

# Work-Based Learning Experience Task Force

## Midyear Report Fall 2023

### Prepared by Co-Chairs

#### **Membership**

**Chair(s):** Libby Westley (UCC), Siân White (CAL), Steve Whitmeyer (CSM)

**Members:** Kirk Armstrong (CHBS), John Burgess (Faculty Affairs and Curriculum), Sam Collier (COB), Emma Gibbons (UCC), Dara Hall (COE), Arin Hawse (Academic Enrollment Management), Keith Holland (REDI), Misty Newman (CEVC), Kristina Oates (SPCE), Bayo Ogundipe (CISE), Chris Orem (PAIR), Katie Sensabaugh (CGE), Ginny Soenksen (CVPA), Mary Sullivan (REDI), Felix Wang (Honors)

**Charge:** The work-based learning experiences (WBLE) task force will assess the landscape of WBLEs at the university (e.g. student teaching, clinical placements, practicums, undergraduate research experiences, internships, etc.) in order to better understand how WBLEs are currently operating, so that they can be consistently tracked, assessed, given appropriate support (resources and personnel), and expanded to strengthen their value and ensure all students have an equal opportunity to participate. The group will review the ongoing work of the SCHEV SB1280 work group and make recommendations that highlight JMU experiences and concerns. The group will help JMU prepare to respond to additional requests from SCHEV and the Governor's office related to expanding WBLE opportunities, and will be positioned to assist with submissions for funding that may be available from SCHEV and other entities. The group will recommend ways to better centralize, formalize, document, and grow our WBLE operations.

#### **Summary of Current Semester Activity:**

The Work-Based Learning (WBLE) Task Force has met 4 times as a whole group and as individual subgroups between such meetings. In addition to serving on subgroups, co-chair Steve Whitmeyer chaired a student panel for the September, 2023 JMU Board of Visitors Academic Affairs Committee meeting, which highlighted student WBLE experiences. Whitmeyer also is serving on the SCHEV workgroup to evaluate the feasibility of implementing SB1280 legislation requiring that every student at a public baccalaureate granting institution have a for-credit WBLE. The Task Force has generated information on challenges and barriers to the requirement embedded in this proposed legislation. The WBLE Task Force also participated in a focus group related to the University Career Center's external program review.

The WBLE Task Force is moving forward with several initiatives, including the preparation of proposals for 2 new SCHEV grants (targeting support for student internships and institutional data collection), developing language to communicate about WBLEs to constituents of JMU (students, faculty, and employers) and preparing a Big Ideas proposal in collaboration with Elizabeth Oldmixon and Bethany Blackstone. A January 2024 retreat is planned to continue to work on the Big Ideas project and develop plans for any new SCHEV grants that the institution receives. Chris Orem is also leading a senior data collection project for the University that has some WBLE tracking tie-ins.

#### **Appendix 1**

Collaborative Outline of Barriers and Exceptions to SB 1280

To advance these initiatives, the WBLE task force has adopted the following committee structure for Fall 2023.

## Sub Group Activity

### Communications Strategy

Develop messaging for University-Wide buy-in of WBLEs and identify channels (conferences, social media, emails etc.) to communicate these messages to constituencies including upper-level administration, deans, faculty, staff and students.

**Members:** Katie Sensabaugh, Dara Hall, Emma Gibbons, Siân White

#### **Work Completed:**

- Compiled a list of all stakeholders and audiences for communications about WBLEs
- Compiled a list of all forms of communication or platforms for which central messaging would need to be tailored
- Drafted, circulated, and finalized an “elevator pitch” so that everyone on the task force has consistent messaging about our work: its goal, purpose, and WBLE definition (see Appendices 2-3).

#### **Future Work Planned**

- Design a “Funnel” or landing page where every interested party – student, employer, faculty, administrator, community partner, parent, etc. – goes (or sends others) for information about what a WBLE is, how to find or host one, etc. Where this lives and to whom it directs the different constituencies depends on the institutional structure developed; currently the Task Force envisions this clearing house within a more robust University Career and WBLE Center.
- Design workflow sheets that every constituency can have on hand (e.g. faculty, staff, administrator, community partner) to help students or employers connect to Handshake, to the right person in the UCC, and to the corresponding individual in each college and department.
- Design a marketing plan for working with employers that addresses what JMU can do for their staffing needs and what employers can do to help JMU and JMU students
- Align messaging about processes, tips, and opportunities with existing such messages from the UCC
- Design and launch a visual campaign – WBLEs!
- Launch a visiting tour to introduce the campaign to deans, associate deans, AUHs, departments (as possible), the Parents’ council, alumni groups, local employers, etc.

#### **Appendices 2 & 3:**

JMU’s Definition of Work-Based Learning Experience

Work-Based Learning Elevator Pitch

### Infrastructure

Develop descriptions and project costs of the Personnel, IT, Finance, & Other support necessary in tracking of work-based learning experiences connected with the curriculum and those not connected to academic credit. Identify how and what we are able to start tracking now and plan for the integration with the CRM.

**Members:** Keith Holland, John Burgess, Kirk Armstrong, Libby Westley

#### **Work Completed**

The committee identified how units on campus track completion of WBLEs. The Office of Sponsored Programs uses a spreadsheet within a folder on an internal system. In Academic Affairs, Carter Perez tracks agreements between the university and academic areas. Within colleges, external software packages including E-Value,

Typhon, Exxact and EMedley are used. In the division of Student Affairs, the Career Center uses Handshake for job and internship postings and the Civic Engagement and Volunteer Center uses Galaxy Digital and has service-learning agreements for courses.

### **Future Work**

The subgroup will talk to Handshake to see if there is structure for reporting within the University Career Center's career management system.

### **Community/Employers**

Develop a report that delineates how this region and the Commonwealth are able to support the WBLE initiative. Identify what organizations we already have existing WBLE's, and what curricular connections and organizations/industries/jobs roles might be missing.

**Members:** Sam Collier, Misty Newman, Mary Sullivan

### **Work Completed**

The subgroup collected a list of employers who hire JMU students using the First Destination data and a list of employers who could hire our students in internship roles. For the Class of 2022, there were 1,523 unique employers; 792 hired Class of 2022 graduates for locations in Virginia.

### **Future Work Planned**

The committee will continue to work toward the report on the region and Commonwealth's capacity to support the WBLE initiative.

### **Appendix 4**

List of 2022 Full Time Employers Hiring Graduates for Work in VA

### **Data Analysis & Ongoing Strategies**

Review data gathered from last year from other universities, our own student WBLE survey and identify revisions and new directions to collect information in order to better inform our understanding of the WBLE landscape here at JMU and beyond.

**Members:** Bayo Ogundipe, Ginny Soenksen, Chris Orem, Arin Hawse

### **Work Completed**

Work has progressed within the registrar's office to add course attributes to identified WBLE courses. A survey as part of the senior data collection project has been drafted to include questions around WBLES.

### **Future Work Planned**

Finalize the survey questions and generate a report of students who participated in WBLE courses during the Spring of 2023.

### **Appendix 5**

Draft Senior Data College Project WBLE Questions

### **Grant Initiatives**

This subgroup came together in late November as a result of 2 new SCHEV grant opportunities related to WBLEs with a mid-December submission deadline.

**Members:** Emma Gibbons, Keith Holland, Mary Sullivan, Steve Whitmeyer

**Work Completed:**

This subgroup has been working on 2 new state (SCHEV V-TOP) funding opportunities for advancing and supporting WBLE activities. Emma Gibbons is leading the preparation of a Letter of Intent (LOI) for the V-TOP grant focused on Institutional Student Internship Support, and Steve Whitmeyer and Mary Sullivan are leading the preparation of an LOI for the V-TOP grant focused on Institutional Internship Data Collection. Keith Holland is preparing the budgets for both LOIs and is the primary point of contact with the JMU Office of Sponsored Programs. Both LOIs will be submitted to SCHEV by Dec. 19, 2023, with potential funding of up to \$100,00 for each grant in early 2024.

**Future Work:**

The subgroup will ensure the grant is implemented if awarded.

**Appendices 6 & 7**

SCHEV Student Internship Support Grant Submission

SCHEV Data Collection Grant Submission

**Table of Appendices**

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## Appendix 1

### Barriers to SB 1280

This document serves as a method to organize the workgroup's recommendations and determinations to fulfill the requirements of SB 1280 of the 2023 General Assembly, which mandates Boards of Visitors of baccalaureate institutions to adopt policies for integrating internships or work-based learning experiences into degree programs." SB1280 also requires the formation of a workgroup to make certain recommendations and determinations. These include defining "exceptions" to the policies. The workgroup will also use this collaborative process to report and clarify issues such as barriers related to implementation of internship requirements.

Members of the workgroup may record and add to this document. However, we ask that members **only delete feedback** or comments from others if there has been a consensus among the group.

#### **Potential Internship and Work-Based Learning Standards and Definitions:**

The Council of President's Academic Workgroup on Data Governance proposed work-based learning standards and definitions. This information was shared previously for review and consideration by the SB 1280 workgroup and may be used (or not) as a guide for your response.

**Internship:** Internships are a form of experiential learning that integrates knowledge and classroom theory with practical application and skills development in a professional setting. They are supervised and structured work experiences that are time-limited and ideally project-based with a tangible outcome. Through internships, students can explore career interests, build transferable skills, establish professional networks, and engage in personal reflection. Though not always tied directly to one's major or course of study, internships often complement or supplement academic pursuits, leadership experiences, or other interests. Internships also allow employers to train and evaluate talent while building a pipeline of future professionals.

**Apprenticeship:** programs that train individuals in a specific trade or profession through classroom learning and hands-on work experience. They are common in skilled trades and also available in professional industries, typically lasting one to six years. These programs offer many benefits, including on-the-job training, payment from the start of work, and a direct connection to classroom knowledge. In addition, they provide a valuable pathway to gain skills and experience in a specific field, leading to increased job opportunities and earning potential. Registered apprenticeship programs are industry-vetted and approved and validated by the U.S. Department of Labor or a State Apprenticeship Agency. They allow employers to develop and prepare their future workforce while individuals gain practical work experience and education in a structured and supportive environment.

**Cooperative Education (Co-Op):** Cooperative education, or "co-op," is a structured approach to education that combines classroom-based learning with practical work experience. This program sometimes provides academic credit for a structured job experience and typically alternates a semester of academic coursework with a semester in a work placement with a sponsored organization. The co-op experience directly links to academic coursework the student completes and the practical application of knowledge in the workplace.

Students receive paid or unpaid on-the-job training in approved business, industrial, and service firms as part of their program of study. Co-op provides a flexible approach for employers to evaluate staffing needs.

**Field Placement, Practicum, or Clinical Experience:** A course of study that involves the application of learned theories and concepts in a supervised practice-related environment. Reflection of work is present, and usually these experiences are linked to professional programs. Typically, students receive credit and/or (may be paid) are evaluated for their placement experience. Placements/practica may include ongoing classroom instruction or act as culminating experiences. This includes clinical placements.

Field experiences may be directed or mediated by the instructor and include a range of time-intensive endeavors that require varying levels of student interaction.

**Subcategory:**

**Student teaching** is a practicum placement in elementary or secondary school.

**Research:** Research experiences occur across a continuum, from classroom-based inquiry to advanced investigative research design and implementation. Undergraduate research is defined by the Council on Undergraduate Research as an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.

**Service Learning & Civic Engagement:** Service Learning is an intentional teaching strategy that engages students in organized service activities and guided reflection. The service activities benefit the community and, in combination with reflection and other classroom-based learning activities, enhance the academic curriculum of participating students. Students develop knowledge, skills, and values that are both personally enriching and beneficial to society.

**Subcategories:**

**Academic Civic Engagement** refers to course-based experiential learning that engages students in learning activities that cultivate the knowledge, skills, values, and competencies needed for effective participation in a democracy. Academic civic engagement may include both academic civic engagement with service and academic civic engagement without service.

**Co-Curricular Civic Engagement** (i.e., non-credit bearing) refers to experiential learning that occurs outside the academic curriculum and engages students in organized service activities that help to address community-identified needs.

**Volunteerism and community service** are performed by students for community benefit. This service can be but is not necessarily integrated with a particular program of study. This may include structured projects (days of service), smaller group projects, fundraising events, or individual volunteerism, which is acknowledged by the campus.

**Public service** is the application and provision of institutional resources, knowledge or services that directly benefit the community. Public service may entail the delivery of expertise, resources, and services to the community. This work is designed to help students understand and address the needs of the community through a real-world project.

**Project-Based Learning & Micro-Internships:** Project-based learning is an instructional methodology that encourages students to learn and apply knowledge and skills through an engaging experience. This experience presents opportunities for deeper learning in-context and for the development of important skills tied to college and career readiness. Experiences may produce a deliverable output such as a report, grant proposal, project, presentation, art exhibit, recital, dramatic performance, or other relevant components. It may **also** include a class project with a sponsor or a company.

**Micro-internships** are short-term paid projects that focus on a specific need. These opportunities help students develop new skills, explore careers, and build professional networks.

**Entrepreneurship:** Entrepreneurship is the process by which individuals, or a group of individuals (entrepreneurs) identify an opportunity or problem to solve, then develop and implement solutions, either by bringing a new product, service, or process to the market, or by substantially improving an existing good, service, or method of production.

**Subcategory:**

**Social entrepreneurship** uses a similar approach to address and solve societal, community, environmental, and/or cultural issues.

**Source:** The workgroup drafted and synthesized these definitions using resources from VCU's REAL program, the National Association of Colleges and Employers (NACE), and the National Society for Experiential Education (NSEE).

Please list the barriers to implementing widespread internship requirements and exceptions to the policies outlined in SB 1280.

**Barriers to Implementation of Internship/Work-Based Learning Requirements:**

- Transportation for students
- Housing
- Childcare for adult/returning students
- Lack of employers in regions and in general if every student is mandated
- Lack of faculty to supervise and mentor students
- Cost to students, faculty cost to institutions
- Extends time to degree if required
- Would remote work qualify?



## **From the JMU WBLE (Work-Based Learning Experience) task force**

### **Barriers for PAID WBLEs:**

- International students can't be paid for compliance with VISA
- Student teachers don't get paid
- Students providing patient care during health-related experiences are not allowed to be paid, as outlined by accreditation body and/or state practice act/license
- Programs with external accreditation may have standards preventing payment (beyond health-related WBLEs)
- How to measure completion of experiences, hours in experience, time spent by weeks at facility  
Could a student self-employ at their own business and count it as an experience?

### **Barriers for mandatory 3 credit WBLE course:**

- If WBLEs happen during the summer, how is the tuition for 3 credits covered during summer session?
- If students try to complete a 3-CR WBLE during the school year, they will have to curb their course load significantly
- How are credits allocated to adults/non-traditional students that have had previous work experiences that should count toward the WBLE requirement?
- What are institutions' legal liability for credit-bearing off campus opportunities? Is an affiliation agreement/MOU required for every site where WBLEs are completed? If so, this will increase need for legal counsel review of agreements
- Some of these issues can be addressed, at least in part, with allowing the WBLE course credit requirement to be variable (0-3 credits, for example)
- Lack of capacity to offer online courses (to ensure that students can complete WBLEs beyond the local Harrisonburg/Rockingham County communities)
- Need for individuals (or an office) to be responsible for overseeing affiliation agreements/MOUs centrally
- Need to support students with accommodations

### **Barriers to Requiring WBLEs be in Virginia**

- Many out-of-state students will need either to complete their VA WBLE during the school year or will need to find housing and transportation to complete a summer WBLE instead of going home
- Does the state of VA have business capacity for student populations at all state institutions in VA to have experiences yearly?

## Appendix 2

### Definition of Work-Based Learning Experience at JMU

A work-based learning experience incorporates hands-on work in an applied context that increases knowledge and skills necessary for discipline-focused career readiness.

#### Operational Items

To qualify as a Work-Based Learning Experience, each experience must:

1. Increase field-related knowledge and skills that are identified at the beginning of the experience.
2. Be supervised by a professional in the field who provides oversight and guides the student's experience.
3. Occur in a context beyond a class. This can include experiences
  - a. in which a faculty member serves as the site supervisor (for example, with research or teaching assistant work)
  - b. in a course that requires students to complete a semester-long project for external partners or companies.

#### Notes:

- Experiences can be paid or unpaid, for-credit or not, in-person or virtual, and include, but are not limited to, internships, practicums, clinicals, research experiences, and student teaching.
- Minimum duration to be defined (by number of weeks or hours)
- Work-based experience of students who earn Credit for Prior Learning (CPL, as in an Adult Degree Program) ought to be considered even if they undertook such work without having identified the skills and knowledge sought "at the beginning of the experience."

## Sources Consulted in Creating the Definition

Organization	Internship/Experiential Learning Definition	Source
AAC&U	<p>Internships are an increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting--usually related to their career interests--and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.</p>	<p><a href="https://www.aacu.org/trending-topics/high-impact">https://www.aacu.org/trending-topics/high-impact</a></p>
NACE	<p>An internship is a form of experiential learning that integrates knowledge and theory in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.</p>	<p><a href="https://www.naceweb.org/about-us/advocacy/position-statements/position-statement-us-internships/">https://www.naceweb.org/about-us/advocacy/position-statements/position-statement-us-internships/</a></p>
SCHEV	<p>Work-based learning is an opportunity to complete meaningful job tasks in a workplace that develop readiness for work, knowledge and skills that support entry or advancement in a particular career field. [This document] defines internship as co-curricular [at the level of] career engagement. The definition of career engagement: is an extended opportunity for participants to increase their knowledge of an identified field of interest and gain employability skills and some entry-level technical knowledge or skills. Examples include: service learning, apprenticeship readiness, pre-apprenticeships, cooperative education, internships.</p>	<p>SCHEV innovative internships Round3 document</p>
<p>Terms used at the Virginia Education and Workforce Conference (10-11-22)</p>	<p>Internships (focus on Paid Internships), work-based learning experiences, apprenticeships, clinical experiences, student teaching, "pathways from learning to earning"</p>	

Organization	Internship/Experiential Learning Definition	Source
Bureau of Labor Statistics	"Internships are temporary, supervised assignments designed to give students or recent graduates practical job training. Sometimes, internships or other experiential learning positions are built into educational programs, and students receive academic credit for completing them."	Career Outlook - Publication on BLS.gov <a href="https://www.bls.gov/careeroutlook/2015/article/career-planning-for-high-schoolers.htm">https://www.bls.gov/careeroutlook/2015/article/career-planning-for-high-schoolers.htm</a>
indeed.com	An internship is a temporary job role that's often related to one's academic field of study or career interests. It can offer a beginner in a career field practical experience within a professional role. [Many] [i]nternships... provide college credit rather than an hourly pay rate.	<a href="https://www.indeed.com/career-advice/finding-a-job/purpose-of-internship">https://www.indeed.com/career-advice/finding-a-job/purpose-of-internship</a>
NSF ExLENT solicitation	Terminology: inclusive experiential learning opportunities, "learning-by-doing" experience, see figure from solicitation	<a href="https://www.nsf.gov/pubs/2023/nsf23507/nsf23507.htm">https://www.nsf.gov/pubs/2023/nsf23507/nsf23507.htm</a>
Virginia Department of Education: Virginia Law	Field experiences" means program components that are (i) conducted in off-campus settings or on-campus settings dedicated to the instruction of children who would or could otherwise be served by school divisions in Virginia or accredited nonpublic schools and (ii) accredited for this purpose by external entities such as regional accrediting agencies. Field experiences include classroom observations, tutoring, assisting teachers and school administrators, and supervised clinical experiences (i.e., practica, student teaching, and internships). Field experiences are required for all programs.	<a href="#">Virginia Administrative Code - Title 8. Education - Agency 20. State Board of Education - Chapter 543. Regulations Governing the Review and Approval of Education Programs in Virginia</a>
Virginia Department of Education: Virginia Law	Supervised clinical experiences. The supervised clinical experiences shall be continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall be in the endorsed area sought and under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school. If a preK-12 endorsement is sought, teaching activities shall be at the elementary and middle or secondary levels.	<a href="#">Virginia Administrative Code - Title 8. Education - Agency 20. State Board of Education - Chapter 543. Regulations Governing the Review and Approval of Education Programs in Virginia</a>

## **Appendix 3**

### **Elevator Pitch JMU Work-Based Learning**

To prepare educated Dukes to enter the workforce or continue their education, JMU has established a Task Force composed of professionals from across the university to assess and enhance JMU's Work-Based Learning Experience (WBLE) opportunities. Our goal is to ensure that every student has the opportunity to have at least one Work-Based Learning Experience while at JMU.

At JMU, a work-based learning experience incorporates hands-on work in an applied context that increases knowledge and skills necessary for discipline-focused career readiness.

WBLEs include supervised experiences such as internships, practicums, clinicals, research experiences, assistantships, field experiences, student teaching, and semester-long project-based courses working with external partners (such as Community Service-Learning experiences). Whether the experience is paid or unpaid, for-credit or not, in-person or virtual, a WBLE helps launch a student's professional journey.

## Appendix 4

### List of 792 Virginia Employers Hiring the Class of 2022

1901 Group  
300Brand  
3BL Media  
501 Kitchen + Bar  
522 Productions  
919 Marketing Co  
Abaco Strategy  
Abacus Corporation  
Abbott  
ABC Supply  
Accenture Federal Services  
Account Coordinator  
Acruex  
Actalent  
Ad Fontes Academy  
Addison Clark  
Addison Group  
ADP  
Advanced Dermatology and Cosmetic Surgery  
Advanced Technology Systems Company  
Aerojet Rocketdyne  
Affigent LLC  
AGI  
Ahold Delhaize  
Aireon, LLC  
Airforce Surgeon General  
Alarm.com  
Albemarle County Public Schools  
ALKU  
ALL Pediatrics  
Allied Title and Escrow  
Allied Universal  
ALPA  
Amanda's Touch Bridal  
Amazon  
Ambulatory Foot and Ankle Center  
Amelia County Public Schools  
American Association of Colleges of Pharmacy  
American Chemistry Council  
American Conservation Experience  
American Family Fitness  
American Society of Clinical Oncology  
Analytics Corporation  
Anheuser-Busch  
Animal Hospital of Stuarts Draft  
Apex Clean Energy  
Apex Systems  
Appalachian Conservation Corp  
Appian Corporation  
Aptim  
Aramark  
Archaeological Consultants of the Carolinas, Inc.  
Arehart Associates, Ltd.  
Arisoft  
Arlington County Police Department  
Arlington Oral and Maxillofacial Surgery  
Arlington Public Schools  
Army Navy Country Club  
Arnold Henderson & Associates  
Arthrex  
Association of Fundraising Professionals  
Aston Carter  
Atlantic Coast Mortgage  
Atlantic Diving Supply  
Atlantic Union Bank  
Attain Partners  
Attorney General of Virginia Office  
Augusta County  
Augusta County Circuit Court  
Augusta County Public Schools  
Augusta health  
AvalonBay Communities  
Avantor  
AVI-SPL  
Azar trucking  
Ball Office  
Balzer & Associates  
Bankers Life  
BARCA Pier and Wine Bar  
Bath county public schools  
Bayview Physicians Group

BDO USA LLP  
 BDO USA, LLP  
 Benchmark Physical Therapy  
 Benner  
 Berry Global  
 Berryville Physical Therapy and Wellness  
 Beyond the Restaurant  
 BioMechanic PT  
 Bishard Homes  
 Bloomberg Industry Group  
 Blue Ridge Autism and Achievement Center  
 Blue Ridge Community College  
 Blue Ridge Esop Associates  
 Blue ridge mountain gifts  
 Blue Ridge Orthopaedic and Spine Center  
 Boars Head Resort  
 Boeing  
 Bon Secours  
 Booz Allen Hamilton  
 Boys & Girls Club of America  
 Brambleton Veterinary Hospital  
 Branch Builds  
 Breakthru Beverage Group  
 Bridges Systems Integration  
 Brightspot  
 Broadway Music  
 Broadway Veterinary Hospital  
 Brooksource  
 Brousseau & Lee, PLLC  
 BrownGreer PLC  
 Burke and Herbert Bank  
 Burney Wealth Management  
 BWX Technologies Inc  
 C&F Mortgage corporation  
 Caboose Brewing Company  
 CACI International Inc  
 Campbell Wealth Management  
 CapCenter  
 Capital Ale house  
 Capital Area Pediatrics, Inc.  
 Capital Group  
 Capital Interior Contractors  
 Capital One  
 CapTech Ventures, Inc  
 Carahsoft  
 Cargill  
 Carilion Clinic  
 Carlson Environmental Consultants  
 CarMax  
 Carolina Brothers Pit Barbeque  
 Carousel Frozen Treats  
 Carter Machinery  
 Case Consulting, Inc.  
 Cassaday & Company, Inc  
 Cavalier Golf and Yacht Club  
 CBRE  
 Centennial Technologies  
 Center for Nonprofit Excellence  
 Centra Health  
 CentralSquare Technologies  
 Centric Business Systems  
 Century trucking LLC  
 CES Consulting LLC  
 CGI Federal  
 Charlottesville Dermatology  
 Charlottesville Fire Department  
 Chartway Arena  
 Chenega Security  
 Cherokee Federal  
 Cherry Bekaert  
 Chesapeake City Public Schools  
 Chesapeake Contracting Group  
 Chesapeake Regional Medical Center  
 Chesterbrook Academy  
 Chesterfield County Public Schools  
 Chi Alpha Campus Ministries  
 Children's Hospital of Richmond at VCU  
 Children's Hospital of the King's Daughters  
 Chmura Economics & Analytics  
 Cisco  
 City of Roanoke  
 City of Williamsburg Parks & Recreation  
 Department  
 City of Winchester  
 Clark Construction  
 Clarkson Consulting  
 Claudio Rizzolo  
 CliftonLarsonAllen  
 Clinical Ink  
 Coach  
 Coalfire Systems, Inc.  
 Coastal Properties Management, Inc.  
 Collabera  
 Collaborative Solutions, LLC

CollegeWeekends.com  
 Colon, Stomach, & Liver Center/Loudoun  
 Endoscopy Group  
 Colonial Williamsburg  
 Community Services Board  
 Compass Behavioral Solutions  
 Concordia  
 Confident Living  
 Construction Materials Group  
 Consulting Services Group, LLC  
 Contracting company  
 CoStar Group  
 CRDF Global  
 Creating Results  
 Crestwood Pediatric Associates  
 CrossCountry Consulting  
 Cru (Campus Crusades for Christ)  
 CSC Leasing  
 Cuisine Solutions  
 Cushman & Wakefield | Thalhimer  
 Cvent  
 CVFP - Medical Group  
 CyberVista  
 Daktronics Inc.  
 Danone  
 Darden  
 Data Research Group  
 Dave Sendak  
 Davenport and Company LLC  
 DaVita Kidney Care  
 DCLS  
 Definitive Logic  
 Delegate David Reid  
 Deloitte  
 Deltek  
 Dermatology Associates of Virginia  
 Dermatology PLC  
 Dewberry  
 District Dermatology  
 DISYS  
 Doctors office  
 Dominion Electric Supply Company Inc.  
 Dominion Energy  
 Dominion Leasing Software, LLC  
 Dominion Payroll  
 Domino's  
 Doorways  
 Dorsett Controls  
 Drayer Physical Therapy  
 DRT Strategies  
 Drucker + Falk, LLC  
 DSC Logistics Inc.  
 EAB  
 Eastern Mennonite University  
 Easy Dynamics Corp  
 ECS Federal  
 Eight Eleven Group  
 Emerson Automation Solutions  
 Emma, Andy, and Kristen for Harrisonburg  
 School Board Campaign  
 Empower AI  
 EMPWR Solar  
 EMS of Virginia  
 Encore Stage and Studio  
 Enquizit, Inc.  
 Enterprise Holdings  
 Envision Healthcare  
 Envoy of Winchester  
 Equitable Advisors  
 Ernst & Young  
 ESPN  
 Esri  
 Estate Realty Group LLC  
 Estes Express Lines  
 Estes Forwarding Worldwide, LLC  
 eTRANSERVICES  
 F&M Bank  
 Fairfax County Board of Supervisors  
 Fairfax County Fire and Rescue Department  
 Fairfax County Park Authority  
 Fairfax County Public Schools  
 Fairway Independent Mortgage  
 Falls Church News-Press  
 Family Farm  
 Family Services of Roanoke  
 FAMPO  
 Fannie Mae  
 FastSigns  
 Fauquier County Public Schools  
 Federal Emergency Management Agency  
 (FEMA)  
 Federal Government Agency  
 Federal Reserve Bank of Richmond  
 Ferguson Enterprises



FI Consulting  
 Field Sales and Marketing Representative  
 Find Your Influence  
 Fire&Spark  
 First Step: A Response to Domestic Violence  
 FirstLight Home Care  
 Five19  
 Flatter Inc  
 Flow Beverages  
 Foot and Ankle Specialists of the Mid-Atlantic  
 Forcepoint  
 Fortis Surgical  
 Fortreum  
 Fostering Acadia  
 Fountain Group  
 Franklin County Public Schools  
 Franklin Military Academy  
 Freddie Mac  
 Freelance - Self Employed  
 GAAP Dynamics  
 Gardner and La Rochelle orthodontics  
 Gastro Health  
 Gategroup  
 General Dynamics Information Technology  
 GeoConsulting  
 Geona Healthcare  
 GeoproductsLLC  
 GiddyUp  
 Girls for a Change  
 Girls on the Run  
 Global Wireless Solutions, Inc.  
 Go Ape USA  
 Go Fish Digital  
 Gold Key PHR  
 Golden Word  
 Golder Associates  
 Goodwill Industries of the Valleys  
 Government  
 Government Tactical Solutions  
 Grant Thornton  
 Gray Television  
 Great American Restaurants  
 Guidehouse  
 GXM CONSULTING  
 Habitat for Humanity  
 Hajoca Corporation  
 Haley Automotive Group  
 Hamilton Beach Brands  
 Hampton Roads ENT and Allergy  
 Hanover County Government  
 Hanover County Public Schools  
 Harrisonburg City Public Schools  
 Harrisonburg Police Department  
 Harrisonburg Rockingham Community Services Board  
 Harrisonburg-Rockingham Community Services Board  
 HCA Healthcare  
 Headwaters Soil and Water Conservation District  
 Health Management Academy  
 Healthcare Legal Solutions LLC  
 Healthcare Management Administrators  
 Helix Electric  
 Henry County Public Schools  
 Hess Financial  
 Hexaware Technologies  
 High Velocity  
 Hilton  
 HITT Contracting Inc  
 Hobby Lobby  
 Holloway Company  
 Hometown Realty  
 Hood LLC  
 Horizon Behavioral Health  
 Hospitality Investors Trust  
 Hotel Madison  
 Hotwire  
 Hourigan  
 HSP Direct  
 Hurricane fence  
 Hylton Performing Arts Center  
 i9 Sports  
 IBM  
 ICF  
 ICS  
 ID.me  
 immix Group  
 Impact living services  
 INADEV  
 Indigent Defense Commission  
 Indivior  
 Infinitive

Infranet Technologies Group, Inc  
InMotion  
Inova Health System  
Insight Global  
Institute for Innovation in Health and  
Human Services  
Integrity Risk International  
International Rescue Committee  
Investment Bank  
Invova Health System  
Isle of Wight County Public Schools  
Jackson County Pro Health  
James Madison University  
James Madison University  
Jarvis Law PLLC  
Jason's Deli  
Jaunt Inc.  
JE Richards Inc  
John Tyler Alcohol Safety Action Program  
Jones Lang LaSalle  
Jovie  
K Line America, Inc.  
Kastle Systems International, LLC.  
KCG  
Kearney & Company, P.C.  
Keller Williams  
Kenney Business Solutions  
KETTLER  
Kezler  
KGS construction  
Kimley-Horn and Associates, Inc  
Kinsale Insurance  
Kirbor Homes  
KME.digital  
Knack Works  
Kohls  
KPM LAW  
KPMG  
L3Harris  
Lafayette Group  
Lakeside book company  
Landmark Properties  
Lane Homes & Remodeling  
Langley Federal Credit Union  
LaunchPointPEO  
Law firm  
Leadership Institute

LeadPoint Digital  
Legacy Engineering  
Leidos  
LewisGale Hospital Alleghany  
Lidl US  
LifeNet Health  
Little Leaves Behavioral Services  
Local Chop & Grill House  
Lockheed Martin  
Loudoun County Office of Elections  
Loudoun County Parks, Recreation and  
Community Services  
Loudoun County Public Schools  
Loudoun County Sheriffs Office  
Loudoun United  
Loudoun Water  
Lowe's Companies, Inc.  
Luka Cline State Farm  
Lululemon  
Luray Caverns  
Lytos Technologies  
MAC Marketing  
Magnets USA  
Magpie Diner  
Mane course sandwiches  
ManTech International  
Marathon TS  
MarginEdge  
Markel Corporation  
Marketing Mojo  
MARKETview  
Mark's Family Dentistry  
Marriot Bonvoy Hotels  
Marvin Windows and Doors  
Mary Baldwin University  
Mary Washington Healthcare  
masLabor  
Massanutten Resort  
Matchbox Realty  
Maxim Healthcare Services  
Maymont  
McAdam Financial  
MCCALLUM and KUDRAVETZ, P.C.  
McGavin, Boyce, Bardot, Thorsen & Katz, PC  
McKesson Medical  
McLean Hospital  
Medix

MedStar Health  
 Medworks Surgical  
 memoryBlue  
 Merck  
 Merkle  
 Merrill  
 Merritt Academy  
 Michael & Son Services  
 MicroSys  
 Midatlantic Surveying & Land Design  
 Mill Mountain Theatre  
 Mission Technologies  
 MITRE  
 Montgomery County Public Schools  
 Montrose  
 Mortensen Designs  
 Moseley Architects  
 Motion Recruitment  
 Move Better physical therapy  
 MRIGlobal  
 N.B. Handy  
 NAILBITER  
 NAMI Northern Virginia  
 NASA  
 National Association of State Energy Offices  
 National Counseling Group  
 National Media Research, Planning &  
 Placement  
 National Scoliosis Center  
 Navient  
 NAVSEA Naval Surface Warfare Center  
 Navy Federal Credit Union  
 Nerangis Management Corporation  
 NewMarket Corporation  
 Newport Academy  
 Newport Healthcare  
 Newport News Public Schools  
 Next round  
 Norfolk Botanical Garden, Inc.  
 Norfolk Public Schools  
 Northern Virginia Oral Surgery Center  
 Northrop Grumman  
 Northwestern Mutual  
 NOVA parks  
 Novant Health  
 NTS  
 NTT Data  
 Ocean Network Express  
 Octo Consulting  
 Old Dominion University  
 ONE Environmental Group, LLC  
 Onelife Fitness  
 Ophthalmology  
 Oracle  
 Orangetheory Fitness  
 ORB International  
 Organization for Autism Research  
 Orsted  
 Orthodontics By Crutchfield  
 OrthoVirginia  
 Overcoast: Music + Sound  
 Owens and Minor Inc  
 Oxford Global Resources  
 Packaging corporation of America  
 Page County  
 Page County Public Schools  
 Paraton  
 Pariser Dermatology  
 Park Lane Finance Solutions LLC  
 PartySlate  
 Patient First  
 Patner Construction  
 Patriot Design & Consulting  
 Pediatric Specialists of Virginia  
 PEG LLC  
 PenFed Credit Union  
 Penske  
 Perfect Performance Nova  
 PERQUE Integrative Health  
 PhoenixTeam  
 Pike Engineering  
 Ping Identity  
 PMMI  
 POLITICO  
 Posh  
 Posz Law Group, PLC  
 PPD  
 PRA Group  
 Predict Health, Inc.  
 Prescient Edge  
 Prince William County Parks, Recreation, &  
 Tourism  
 Prince William County Public Schools  
 Prison Fellowship International

Private Medical Office  
Privia Health  
Procentrix, Inc.  
Process Engineer  
Procession Systems  
Progress Physical Therapy  
Prosperity Home Mortgage  
Protiviti  
Publicis Health Media  
Publicis Sapient  
Puffenbarger Insurance & Financial Services  
Inc.  
Purple Onion Catering Company  
PwC  
QinetiQ  
R3 Digital Sciences  
Rams of Virginia  
Rangewater Real Estate  
Raytheon Technologies  
Recognizing Children's Gifts  
Red Light Management  
Regency at Augusta  
Registrar Corp  
Reico Kitchen & Bath  
Reingold, Inc.  
Reston Hospital  
Revature  
Richmond Behavioral Health Authority  
Richmond Dermatology  
Richmond Public Schools  
Richmond Symphony  
Riddle and Hanna, PLC  
Risk Management Programs  
Riverside Health System  
Riverside Veterinary Hospital  
RJE Telecom  
RK&K  
Roanoke City Public Schools  
Roanoke County  
Roanoke county Department of social  
services  
Roanoke County Parks and Recreation  
Rocco Building Supplies LLC  
Rock Creek Companies  
Rockingham County Public Schools  
Rocktown CrossFit  
Rocky Run Family Medicine

ROCS Grad Staffing  
Rosetta Stone  
RSM  
Ruppert Landscape  
Ryan Homes  
Sage Communications  
Salamander Resort & Spa  
Samson Properties  
SAP NS2  
Sapphire Family practice  
Sassy Woof  
SBG Technology Solutions, Inc  
scratch pad.  
Secret Service  
Sentara Healthcare  
Serco Inc  
Service Employees International Union  
ServiceSource  
Seven Hills Dermatology  
Sexual Assault Resource Agency  
Shakespeare Opera Theatre  
Shenandoah Community Capital Fund  
Shenandoah County Public Schools  
Shenandoah Valley Electric Cooperative  
Shenandoah Valley Orthodontics  
Shumate Engineering, PLLC  
Siemens  
Signet Jewelers  
Silverado Alexandria Memory Care  
Community  
SimVentions Inc  
Sinclair Broadcast Group  
Skin Surgery Center of Virginia  
SMOC Sports Medicine & Orthopaedic  
Center  
SoundPipe Therapeutics  
Soundwave Consulting  
Southeast Veterinary Neurology  
Spotsylvania County Public Schools  
Spotsylvania Fire Rescue Emergency  
Management  
StackCommerce  
Stafford County Public School  
StageBio  
Starbucks  
State Corporation Commission  
State Farm

Staunton Augusta Rescue Squad  
Steely  
STIHL Inc.  
Strangeways Brewing  
Strongbridge LLC  
Stryker  
Studio I Do  
Suffolk Public Schools  
Sumitomo Drive Technologies  
Summit Human Capital  
Sunnyside Communities  
Superior Paving Corporation  
Sustainable Building Partners  
Sweetwater Tavern  
Syncivate  
Synergy HomeCare  
Talroo  
Target  
Tartan Properties Commercial  
TASKids  
Taylor's & Company Firearms  
Team Fishel  
TechServe Alliance  
Techtronic Industries  
TEKsystems  
Telos  
Terrapin Restaurant  
Tetra Tech  
The Anderson Company  
The Aviation Collective  
The Center for Physical Therapy and Sports  
Medicine  
The Commencement Group  
The Country Club of Virginia  
The Dive Shop  
The Downtown Creative  
The Egg Bistro  
The Federal Reserve Bank of Richmond  
The Harbour Grille  
The Martin Agency  
The Natural Garden  
The Neo Elite Company  
The Norfolk and Dedham Group  
The Swift Group  
The Thomas Law Office, PLC  
The Wateridge Group LLC - Real Estate  
Team

The Whiting-Turner Contracting Company  
Thermo Fisher Scientific  
Third Marble Marketing  
Thom Gray Inc  
Thomas Jefferson Foundation  
Thompson Siegel and Walmsley LLC  
Three Notch'd Brewing Company  
TI Associates Inc  
Tidewater Arts Outreach  
Tidewater Insurance Brokers  
Tidewater Roofing  
Timmons Group  
TK Elevator  
Tony Britt Spotter Charts  
Town of Herndon Parks and Recreation  
Department  
TowneBank  
TPI Group, Inc.  
TQI  
Trader Joe's  
Troon golf llc  
Tropical Smoothie Cafe  
TRS Healthcare  
TrueTimber Arborists  
Trump National Golf Club Washington, D.C.  
Tysons Corner Diagnostic Imaging  
U.S. Bank  
U.S. Department of Defense  
U.S. Department of Navy  
U.S. Department of Social Services  
U.S. Department of State Police  
U.S. Department of Veterans Affairs  
U.S. Department of Wildlife Resources  
U.S. Forest Service  
U.S. Post Office  
UDig  
UDR  
Ultimate Charities  
United Airlines  
United Dominion Realty  
United Health Services  
University of Mary Washington  
University of Virginia  
University of Virginia  
Urban Ltd.  
Usher Insurance  
USI Insurance Services

USTA Mid-Atlantic	Virginia Tech College of Architecture, Arts, and Design
UVA Health	Virginia Urology
Valley Automation	Vision Point Systems
Valley Conservation Council	Vista Eye
Valley Family Support Services	Vito's Italian Kitchen
Valley Health	VMR Adventures
Valley Program for Aging Services	VMware Carbon Black
Valley Urgent Care	Voya Financial
Van Metre Companies	Wagner Kapoor Institute
VCU Health	Wal-Mart
Verizon	Warner brothers discovery
Vertosoft	Warren County Public Schools
VHB	WDBJ7
Vierra Communities	Wegmans Food Markets, Inc.
Vineyard Vines	Wendy's Comany
Virginia Beach City Public Schools	Westminster Canterbury
Virginia Cancer Specialists	Westwood Pharmacy
Virginia College Advising Corps	Wharton Aldhizer & Weaver
Virginia Commonwealth University	Whitcomb Selinsky PC
Virginia Department of Agriculture & Consume Services	Whitman, Requardt & Associates
Virginia Department of Education	Williamsburg-James city county public schools
Virginia Department of Energy	Willis Furniture Company, Inc
Virginia Department of Health	Winchester Cardiothoracic and Vascular Surgeons, PLC
Virginia Department of Transportation	Winchester Law Group
Virginia Department of Veterans Services	Wondrium
Virginia Furniture Market	Wood Group PLC, now WSP
Virginia Hospital Center	Workshop Digital
Virginia Institute of Autism	Wythe County Public Schools
Virginia Military Institute Cyber Defense Lab	YakAttack
Virginia National Bank	Yes& Agency
Virginia Outdoors Foundation	YMCA of the USA
Virginia Pediatric Eye Center	Young Life
Virginia Research Center	Young,Nicholas,Branner & Phillip
Virginia Senate Democratic Caucus	ZenPoint Solutions LLC
Virginia Spine Institute	Zimmer Biomet
Virginia State Bar	
Virginia State Corporation Commission	
Virginia Tech Applied Research Corporation	

## Appendix 5

### Draft WBLE Senior Data Collection Survey Items

#### **PAIR Survey: Items to review- potentially include**

Suggestions for WBLE questions

[Items from National Survey of College Internships](#)

JMU defines a Work-Based Learning Experience as having all of the following components:

- A
- B
- C

#### **WBLE 1 During your time as a student at JMU, how many Work Based Learning Experiences did you complete?**

- a. 0
- b. 1
- c. 2
- d. 3 or more [If this is selected, students will receive a message to only provide information about the three most meaningful experiences they had]

[The following questions will repeat for the number of WBLEs identified above (up to 3)]

Please provide the following information regarding your first WBLE:

#### **WBLE2 Name of Organization**

[We recommend providing a list of the top 30 or so locations we know about for WBLEs (possibly using employers/school districts as a guide). We can use the “Other” option to solicit new organizations to add to future surveys]

#### **State**

[Drop Down]

#### **Closest Major City**

[Major cities based on state will appear as a drop-down]

#### **WBLE3 Which of the following best describes how you engaged in workplace tasks during your internship? If you engaged in more than one, please reflect on your most recent experience.**

- a. Job shadowing: You mostly shadowed your supervisor and observed them perform tasks
- b. Low-skill tasks w/supervision: You mostly engaged in relatively low-skill tasks after being trained by your supervisor
- c. High-skill tasks w/supervision: You mostly engaged in relatively high-skill tasks after being trained by your supervisor, who would then review and approve your work
- d. Autonomous work: You mostly worked on your own project(s) independently with support from a supervisor only as needed

**WBLE4 Which of the following best describes the type of Work-Based Learning Experience you completed?**

- a. Internship
- b. Practicum
- c. Clinical
- d. Student Teaching
- e. Undergraduate Research
- f. Fellowship
- g. Externship
- h. I don't know
- i. Other \_\_\_\_\_

**WBLE5 Approximately how many hours did you spend in this experience?** [Provide guidance on most appropriate categories]

- a. 1-20
- b. 21-49
- c. 50-99
- d. 100-150
- e. 150 hours or more

**WBLE6 What time of year did you complete this WBLE?** (Check all that apply)

- a. Summer
- b. Fall
- c. Spring
- d. My experience covered more than one part of the year (e.g., spring and summer).

**WBLE7 What level were you when you started the WBLE?**

- a. First-Year/Freshman
- b. Sophomore
- c. Junior
- d. Senior

**WBLE8 What was the format of your experience?**

- a. Fully in-person
- b. Fully virtual/remote
- c. Hybrid/mix of in-person and virtual

**WBLE9 Did you receive college credit for this WBLE?**

- a. Yes
- b. No

**WBLE10 For what course did you receive credit?** [If Yes]

[Text]

**WBLE11 Was this experience paid or unpaid?**

- a. Paid
- b. Unpaid (including for credit)



**WBLE12 How did you initially learn about your WBLE opportunity?**

- a. University Career Center
- b. Career Fair
- c. Handshake
- d. Faculty member helped me locate it
- e. Options were provided through a JMU course
- f. Family/friend connection
- g. I was recruited by an employer for the position
- h. Other \_\_\_\_\_

**WBLE13 How satisfied were you with your work-based learning experience?**

- a. Very satisfied
- b. Satisfied
- c. Dissatisfied
- d. Very Dissatisfied

**WBLE14-17 Please indicate how often your WBLE provided opportunities for developing the following skills.  
(5 points scale, never to very often)**

- a. Communication
- b. Teamwork
- c. Problem solving
- d. Leadership

**Barriers Question Group**

**Select each item you consider a reason for why you were unable to pursue a work-based learning experience.**

- a. Course load was too heavy
- b. Insufficient/no pay offered
- c. Need to work at current job
- d. Lack of transportation
- e. Lack of childcare
- f. Lack of opportunities in my field
- g. Applied for work-based learning experience, but wasn't selected
- h. Not sure how to find a work-based learning experience
- i. Other \_\_\_\_\_

## Appendix 6

### SCHEV Student Internship Support Grant Submission

#### Letter of Interest

### SCHEV Student Internship Support Grant Submitted December 2023

Institution: **James Madison University**

Project Director: Emma Gibbons

Assistant Director for Internships

University Career Center

James Madison University

Harrisonburg, VA 22807

[gibbonek@jmu.edu](mailto:gibbonek@jmu.edu), 540-568-6555

Member, JMU Work-Based Learning Experience Task Force

Authorized Signer: Tamara Hatch, MBA, CRA, CPRA

Director of the Office of Sponsored Programs

Signature: \_\_\_\_\_

## NARRATIVE

### Introduction

James Madison University has an established history of providing curricular and extra-curricular experiential learning opportunities for students. These include, but are not limited to, paid and unpaid internships with external partners, independent research experiences with JMU faculty and other professionals, educational practicums and student teaching field experiences, and clinical experiences and practicums in health and behavioral studies. To better understand the scope of existing opportunities at JMU, identify and address inequities that may exist, and develop recommendations to enhance these opportunities for JMU students, JMU senior leadership initiated a Work-Based Learning Experience (WBLE) Task Force in Fall, 2022 comprised of faculty and representatives from across the colleges and administrative units at the institution. The overarching goal for the task force is to facilitate the development of a coordinated, university-wide strategy for enhancing experiential learning opportunities for students at JMU, to better serve the students as well as industry professionals in facilitating a well-prepared future workforce for the Commonwealth and beyond.

Work by the JMU WBLE task force to date has included defining what constitutes a work-based learning experience for undergraduate students at JMU, determining the range of these experiences at the university, determining whether the experiences are paid or unpaid and for credit or not-for-credit, and collecting what percentage of the student population takes advantage of these opportunities. In summer of 2023 the University Career Center (UCC) awarded over \$84,000 internship scholarships to students who secured unpaid internship opportunities. Students with unpaid internship opportunities applied for funding to offset housing and transportation costs for the experience. For the summer of 2024, the UCC will again offer unpaid internship scholarships. With increased interest in internships from the state of Virginia and from dedicated work at JMU, we anticipate that the number of these scholarships will need to increase. This award will support additional unpaid internship awards in the Fall semester for the first time.

Another barrier for some students pursuing internship experiences is the availability and affordability of professional attire for interviews and workplace settings. Requested funds will assist in expanding the JMU Career Closet, a program that provides up to five items of work-attire per semester to students at no cost. JMU and the WBLE taskforce are incredibly grateful for the continued interest and support from SCHEV to help supply our students with the best possible experience in their time here and taking their skills into the workforce.

### Body

Funding from the SCHEV Institutional Internship Support Grant will be used at JMU to: 1. enhance and offer additional iterations of the unpaid internship scholarship 2. supply the Career Closet with additional funding to support our no-cost to students professional attire resource, 3. create and establish new methods for outreach and materials for student preparation for internships and marketing for the Unpaid Internship Scholarship, and 4. hire and support a student intern to enable each of these efforts during the award period and beyond. Each of these components are outlined below.

#### *1. Enhancing the Unpaid Internship Scholarship*

The University Career Center (UCC) at JMU has offered the Unpaid Internship Scholarship (<https://www.jmu.edu/career/scholarship/index.shtml>) for students who have secured an unpaid internship for the summer for multiple years. This award will allow the UCC to increase the number of students who receive financial support during the summer of 2024 and enable scholarships to be offered for the first time during the fall semester of 2024. The scholarship allows students to cover the enrollment costs to receive credit for their internship, transportation, relocation, food, wardrobe needs, new technology for remote internships, and other support needs. Introducing the fall option will help JMU to assess the needs to extend scholarships beyond summer months and explore mechanisms for funding the program beyond the summer session. In summer of 2023 the University Career Center awarded over \$84,000 in unpaid internship scholarships. This award will facilitate increasing the number of scholarships given in 2024 by at least 19 students.

#### *2. Increase available student supplies for professional dress*

In partnership with Off Campus Life at JMU, the University Career Center operates and manages a Career Closet (<https://www.jmu.edu/career/events/careerclomet/index.shtml>) where any JMU student can take up to five items of work-attire, such as shirts, skirts, bags, belts, shoes, and other accessories, each semester. Modest funds

are allocated to updating and expanding the Career Closet to be more accessible to students. Currently the Career Closet is operating with limited materials originating from its beginnings as a pop-up shop with donated materials to support university career fairs. Now operating as an expanded, permanent feature of the University Career Center, the program is in need of racks to be adjusted for physical accessibility and more shelving and display options. The UCC opened the Career Closet full-time in the fall semester of 2023 and has seen a significant increase in utilization. Due to this, it has been difficult to maintain the availability of a variety of styles, sizes, and options for students seeking this resource. In addition to increasing supplies of hard-to find sizes and items, these funds will also assist with the development of marketing materials for the closet to expand student awareness of the resource and encourage community support and item donations.

**3. Creating and establishing marketing materials for internships**

A challenge in connecting students to work-based learning experiences is reaching them in their different programs, courses, and resources on campus to support their exploration and utilization of these opportunities. These grant funds would support long-term use items (like banners) to market regularly occurring initiatives (like the Unpaid Internship Scholarship) to increase awareness and applications. Grant funds would also support marketing efforts for JMU Work-Based Learning Experiences (WBLE) task force initiatives and regular programming about internships and other WBLEs. Such practices will ensure that each student at JMU knows where to go when they're interested in exploring WBLE opportunities.

**4. Personnel involved**

In order to advance the initiatives outlined in components 1-3 above, support is allocated for a student intern during the 2024 calendar year to work on implementation, creation of marketing materials, and facilitating new programming opportunities and University Career Center efforts. The student intern will also support other initiatives funded by this grant as time allows. The student intern will be supervised by Project Director Emma Gibbons. Emma Gibbons' time on this project will be covered by the University Career Center as a component of her current role as Assistant Director for Internships.

**Conclusion**

JMU is committed to finding all possible routes to support students who want a WBLE and contribute to a well-prepare future workforce for the Commonwealth and beyond. This award will help JMU ensure that any interested student has all the resources we can offer to support their pursuits of paid and unpaid internship experiences. This award will provide direct financial support for students to explore all types of opportunities, to subsidize an unpaid experience, or to offset the cost of living during their internship. Our goal is to get the majority of these funds into the hands of students who need the money to support their career journey while attending JMU. We're excited for the opportunity to have SCHEV support in impacting many lives at JMU.

**Budget**

Personnel

\$9,000 Student internship to support project implementation – 1 student, \$15/hour, 14 weeks/semester at 10 hr/week during Spring and Fall semesters, summer student intern for 8 weeks at 40 hr/week.

Fringe Benefits

\$689 FICA on personnel support.

Supplies

\$12,200 Supplies to enhance the JMU Career Closet, including clothing, clothing racks, storage, etc.

Other Direct Costs

\$76,000 Expansion of existing un-paid internship scholarship program to support at least 19 students at \$4,000/student.

\$2,100 Printing and advertising expenses to increase student awareness of expanded unpaid internship support scholarships.

**Total Costs \$99,989**

## Appendix 7

### SCHEV Data Collection Grant Submitted December 2023

#### Letter of Interest

### SCHEV Institutional Internship Data Collection Grant

Institution: **James Madison University**

Project Director: Dr. Steven Whitmeyer

Associate Dean for Research and Scholarship

College of Science and Mathematics

James Madison University

Harrisonburg, VA 22807

[whitmesj@jmu.edu](mailto:whitmesj@jmu.edu), 540-568-3592

Co-Chair, JMU Work-Based Learning Experience Task Force

Co-Director

Mary Sullivan

Project Coordinator, Valley Internship Experience Workgroup

Office of Economic & Community Development

James Madison University

Harrisonburg, VA 22807

[sullivmx@jmu.edu](mailto:sullivmx@jmu.edu)

Authorized Signer: Tamara Hatch, MBA, CRA, CPRA

Director of the Office of Sponsored Programs

Signature: \_\_\_\_\_

## **NARRATIVE**

### **Introduction**

James Madison University (JMU) has an established history of providing curricular and extra-curricular experiential learning opportunities for students. These include, but are not limited to, paid and unpaid internships with external partners, independent research experiences with JMU faculty and other professionals, educational practicums and student teaching field experiences, and clinical experiences and practicums in health and behavioral studies. In order to better understand the scope of existing opportunities at JMU, identify and address inequities that may exist, and develop recommendations to enhance these opportunities for JMU students, JMU senior leadership initiated a Work-Based Learning Experience (WBLE) Task Force in Fall, 2022 comprised of faculty and representatives from across the colleges and administrative units at the institution. The overarching goal for the task force is to facilitate the development of a coordinated, university-wide strategy for enhancing experiential learning opportunities for students at JMU, in order to better serve the students as well as industry professionals in facilitating a well-prepared future workforce for the Commonwealth and beyond.

Work by the JMU WBLE task force to date has included defining what constitutes a work-based learning experience for undergraduate students at JMU, determining the current range of these experiences at the university, assessing whether the experiences are paid or unpaid, whether they are for credit or not-for-credit, and surveying JMU students and faculty to determine the percentage of the student population that take advantage of these opportunities. Assembling and collating data on existing WBLEs at JMU has been challenging, due to the variation in experiences that are available to students and the lack of a common metric or platform for tabulating, tracking, and evaluating these experiences. One of the subgroups of the WBLE task force has been focused on gathering information about existing work-based learning experiences across JMU, from academic unit heads and other JMU leaders, as well as via student surveys. The subgroup has reached out to administrators and unit heads at JMU to get a better idea of WBLEs that current exist, and metrics on student involvement in WBLEs have been compiled via online surveys and in-person discussions with students. However, JMU is currently lacking a comprehensive, university-wide system to catalogue existing WBLEs at JMU and student involvement. JMU leadership and the WBLE task force recognize that, in order to enhance WBLE opportunities for JMU undergraduate students, a comprehensive system will need to be developed to track the variety of WBLEs that are available to students. In addition, an outreach program will need to be developed to make students aware of, and encourage them to enroll in, these opportunities.

### **Body**

Funding from the SCHEV Institutional Internship Data Collection Grant will be used at JMU to: 1. enhance our current data collection efforts on students engaged in WBLEs, 2. to develop and test a tracking system to monitor student participation in WBLEs for the future, 3. to design and disseminate outreach materials to students to encourage and facilitate their participation in WBLEs, and 4. to hire and support personnel to enable each of these efforts during the award period and beyond. Each of these components is outlined below.

#### *1. Enhancing current data collection efforts*

Campus-wide efforts to collect data on students' WBLEs have consisted of round table discussions with students, a Spring 2023 WBLE survey, and questions on the First Destinations Outcomes survey of graduates. Funding from this SCHEV grant will be used to enhance and improve student survey mechanisms. In addition, funds would also be used to support registrar personnel to revise and enhance the tagging of WBLE experiences in existing courses and evaluate where WBLE opportunities might be lacking in certain disciplines.

#### *2. Develop and test a tracking system to monitor student participation in WBLEs*

Work-based learning experiences are well-established in some disciplinary areas at JMU, and these areas typically have established their own coordination and tracking system. Unfortunately, these existing systems do not interface well with other JMU systems, and a universal system to coordinate all of these efforts does not exist yet at JMU. With funding from this SCHEV grant we will hire an undergraduate student intern and support an Engagement Fellow to work with existing systems at JMU to understand how these tracking systems collect and organize data in order to inform a university-wide system that would be able to ingest this existing data without requiring a major realignment of existing systems. In

addition, we recognize that some commercial systems have the capacity to function as a data collection and tracking system for WBLEs. Thus, we have earmarked some of the grant funds to engage consulting services from external vendors to explore how these commercial systems could enable or enhance tracking at JMU. We anticipate that commercial platforms, such as Handshake and Salesforce, could be enhanced and/or augmented to at least partially fulfill WBLE tracking requirements at JMU, and thus we have budget grant funds to explore some of these additional software components.

### *3. Design and disseminate outreach materials on WBLEs*

A challenge that has been identified by the WBLE task force at JMU is that students lack a clear understanding of what constitutes a WBLE. Many students have a preconceived idea of what an internship might entail, but they don't recognize that experiences like undergraduate research, student teaching, clinicals, and practicums are also valid and recognized WBLEs. Thus, we will use funds from this award to enhance our outreach materials to students to explain and champion WBLEs across campus and encourage students to engage in these opportunities. Outreach efforts to students would also highlight and stress the importance of reporting and documenting their WBLEs in a JMU tracking system and on their CVs and resumes. In addition, we recognize that it is important to reach out to faculty and staff at JMU to highlight WBLEs and ongoing and future initiatives to enhance these opportunities at JMU. Faculty are often a key source of communication to students, and they need to be well-informed about these opportunities.

### *4. Personnel involved*

In order to advance the initiatives outlined in components 1-3 above, a substantial part of this SCHEV award will support personnel involved in these efforts. Support is allocated for:

- a. Release time for the Project Director (Steve Whitmeyer) and co-director (Mary Sullivan) to direct and oversee the data collection initiatives and personnel involved.
- b. Support for Associate Registrar (Arin Hawse) to continue work to accurately tag and recognize WBLEs in courses as well as work in consultation with commercial vendors on tracking requirements
- c. Stipend for a JMU Engagement Fellow, starting in Fall 2024, to focus on coordination of WBLE tracking efforts across the JMU campus. The JMU Engagement Fellow Program is a 10 month program (August to May) for recent graduates. They are placed in agencies, including JMU, where their portfolio of work advances their capacity for engaged learning, community and civic engagement and leadership skills. Consultation with the directors of the Engagement Fellows program indicates that taking a leadership role in coordinating WBLE tracking efforts across campus would be an appropriate project for a JMU Engagement Fellow.
- d. Support for student interns during the 2024 calendar year to work on WBLE data collection efforts and to help test out new or enhance software platforms. Student interns will also support other initiatives funded by this grant.

Grant funds also have been allocated for computer equipment for personnel working on these initiatives in order to accomplish their data collection tasks and software testing/evaluation.

### **Conclusion**

JMU is committed to enhancing work-based learning opportunities for all undergraduate students at the institution. In order to realize this goal, the institution needs a comprehensive and robust digital platform to track the variety of work-based learning experiences (WBLEs) in which students are currently engaged. In addition, this tracking system will need to have the flexibility to expand to track future WBLEs that do not currently exist at JMU. At present, tracking systems for WBLE opportunities at JMU have narrow disciplinary foci, or do not exist for some disciplinary areas. A SCHEV Institutional Internship Data Collection Grant would provide support for personnel to work on the integration of existing systems at JMU and to explore other options for tracking WBLE experiences. Grant funds also would be used to augment existing software licenses to explore expanding their functionality for tracking WBLEs, and to engage external consultants to help JMU personnel maximize the potential of key platforms (*e.g.* Handshake, Salesforce) to address our WBLE tracking needs. In addition, we recognize that outreach to students, faculty, and staff at JMU is critical to inform the university of these efforts and to encourage participation. Finally, it is critical that personnel, including administrators, staff, and student interns, are supported by the grant funds, in order to make substantial progress during the coming year. Collectively, these

SCHEV grant funds would significantly enhance our WBLE data collection and tracking efforts during the 2024 calendar year and into the future.

**Budget**

Personnel

\$6648	5% (~2 weeks) buyout for Project Director Steve Whitmeyer for project oversight, reporting, and administration.
\$8800	10% effort for Co-Director Mary Sullivan to supervise student interns and the Engagement Fellow, and to integrate and inform VTOP Region 8 efforts.
\$4413	5% effort for Arin Hawse, Associate Registrar, to inform, support, and integrate data gathering requirements and work with student interns.
\$15,000	Stipend for an Engagement Fellow (8/2024 to 5/2025) to work on an optimal platform for JMU to track and enhance WBLE opportunities.
\$18,000	Funding for 2 undergraduate student interns to administer student surveys, analyze data, tag existing courses that feature WBLEs, and help with other project-related tasks; 10 hours/week during Spring 2024 and Fall 2024 semesters, 40 hours/week for 8 weeks during Summer 2024 (per student.)

Fringe Benefits

\$4044	FICA on personnel support
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Professional Services

\$15,250	Consulting fees for existing platforms that support WBLEs (SalesForce, Handshake) to explore their functionality for tracking WBLE opportunities at JMU.
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Supplies

\$12,000	Computer workstations to facilitate data collection and other tasks.
\$10,845	Software supplements for licenses/features of existing software platforms ( <i>e.g.</i> , Handshake, SalesForce) for trial/evaluation or implementation.

Other Direct Costs

\$5000	Develop and distribute outreach materials for surveys and to encourage students to participate in, and report, their work-based learning experiences.
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Total Costs	<b>\$100,000</b>
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