

Work-Based Learning

Paving the Way for Career Success through a General Education Course

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Your Presenters

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Engagement**

UNIVERSITY OF
WISCONSIN

PARKSIDE

Agenda

Snapshot of UW-Parkside

HIPs – Equity & Access

Developing the Course

Early Study Key Findings

WBL at Your Institution

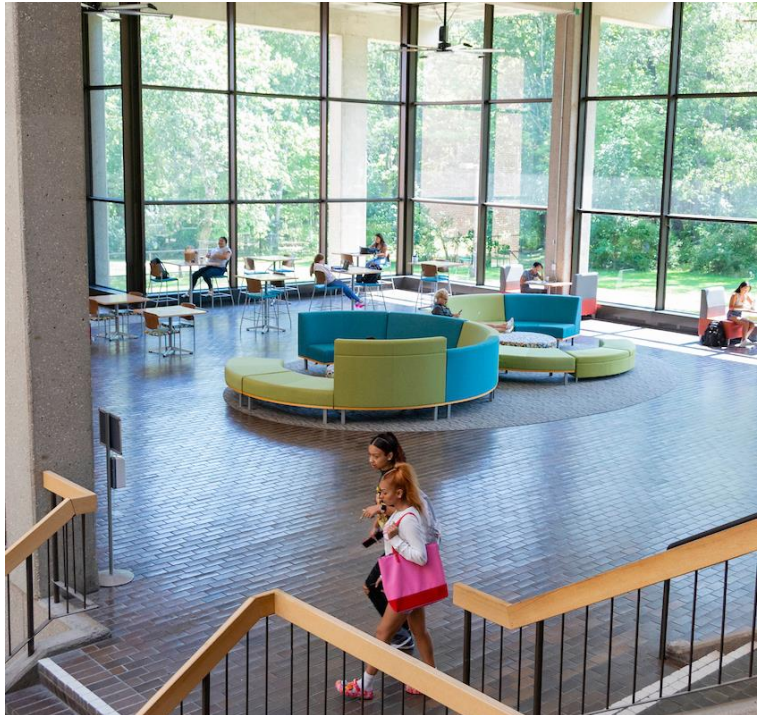




DROP IT IN THE CHAT

Where are you from?

University of Wisconsin-Parkside: A Snapshot



An aerial photograph of a university campus. The main building is a large, multi-story structure made of reddish-brown brick with a flat roof and several windows. In the foreground, there is a circular paved walkway surrounding a green lawn. The campus is surrounded by lush green trees. The text "HIPs: Equity & Access" is overlaid in the center of the image.

HIPs: Equity & Access



National Survey of College Internships (NSCI)

Key findings from the 2023 NSCI found that:

37%

of students were low-income

82%

were very/extremely satisfied with their internship experience

67%

were compensated for their work

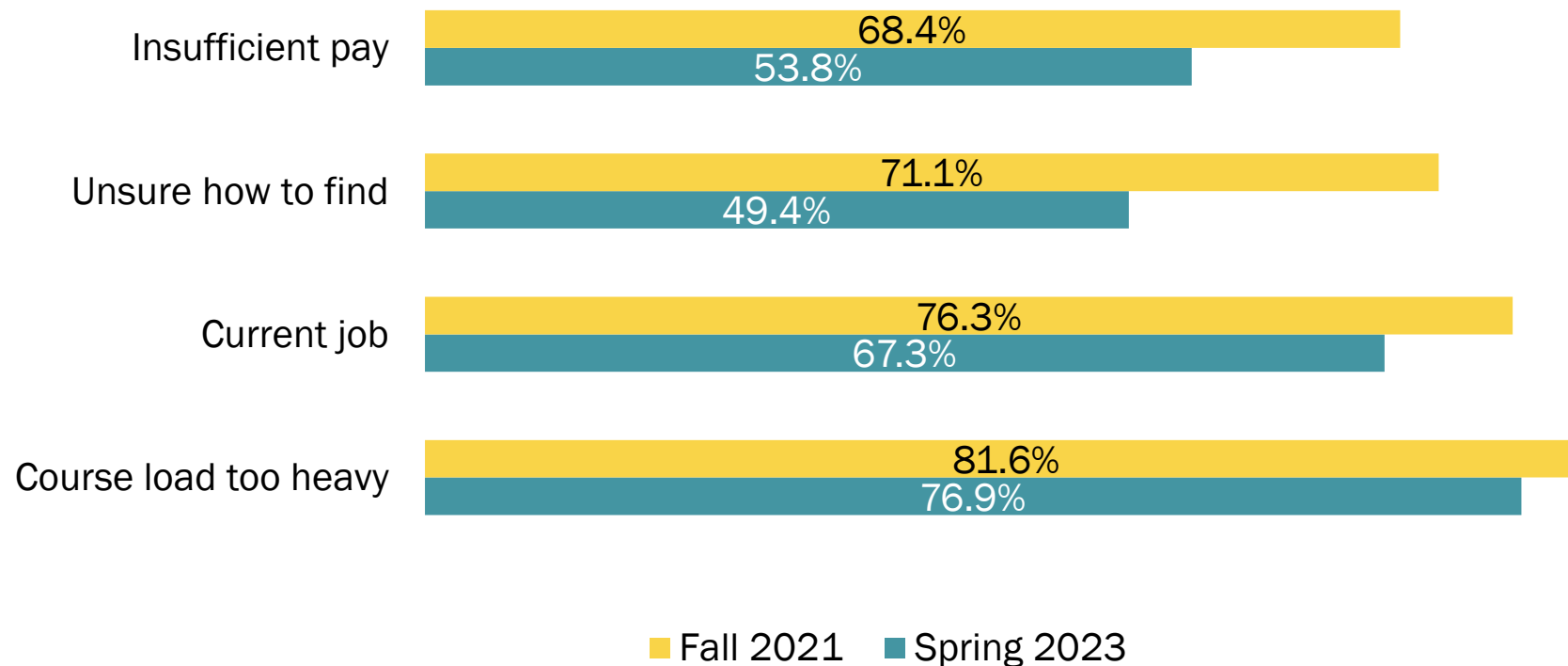
41%

of low-income students reported having an unpaid internship

67%

of middle and high-income students reported having a paid internship

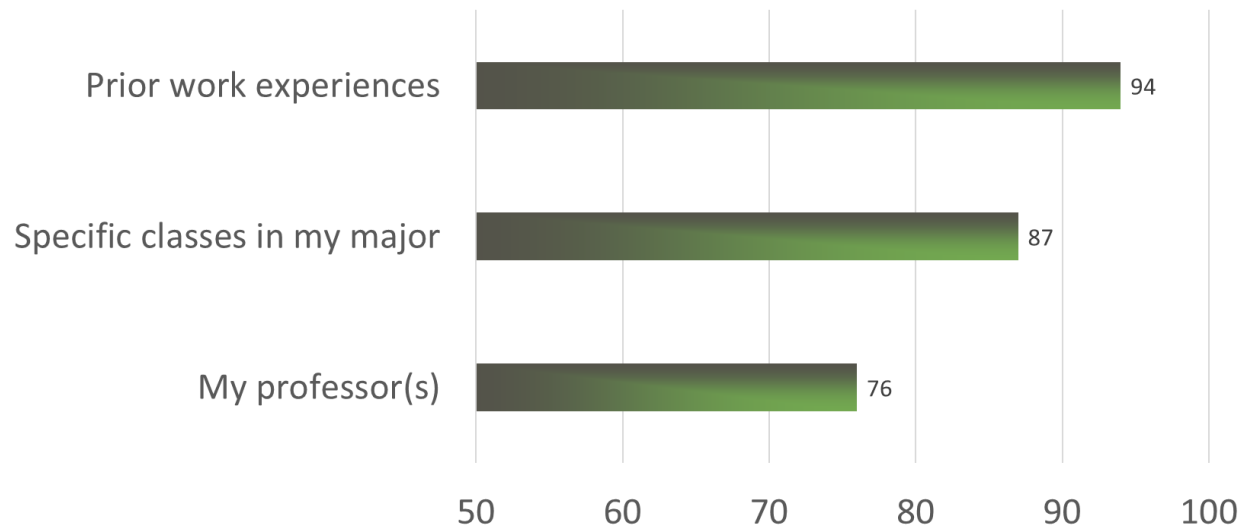
Top 4 Barriers to Internship Participation Fall 2021 vs. Spring 2023



Source: National Survey of College Internships, 2021 & 2023.

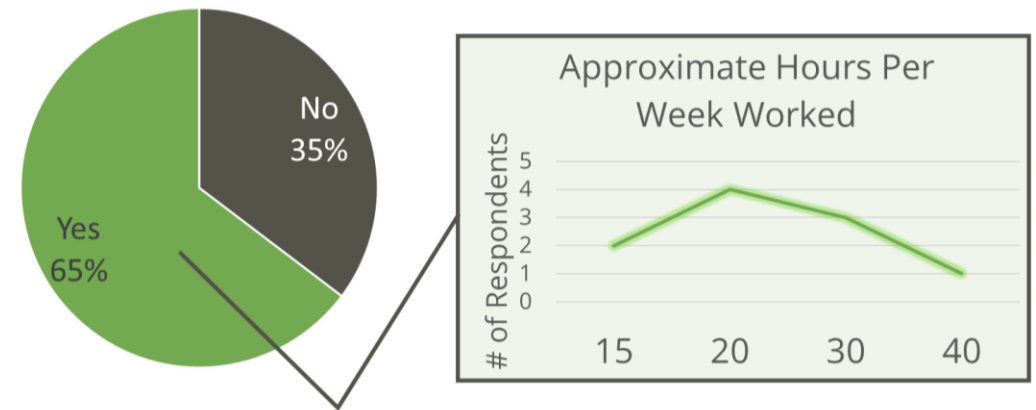
Findings of UW-P Student Internship Survey

Sources that best prepared students for their internship



Responses indicate a strong correlation between academic influences (professors, discipline-related coursework) and feeling prepared for an internship.

Percentage of students who work another job separate from internship



Of the 65% of students who worked another job separate from their internship, 100% worked a minimum of 15 hours per week.

Internship Alternatives

- **Community-based learning**
 - 50 courses annually
 - App. 1000 students
 - Community Engagement Certificate
- **Micro-internships**
 - Parker Dewey
- **Campus Employment as a HIP**
 - Structured to be internship-like
- **Undergraduate Research**

**LEARNING
IN ACTION**



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Slido app on all computers you use



**What strengths do you identify at
your institution in regards to HIPs
programming?**

① Start presenting to display the poll results on this slide.

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What weaknesses, challenges, or barriers are preventing you from further elevating HIPs at your institution?

① Start presenting to display the poll results on this slide.

A photograph of a university campus with a large green sign on the right that reads "Welcome to University of Wisconsin Parkside". The sign features a stylized sunburst logo. In the background, there is a paved road curving through a green lawn with trees and buildings under a cloudy sky. The text "UWP 294: Work-Based Learning" is overlaid in the center in a large, bold, green font with a white outline.

**UWP 294:
Work-Based Learning**

Our Students



- May not have the **luxury of quitting their jobs to pursue an internship**
 - May not possess the **cultural capital to gauge the value of internships**
 - May not possess the **social capital to seek networks and connections** for obtaining internships
 - May not have the **financial security to accept an unpaid or underpaid internship**
 - Are **constrained by academic commitments** in terms of having to pursue a heavy courseload

YET, our working students were reporting high levels of self-efficacy and career adaptability despite encountering barriers to conventional career development opportunities such as internships

Why...



- *does higher education award credit and integrate internships into the curriculum but will not do so for on-the-job learning?*
- *does higher education place higher value on internship-based learning vs. other on-the-job learning?*
 - *do educators assume that employer expectations, commitment, quality of the work environment, and learning possibilities are lower for paid jobs than for (sometimes) unpaid internships?*

An Equity Issue

- Internships are not accessible to most of our students
- Underscores the need to brainstorm alternate pathways to career readiness.

This opened the possibility of exploring

- How career development can be embedded into coursework
- How work experiences of underserved and under-represented students can be harnessed to replicate some of the same advantages that internships offer

UWP 294: Work-Based Learning Development

- Challenges
 - Pushback against awarding credit for “working at McDonald’s”
- CCWT study and recommendations on the potential for work-based learning
- General Education alignment (social & behavioral sciences)
- Requirements:
 - Actively employed during the enrollment term
 - Working a minimum of 6 hours per week



NACE Competencies

CAREER AND
SELF-DEVELOPMENT

TECHNOLOGY

COMMUNICATION

TEAMWORK

CAREER READINESS
COMPETENCIES

CRITICAL THINKING

PROFESSIONALISM

EQUITY AND
INCLUSION

LEADERSHIP

Society for Experiential Education (SEE)



Course Structure

Hybrid format

- 15% in class, 85% assignments/work

Learning Goals

- Analyze the essential skills you are developing in a current work experience
- Engage in active information-seeking in the workplace
- Apply communication skills for effective work relationship building and networking
- Analyze the civic responsibilities of organizations
- Reflect on your goals in relationship to work and career

Assignments

- Resume/cover letter
- Interviewing – BigInterview
- Elevator pitch
- Civic responsibility research
- E-portfolio
- Work reflections/discussion boards

Student Profile

95%

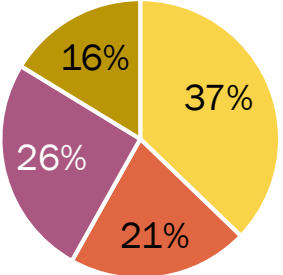


90%
1st & 2nd year
students

50%

F1RST
GENERATION

Industries



- Retail
- Food Service
- Administrative
- Other

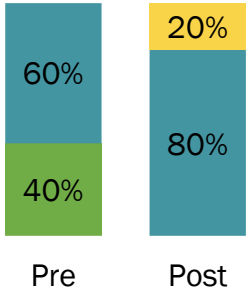
Avg. 19
hrs./week

A photograph of a diverse group of graduates in black academic regalia. In the foreground, a young man with a yellow cord smiles broadly. To his left, another graduate with glasses and a blue cord is partially visible. In the background, a woman in a white hijab and a woman with a purple cord are also smiling. The scene is a graduation ceremony with many other graduates visible in the blurred background.

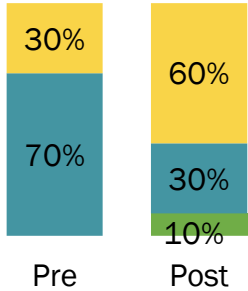
Early Study Results, Key Findings, and Implications

Competency Development

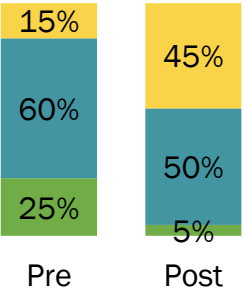
Career & Self-Development



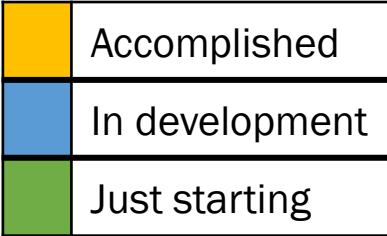
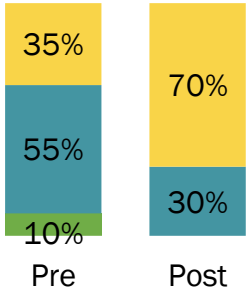
Communication



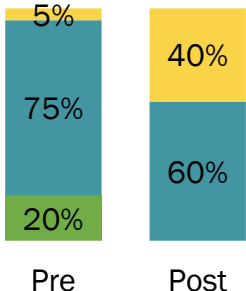
Critical Thinking



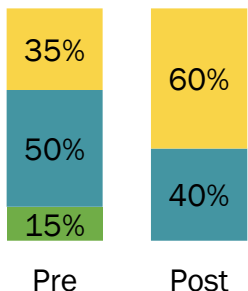
Equity & Inclusion



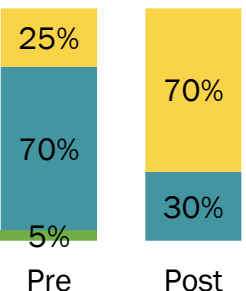
Leadership



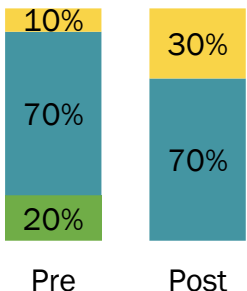
Professionalism



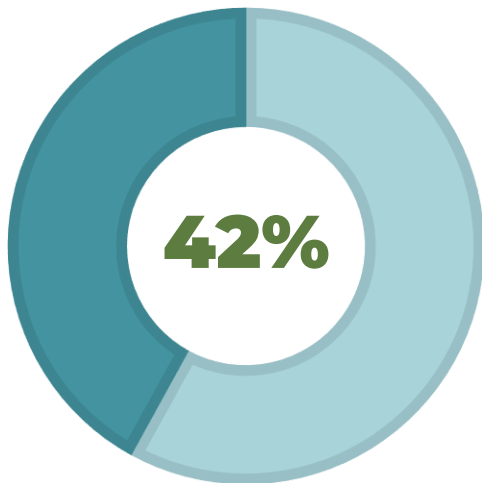
Teamwork



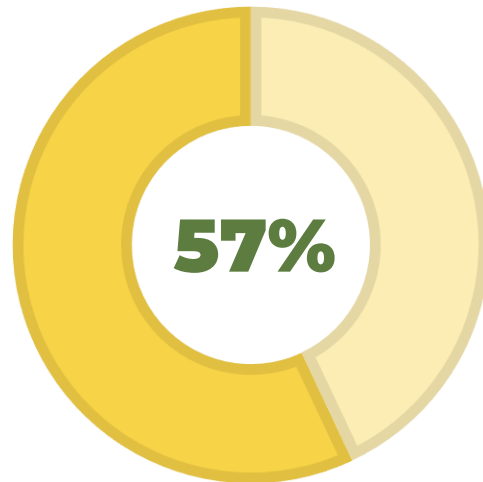
Technology



Early Outcomes



Increased use of leadership skills in current job



Improved their communication skills



Increased confidence of their essential workplace competencies

Student Reflections

“Due to the reflections, I was able to also **work on my leadership skills and ... let [my managers] know what I’m capable of**. Having leadership and knowing what I want is a way of self-respect and I plan on using this in future careers by voicing what my expectations are from my job and also always asking questions whenever needed.”

“This class gave me an advantage into thinking about not only my jobs I hold now, but also my future career in terms of **leadership and professionalism**. I feel **more confident presenting myself to employers**, and to a group of my peers.”

“The discussions during class have really helped me grow in **my ability to have more formal discussions within a classroom and within my workplace**. It has given me the practice and confidence to state my opinions and advocate for myself by **verbally communicating** and through **written communication**, such as in our online discussion posts.”

“I hope to one day be a leader of my own law firm and **this is only the beginning of the basic fundamental skills that will be essential** in this career field. Overall, this course has taught a lot of life skills that are all necessary for my future career.”

Key Findings and Implications

Transformative

- Workplace experiences convert to meaningful career competencies
- Sends message to students that their work has value and is valid

Career Relevant

- Builds confidence in their abilities
- Increases motivation to show initiative
- Cultivates networking skills
- Fosters connections with supervisors, senior leadership, and other professional relationships

Equitable

- Meets students where they are at
- Better prepares students to pursue additional career-building opportunities in the future
- Improves employment prospects for students

Work-Based Learning into the Future

- Additional Gen Ed alignment or college-specific course offering
- Creative solution for greater access and equity
 - Online/asynchronous offering in summer
 - Exploring UWP 294/394
- Recruitment strategy
- Impact on retention and graduation rates
- Impact on employment and promotion prospects
 - Check-in survey to previous cohorts



A group of students are gathered in a school hallway, engaged in conversation. In the foreground, a student in a dark blue hoodie is seen from the back, talking to a student in a black t-shirt and jeans. To the right, a student in a grey hoodie and glasses is smiling. In the background, a student with red hair in a blue plaid shirt is visible. A door with the number 161 is on the right wall. A name tag on the left edge of the frame reads "Bill Gates".

Work-Based Learning at Your Institution

Bill Gates

1. How do you **currently embed career readiness** into curricula at your institution? Ex: freshman seminar, major-specific prep courses, professional development built into courses, etc.
2. Identify **one area** to further embed career readiness into the student academic experience at your institution. What is your **first step?** (a conversation, a presentation, a proposal, additional research, etc.)



Closing Self-Reflection

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Five years from now, what would you like curricula-embedded career readiness to look like at your institution?

① Start presenting to display the poll results on this slide.

LinkTree

linktr.ee/mita_kaila

A decorative graphic in the top right corner consisting of several overlapping diamond shapes. The colors include teal, olive green, and yellow. The diamonds are arranged in a pattern that suggests a larger, partially visible diamond shape.

Resources and Contact Info
