



WINTER 2020 NEWSLETTER

WISCONSIN CENTER FOR EDUCATION RESEARCH | UNIVERSITY OF WISCONSIN-MADISON

Message from the CCWT Director

Happy New Year everyone, and we're excited here at CCWT to begin a new year of programs, research, and outreach from our base here in cold, snowy Wisconsin. In 2020 we'll be launching a new research study on college student veterans led by Principal Investigator Ross Benbow, a series of institutional ethnographies focused on how students of color are thinking about the world of work, and continuing to expand our College Internship Study. In this Winter 2020 newsletter we outline some of these new programs, as well as new publications, activities, and resources that CCWT staff are working on.

We're also happy to announce that on October 1-2, 2020 we'll be holding the 3rd Annual Symposium on College Internship Research here at UW-Madison, and in early February we'll be putting together a program committee. We've reviewed the evaluations from last year's event and hope to address the critiques and build on the strengths of our first two symposia. If you're interested in helping us design this year's program of speakers, panelists, and workshops, please get in touch with Amy Rivera amy.rivera@wisc.edu.

At a time when conversations about students' future careers and college-work transitions continue to grow on campuses around the world, here at CCWT we are also aware that at the same time, evidence continues to mount about rising income inequality, hiring discrimination, and declining job security. These realities constitute the "real-world" that our students will be graduating into - alongside exciting technological developments and opportunities - and we are committed to ensuring that these conditions are part of the conversations about college-work transitions that will continue to take place in 2020.

That said, we are also striving to create useful resources for scholars, practitioners, employers and policymakers who are engaged in the daily work of hosting interns, advising students, and making policy. As the year unfolds, we'll be introducing new resources for internship scholars and practitioners, releasing new data from our projects, and hopefully engaging you and your colleagues in the challenging yet rewarding work of making the college to work transition as smooth, equitable, and enriching as possible for all college students.

Best wishes,
Matthew T. Hora, CCWT Director

A handwritten signature in black ink that reads "Matthew Hora".

News and Project Updates

Internship Study Updates

The CCWT team – now comprised of 6 senior staff and 9 PhD students – is busy gearing up for data collection at five new partner institutions in the Spring of 2020.

The new institutions include a group of Historically Black Colleges and Universities (HBCUs), one Hispanic Serving Institution, and one technical college. The addition of these new sites, which are supported by generous support from the National Science Foundation and the Bill & Melinda Gates Foundation, will expand the scope of our impact on internship programming, while also contributing to the research literature on what features of internships are associated with student success. If you or your institution is interested in joining the study, please contact CCWT Director Matthew Hora matthew.hora@wisc.edu.



The College Internship Study

The internship study team also welcomes Dr. Jiahong Zhang, who is a post-doctoral researcher coming from the University of Hong Kong and who will be working on the quantitative side of the project, and also to create new data visualizations for our partner institutions.

With a background in counseling psychology, Jiahong earned her Ph.D. from the University of Hong Kong Faculty of Education, specializing in career development and counseling. She used a mixed research method to explore the roles of teacher and parental support in vocational identity and career adaptability, especially for those students from vocational and technical schools and colleges.



Ross Benbow Receives New NSF Grant to Study Student Veterans

A new research project focused on the experiences of undergraduate military service members and veterans enrolled in Wisconsin universities has recently been launched at CCWT by Dr. Ross Benbow, who is an Associate Researcher at the Wisconsin Center for Education Research.

The Veteran Education to Workforce Affinity and Success Study (VETWAYS) a three-year, \$556,000 research project funded by the National Science Foundation, will seek to better understand the unique social experiences and challenges that veterans encounter as they progress through college and into the workforce. While other studies conducted on student veterans show that social support is important to improving their college experiences, very little research has specifically focused on the relationships that provide them with help, advice, comradery, or guidance, according to Benbow, the study's principal investigator. "Social support has come up as a particularly important factor linked to college success in other studies of student veterans. Our work, which explores how social support connects with students' college-to-career trajectories, is an important step in the progression of this research."



The Veteran Education to Workforce Affinity and Success Study

Benbow says that student veterans in college face two unique sets of challenges. "Transitions into college from military lives marked by discipline, a clear chain of command, and a real unity of purpose can be incredibly difficult," says Benbow, adding that feelings of isolation on campus, coupled with the many bureaucratic hurdles student veterans have to jump in college, may adversely affect persistence. "Veterans are also more likely to be students of color, first generation students, older and/or married, and have more off-campus responsibilities. They're more likely to suffer from trauma due to military experiences than traditional students, as well." The lead VETWAYS investigator points out that these are all characteristics that have been linked to more difficult pathways through college.

VETWAYS staff include Dr. You Geon Lee (co-PI) and Dr. Matthew Hora (co-PI), who will conduct research through surveys and interviews with students and educators from the Universities of Wisconsin—Madison, Milwaukee, Oshkosh and Stout.

Joseph Rasmussen, Veteran Services Coordinator with University Veteran Services at UW-Madison, is an advisory board member for the new study. “I am thrilled about the Veteran Education to Workforce Affinity and Success Study. UW-Madison has a strong tradition of public service and research, and this study honors both,” says Rasmussen, a U.S. Marine Corps veteran. “I’m excited to see the positive real-world impacts these findings will hold for student military service members and veterans, as well as for professionals looking to serve them.”

“When you’re looking at higher education and the country’s future workforce needs, as my colleagues and I are doing, this is an incredibly skilled, capable, and deserving group of students to focus on,” Benbow says. “Colleges and future employers should be competing over these students, so we’re excited to play a small part

in better understanding and helping to improve their academic and early-career experiences.” For more information see: <https://wcer.wisc.edu/news/detail/new-wcer-project-explores-academic-and-career-pathways-of-undergraduate-mil>



UW-Madison Veteran Services Welcome Event
(Photo by Jeff Miller / UW-Madison)

Multiple Internships: Ladder or Treadmill? By Zhixuan Wu (Project Assistant) and Vivien Ahrens (Project Assistant)

The findings from our new research brief may seem obvious—for multiple internships, you need time—and older, full-time working students are less likely to have the necessary flexibility to take internships. Yet, this brings up several important questions: What is the difference, if any, in the impacts that a single internship has on students, compared with multiple internships? Who has access to multiple and/or high-quality internships? Are we actually increasing the achievement gap between non-traditional working students and young full-time students by promoting internships as a high-impact practice? In summary: For whom are multiple internships truly a ladder, and for whom just a treadmill?

Read full blog post here: <https://blog.ccw.wceruw.org/multiple-internships-ladder-or-treadmill/>

The Doors of Opportunity are Closed for Many Students: Barriers to Internship Participation, by Zi Chen (Assistant Researcher) and Javier Rodriguez (Project Assistant)

Internships are widely considered positive experiences. Across disciplines, studies suggest that taking part in an internship increases students’ chances at identifying a career path that’s appropriate for them, getting a job, and even receiving higher pay when they are hired. All of this because internships, arguably, expand students’ professional networks; allow them to experience, first-hand, what a job in a given industry looks like; apply their knowledge in the real world; and pick up skills and information, outside the classroom, that make them better-equipped, more desirable job candidates. Indeed, advocates call for educators and employers to provide undergraduate students with more opportunities to participate in internships before they graduate.

Read full blog post here: <https://blog.ccw.wceruw.org/the-doors-of-opportunity-are-closed-for-many-students-barriers-to-internship-participation/>

New Report on HMoob American University Students at Wisconsin's 4-Year Colleges, by MaiNeng Vang (Project Assistant)

Data on Asian Americans are often aggregated, wherein all Asian American communities are lumped together under the category "Asian." Aggregated data do not provide an accurate understanding of the experiences of various Asian American groups. In this way, it renders invisible the needs of and challenges within marginalized Asian American groups, such as Southeast Asians. Often, resources are allocated based on statistical data, therefore, the lack of disaggregated data denies certain Asian American groups access to the resources that can help them live, thrive, and succeed in this country.

Read full blog post here: <https://blog.ccwt.wceruw.org/an-update-of-hmoob-american-college-paj-ntaub-project/>

Two Winners in CCWT's Conference Travel Competition Blog about their Experience

In the Fall of 2019, CCWT initiated a travel grants competition for UW-Madison students. With the rising costs of conference registration, travel and housing making professional meetings too expensive for many students, our aim is to assist students in defraying these costs so that they can participate in these important networking and professional development events.

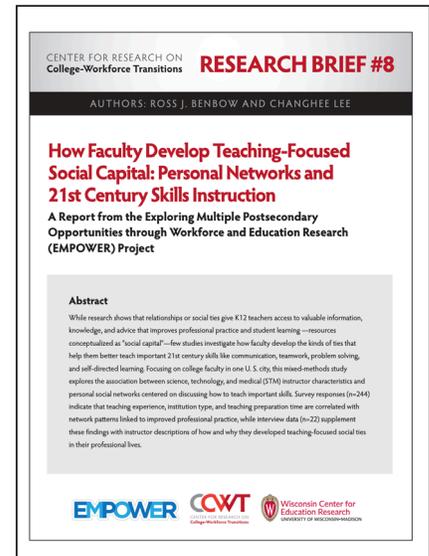
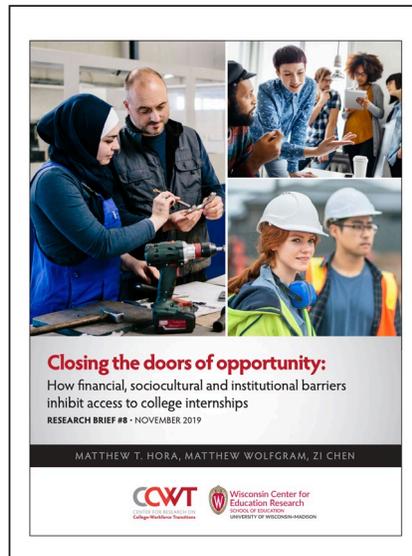
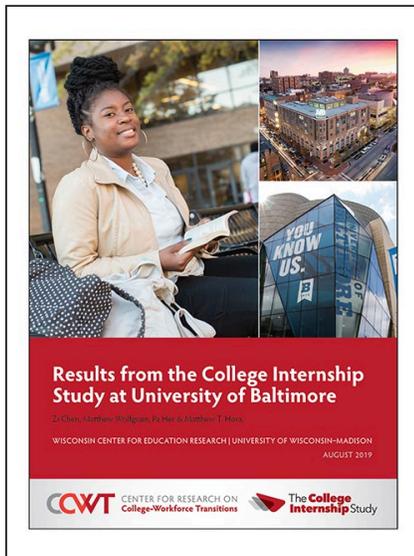
Troy Williams, a program evaluator at the Population Health Institute at UW Madison, after attending the Evaluation Conference in November, wrote: This was my first time attending the American Evaluation Association Annual (AEA) Conference. This conference brings together professional evaluators, evaluation scholars, and students from around the world. During this week-long conference, attendees exchanged ideas, suggestions, and techniques for effectively conducting evaluation and research. I envision putting much of what I learned into practice as I pursue a career as an evaluator. Most immediately, I will put what I learned during the AEA Graduate Education Diversity Internship (GEDI) session into practice. This session was my favorite because it was great to see so many former graduate students discuss their experience with the internship and how they used the experience to prepare them for their current careers. During this conference, I was able to make some great connections that will hopefully make my transition from school to the workforce a smooth one. The funding that I received from The Center for Research on College-Workforce Transition was instrumental to me being able to attend this conference, gain new knowledge, and make these professional connections, and I am very thankful. Info on the Evaluation Conference can be found here: <https://www.evaluationconference.org/pdf/ld/fid=694>



Yun Cho, a dissertator in the Sociology Doctoral Program at UW-Madison, after attending the Social Science History Association Conference in November, wrote: The conference presentation experience helped me prepare for my academic transition from graduate to postdoctoral studies. I could learn not only how to present my research in scholarly settings, but also how to interact with other diverse conference attendees, such as senior scholars in my field, junior faculty in other universities and fellow graduate and postdoctoral students in other fields. Also, the positive feedback and constructive suggestions from the audience in the interdisciplinary conference inspired me to think of how to finalize my dissertation research and reframe my research findings in more appealing ways. I hope many other graduate students could benefit from the CCWT's generous support as well. More information on the SSHA Conference can be found here: <https://ssha.org/conference/>



New Research and Publications from the CCWT Team



Results from the College Internship Study at the University of Baltimore: http://ccwt.wceruw.org/documents/CCWT_report_results%20from%20U%20Baltimore.pdf

A CCWT research brief on our analysis of obstacles to internships - Closing the Doors on Opportunity: http://ccwt.wceruw.org/documents/CCWT_report_Closing%20the%20doors%20of%20opportunity.pdf

A CCWT research brief from our EMPOWER study - How Faculty Develop Teaching-Focused Social Capital: http://ccwt.wceruw.org/documents/CCWT_report_How%20Faculty%20Develop%20Teaching-Focused%20Social%20Capital.pdf

A working paper that summarizes findings from the first three institutions that joined our College Internship Study - Problematizing College Internships: Exploring Issues with Access, Program Design, and Developmental Outcomes in three U.S. Colleges: <https://www.wcer.wisc.edu/publications/abstract/working-paper-no-2019-1>

Academic journal articles

This paper comes from one of the first projects initiated at CCWT – a needs assessment of career services programs at a large university's School of Business:

Chin, M., Blackburn Cohen, C. and Hora, M. (2020), "Examining US business undergraduates' use of career information sources during career exploration", *Education + Training*, Vol. 62 No. 1, pp. 15-30. <https://doi.org/10.1108/ET-05-2019-0103>

This paper is the first peer-reviewed article coming out of our College Internship Study:

Hora, M. T., Parrott, E., & Her, P. (2020). How do students conceptualize the college internship experience? Towards a student-centered approach to designing and implementing internships. *Journal of Education and Work*, 1-19. <https://www.tandfonline.com/doi/abs/10.1080/13639080.2019.1708869>

This paper comes out of our EMPOWER project, which is a study of how inter- and intra-personal skills are defined, taught, and used in 4 occupations. This analysis is of the policy environment surrounding “soft” and “non-cognitive” skills: Smolarek, B. B., & Scrivener, L. (2019). Examining business-driven education reform by new policy actors: a discursive analysis of UpSkill Houston. *Journal of Education Policy*, 1-18. <https://www.tandfonline.com/doi/abs/10.1080/02680939.2019.1686539>

New Research on College-Workforce Topics

One of the ideas shared with us after last year’s Internship Research Symposium was the prospect of putting resources for internship research and work on more general college-workforce transitions on the CCWT website. This is one of the projects we’re working on this year, and here’s a sampling of some of the new studies coming out on internships that we’ll feature on our website:

Anjum, S. Impact of internship programs on professional and personal development of business students: a case study from Pakistan. *Future Business Journal* 6, 2 (2020) doi:10.1186/s43093-019-0007-3. <https://link.springer.com/article/10.1186/s43093-019-0007-3#citeas>

Bittmann, F., & Zorn, V. S. (2019). When choice excels obligation: about the effects of mandatory and voluntary internships on labour market outcomes for university graduates. *Higher Education*, 1-19. <https://link.springer.com/article/10.1007/s10734-019-00466-5>

Ghosh, A., Kessler, M., Heyrman, K., Opelt, B., Carbonelli, M., & Fouad, N. A. (2019). Student Veteran Career Transition Readiness, Career Adaptability, and Academic and Life Satisfaction. *The Career Development Quarterly*, 67(4), 365-371. <https://onlinelibrary.wiley.com/doi/full/10.1002/cdq.12205>

Neyt, Brecht and Verhaest, Dieter and Baert, Stijn, The Impact of Internship Experience during Secondary Education on Schooling and Labour Market Outcomes. IZA Discussion Paper No. 12778.

Stremersch, J., & Van Hoye, G. (2019). Searching hard versus searching smart: The role of search process quality in an internship context. *International Journal of Selection and Assessment*. <https://ssrn.com/abstract=3492181>

Events

Visit from Hong Kong Based Scholar Dr. Jenny Chan to UW-Madison in December 2019

In December of 2019, our Center and the Center for East Asian Studies (<https://eastasia.wisc.edu/>) had the privilege of hosting Dr. Jenny Chan from Hong Kong Polytechnic University. Dr. Chan, whose research focuses on internships and labor-related issues in China, gave three talks during her visit to UW-Madison. The first was a panel presentation about the recent protests in Hong Kong, followed by a seminar on her research about Taiwanese company Foxconn (<https://journals.sagepub.com/doi/full/10.1177/0097700412447164>) and their abuses of internship labor, and finally a CCWT-sponsored talk about vocational education and internships in China. Dr. Chan also has a new book coming out called “Dying for an iPhone” (<https://www.haymarketbooks.org/books/1468-dying-for-an-iphone>) that describes her important research on internships and labor in the 21st century. To see a video of her talk: <http://ccwt.wceruw.org/seminar-series.html>.



NEW 1-DAY SYMPOSIUM ON REFUGEES IN HIGHER EDUCATION

Supporting Higher Education and Career Success for Refugees in Wisconsin Friday, April 10th, 2020, 9:30am to 4pm Madison College Truax Campus, Room D1630

The symposium Supporting Higher Education and Career Success for Refugees in Wisconsin will bring together educators, refugee resettlement and service providers, refugees, scholars, employers, and community members to learn about the barriers and supports that impact the college and career success of refugees in our state, and to discuss and plan policies to expand their success. Come ready to partner with your colleagues and:

- Learn from presentations and discussions with scholars on refugee resettlement in Wisconsin and access to higher education for refugees;
- Network with a community of colleagues who are invested in the educational and career success of refugees in our state;
- Learn from college students with refugee backgrounds about their struggles and experiences working toward higher education and career goals;
- Participate in discussions to help shape and improve policies to support higher education and career success for refugees;
- Launch the Wisconsin Roundtable on Higher Education for Refugees, which will work toward policies that support higher education for refugees.

GUEST SPEAKERS



Judy Marquez Kiyama

Associate Professor & Department Chair, Higher Education
University of Denver

Education Access & Opportunity in Restrictive Times: The Postsecondary Realities of Refugee Communities



Paul Van Auken

Associate Professor & Department Chair, Sociology
University of Wisconsin-Oshkosh

Finding Their Place: Data, Photos, and Stories from a Multisite Study of Refugee Resettlement

This day-long symposium is free, open to the public, and will include lunch and other refreshments.

However, registration is required—Please register at:

<http://refugeesuccess.eventbrite.com>

Sponsored by





SAVE THE DATE! October 1-2, 2020

THE 3RD ANNUAL SYMPOSIUM ON College Internship Research

Save the Date! Join us from October 1-2, 2020 at UW-Madison for the 3rd Annual Symposium on College Internship Research. The 2019 meeting was a great success, and we're actively building upon feedback we received from attendees to make this year's meeting an even more fulfilling and enriching event. If you're interested in helping us design this year's program of speakers, panelists, and workshops, please get in touch with Amy Rivera amy.rivera@wisc.edu. Stay tuned for information about registration, speakers, and housing.



**Wisconsin Center for
Education Research**
SCHOOL OF EDUCATION
UNIVERSITY OF WISCONSIN-MADISON

The mission of The Center for Research on College-Workforce Transitions (CCWT) is to conduct and support research, critical policy analysis, and public dialogue on student experiences with the transition from college to the workforce in order to inform policies, programs, and practices that promote academic and career success for all learners.

Center for Research on College to Workforce Transitions (CCWT)

1025 West Johnson Street, Madison, WI 53706

For more information contact Project Manager Amy Rivera at amy.rivera@wisc.edu

ccwt.wceruw.org