators. Entering the workplace for the first time is difficult, as is applying knowledge learned in the academic context to the business context. Students find themselves responsible for project, time, and stakeholder management for the first time. Workplace culture, habits, and communication can be confusing, particularly for international students. Host organisations can also struggle to understand student needs and to set realistic expectations. In this paper, we have presented the design of our internship program with three streams that aims to set students and host organisations up for success when partnering for internships. We discussed our ongoing challenges, innovations, and improvements to our program, which

increasingly aims to identify small problems before they become big problems, to set everyone's expectations from the outset, and to address commonly arising challenges with targeted workshops, monitoring, and mentoring.

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A APPENDICES

Students and hosts were invited to provide feedback via online surveys hosted on Google Forms.

A.1 Student Feedback Survey

1. What have been your best learning experiences in your Internship this semester?
2. Was there anything that you felt was missing or that you would have liked more support for?

3. What would you recommend changing, adding, or removing to improve the Internship program in future?
4. How would you rate your experiences with the assessment in the Internship program this semester? (1 Very negative – 7 Very positive)
5. Please explain your rating of the assessment.
6. How would you rate your experiences with your host organisation in your Internship this semester?
7. Please explain your rating of your host organisation.
8. How would you rate your experiences with your host supervisor in your Internship this semester? (1-7)
9. Please explain your rating of your host supervisor.
10. How would you rate your experiences with tutorials in the Internship program this semester? (1-7)
11. Please explain your rating of tutorials.
12. How would you rate your experiences with mentoring (workshops, circles, 1-on-1) this semester? (1-7)
13. Please explain your rating of mentoring.
14. How would you rate your experiences with the Showcase this semester?
15. How would you rate your overall experience in your Internship this semester? (1-7)
16. How likely are you to recommend an ANU Computer Science Internship to other students? (1 Very likely – 7 Very likely)

A.2 Host Feedback Survey

1. Overall, how satisfied are you with the ANU Computing Internship Program? (1-5 stars)
2. How useful was the information provided in the briefing before the internship started? (Not useful at all, Useful, Very useful)
3. How beneficial was the project outcome to your business? (Not at all beneficial, somewhat beneficial, very beneficial)
4. Would you consider participating in the ANU Computing Student Internship Program in the future? (Yes/No)
5. Would you recommend the ANU Computing Internship Program to other organisations? (Yes/No)
6. Do you have any further comments about the ANU Computing Student Internship Program?