

Work-Based Learning Experience Task Force

Final Report Spring 2024

Prepared by Co-Chairs

Membership

Co-Chair(s): Libby Westley, Siân White, and Steve Whitmeyer

Members: Kirk Armstrong, John Burgess, Sam Collier, Emma Gibbons, Dara Hall, Arin Hawse, Keith Holland, Misty Newman, Kristina Oates, Bayo Ogundipe, Chris Orem, Katie Sensabaugh, Virginia Soenksen, Mary Sullivan, Felix Wang

Charge: The work-based learning experience (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.

WBLE Task Force Goals: The task force has achieved our charge and has crafted a White Paper for a comprehensive Work-based Learning Experience initiative at JMU that will create capacity for every student at JMU to have access to a WBLE. WBLEs can include internships, courses that have a class project with an external partner, undergraduate research, clinicals, student teaching etc.

Imbedded in the White Paper are recommendations for:

- the creation of a university-wide committee to oversee the ongoing implementation and assessment of this initiative
- directing existing and future personnel and fiscal resources among colleges, academic units, faculty and the University Career Center, including establishing a WBLE office within the existing UCC.

WBLE's were also an element of one of the President's 2023-2024 Key Goals, and the WBLE task force recommended that a WBLE-related goal continue to be among the president's key goals in the future.

Summary of Current Semester Activity:

- With support from a grant to Enhance and Promote Experiential Learning at JMU from SCHEV (awarded for AY 2023-2024), the Task Force began its second year of activity by focusing on Communications, Community/Employers Outreach, Data Analysis and Ongoing Strategies, and Infrastructure. Fall 2023

- Used funds from the 2023-2024 SCHEV grant to add an AI Resume module to the UCC's existing contract with Big Interview to help students evaluate how effectively their resume highlights WBLEs and other aspects of their candidacy. March 2024
- Created a White Paper about the Task Force's findings over the two years and recommendations for implementation Spring 2024 (see Appendix A)
- Received confirmation that we had been awarded a SCHEV Institutional Internship Data Collection Grant (\$100,000) for 2024-2025 in February, 2024
- Received confirmation in that we had been awarded a SCHEV Institutional Award for Student Internship Support Grant (\$100,000) for 2024-2025 February 2024
- Submitted a Big Idea Proposal for JMU WBLE Initiative: Libby Westley, Siân White, and Steve Whitmeyer March 2024
- Synthesized feedback from JMU stakeholders and prepared JMU's Response to SCHEV SB 1280 Working Group: Libby Westley, Siân White, and Steve Whitmeyer (April 2024):
- Completed Report for President's Key Goals: Libby Westley, Siân White, and Steve Whitmeyer. April 2024
- Initiated a catalog of JMU webpages with WBLE-related terms to begin crafting consistent messaging about WBLE opportunities and processes March 2024
- Developed a presentation to introduce WBLEs to JMU constituents (see Appendix B); the first presentation addressed an audience of university advisors in April 2024
- Began previewing software products, including In Place, Handshake, and 12twenty to assess their potential utility for tracking WBLEs at JMU October 2023 – March 2024
- Conducted a student survey of WBLE completions between Summer 2023 and Spring 2024, nearly doubling the number of responses from last year; 44% of respondents completed at least 1 WBLE experience during this time frame. April 2024

Future Work Planned:

- WBLE Task Force members Emma Gibbons and Keith Holland received a SCHEV Institutional Award for Student Internship Support Grant, totaling \$100,000 for 2024-2025. The award will be used to augment the UCC unpaid internship scholarship fund by adding additional student support scholarships during Summer 2024 and initiating a new program to support unpaid internships during the 2024-2025 academic year. For the summer of 2024, \$99,900 is planned for disbursement to 35 students to cover expenses related to their unpaid internships. Funding for these stipends comes from two different sources: \$69,000 from the UCC's unpaid internship scholarship fund and the remainder from the Student Internship Support Grant. This grant will also be used for a Fall, 2024 disbursement of funds to support students with unpaid internships.
- WBLE Task Force members Steve Whitmeyer and Mary Sullivan received a SCHEV Institutional Internship Data Collection Grant, totaling \$100,000 for 2024-2025. The award will be used to support and integrate data gathering activities, including student surveys, course tagging, and data analysis. In addition, the award will support the testing and implementation of software platforms to support and track WBLE opportunities for JMU students (see the bullet point below). Award funds also will be used to develop and distribute outreach materials for surveys, and to encourage students to participate in, and report, their work-based learning experiences.
- The WBLE Task Force submitted a Technology Service Request to acquire 12twenty as a cloud-based system to track student WBLE completion. The system supports the

acquisition of WBLE participation data not currently available in other JMU systems, including: type of WBLE, name of organization that sponsored the WBLE, geographic location of WBLE, related JMU course data, and number of hours the student expended. Students can submit their WBLE experiences on the 12twenty platform, and designated administrators can import WBLE data to students’ records. This multi-pronged capacity for data entry is important because WBLE completion data can come from many sources. The software will make it easier to house WBLE data uniformly and in a single source. It will also make the reporting process more robust and nuanced. This purchase was facilitated, in part, by an existing grant from SCHEV to Enhance and Promote Experiential Learning at JMU.

Current Status and Future Planning for the JMU WBLE Initiative:

The WBLE Task Force has completed “Phase I: Learning,” which spanned AY 2022-2023 and AY 2023-2024. The resulting appended WBLE White Paper (Appendix A) documents the work of the Task Force and its recommendations for the way forward:

- To assess the landscape of WBLEs at JMU
- To review the ongoing work of the SCHEV SB1280 work group and make recommendations that highlight JMU experiences and concerns.
- To prepare JMU to respond to additional requests from the state
- To apply for additional funding
- To recommend ways to better centralize, formalize, document, and grow our WBLE operations (including tracking, assessment, and supports needed).

The appended WBLE White Paper offers a way for JMU to launch the next phases of the WBLE venture:

- Phase II – Implementation (2024-future years): will include establishing an overarching WBLE infrastructure; building out communications, support, tracking and assessment processes; developing trainings for faculty and staff; expanding staffing and compensation to meet greater workload demands; and increasing WBLE opportunities through external-partner outreach.
- Phase III – Maintenance and Evolution (ongoing in future years): will include adjusting processes, staffing, and compensation as appropriate; administering surveys; updating for-credit WBLE course lists; nurturing existing relationships with external partners and cultivating new ones; and developing new internal opportunities to meet student interest and numbers.

Appendices

Appendix A:	WBLE Student Survey Spring 2024
Appendix B:	Presentation: Maximizing Students’ Academic Study with WBLEs
Appendix C: WBLE White Paper	Outlines findings and recommendations for implementing a new WBLE Initiative at JMU, with Appendices

Appendix B: Work Based Learning Experience Student Survey Spring 2024

Work Completed

1,560 students completed the survey (compared to 890 last year), which was administered in April 2024. Of those responding, 43.8% had a work-based learning experience and 69% of these WBLEs were in categories aligned with JMU curricular connections (i.e. class with an external partner, clinical, student teaching, practicum, fellowship, for-credit internship or externships or undergraduate research). From these results, it is easy to see that WBLEs are an integral part of the JMU education experience. Surveys to students about WBLEs are important in order to have a more complete understanding of WBLE completions. This year, without this survey, we would have missed 211 students (31%) who completed a WBLE experience without earning academic credit. Accounting for these students is necessary to reach our goal of every student having access (and hopefully completing) a WBLE experience during the time at JMU.

Results from 2023-2024 WBLE Completion Survey

WBLE Results by College (includes undergraduates & graduate students)

College	No WBLE	Yes WBLE	Total Respondents	% with WBLE	Total in College	Knowledge Rate
CVPA	54	29	83	34.94%	1197	6.9%
CAL	190	113	303	37.29%	3372	9.0%
CISE	74	48	122	39.34%	2418	5.1%
CHBS	318	228	546	41.76%	6100	8.9%
COB	146	122	268	45.52%	5662	4.7%
CSM	46	52	98	53.06%	1349	7.3%
COE	54	106	160	66.25%	1197	13.4%
Total	882	698	1580	44.18%	21295	7.4%

WBLE Results by Class Year April 2024 Data

	No WBLE	Yes WBLE	Respondents	%WBLE
CAL				
Freshman	35	2	37	5.4%
Junior	47	32	79	40.5%
Senior	29	59	88	67.0%
Sophomore	74	13	87	14.9%
CHBS				
Freshman	95	8	103	7.8%
Junior	67	71	138	51.4%
Senior	45	81	126	64.3%
Sophomore	99	24	123	19.5%
CISE				
Freshman	18	3	21	14.3%
Junior	27	7	34	20.6%
Senior	7	27	34	79.4%
Sophomore	20	11	31	35.5%
COB				
Freshman	45	9	54	16.7%
Junior	30	26	56	46.4%
Senior	8	59	67	88.1%
Sophomore	58	23	81	28.4%
COE				
Freshman	13	7	20	35.0%
Junior	11	35	46	76.1%
Senior	8	43	51	84.3%
Sophomore	19	14	33	42.4%
CSM				
Freshman	13	3	16	18.8%
Junior	12	17	29	58.6%
Senior	8	24	32	75.0%
Sophomore	12	6	18	33.3%
CVPA				
Freshman	14	1	15	6.7%
Junior	12	17	29	58.6%
Senior	13	13	26	50.0%
Sophomore	14	7	21	33.3%

Undergraduates

CAL	185	106	291	36.4%
CHBS	306	184	490	37.6%
CISE	72	48	120	40.0%
COB	141	117	258	45.3%
COE	51	99	150	66.0%
CSM	45	50	95	52.6%
CVPA	53	38	91	41.8%
Total	853	642	1495	42.94%

Grad Students

CAL Grad Students	5	7	12	58.3%
CHBS Grad Students	12	44	56	78.6%
CISE Grad Students	2		2	0.0%
COB Grad Students	5	5	10	50.0%
COE Grad Students	3	7	10	70.0%
CSM Grad Students	1	2	3	66.7%
CVPA Grad Students	1	1	2	50.0%
Total	29	66	95	69.5%

WBLEs by Type from 2024 Student Survey

College	Class project with external client	Clinicals	Externship	Fellowship	Internship	Student Teaching	Undergrad. research	Other	Total # WBLEs
CAL	7.40%	0.60%	0.00%	1.80%	59.50%	4.30%	7.40%	10.40%	163
CHBS	3.30%	21.90%	3.60%	0.30%	30.80%	8.00%	12.30%	12.00%	334
CISE	0.00%	0.00%	2.90%	0.00%	66.70%	5.80%	15.90%	8.70%	69
COB	1.90%	0.00%	11.60%	0.00%	68.40%	2.00%	3.90%	9.00%	155
COE	3.20%	0.70%	0.00%	0.00%	1.90%	50.30%	0.70%	10.30%	155
CSM	1.50%	1.50%	1.50%	0.00%	19.10%	8.80%	64.70%	2.90%	68
CVPA	0.00%	0.00%	2.60%	0.00%	48.70%	17.90%	2.60%	20.50%	39
UNST	0.00%	0.00%	0.00%	0.00%	50.00%	33.30%	16.70%	0.00%	6
Total	3.20%	7.70%	3.50%	0.40%	39.40%	13.60%	11.80%	10.40%	989

The other category included responses like volunteering, alternative break experiences, graduate assistantships or graduate research.

Below is the text used for this year's survey.

Between May 1, 2023 and April 30, 2024, did you participate in a work-based learning experience according to all of these criteria?

- The experience allowed you to apply and increase knowledge or skills necessary for work in a career field
- A professional in the field provided oversight/guidance or mentoring
- Work-based learning experiences may also be known by these terms: internship, practicum, clinical, student teaching, undergraduate research, fellowship, or externship.

Yes, No

Between May 1, 2023 and April 30, 2024, how many of the previously-defined experiences did you complete?

Respondents were asked to provide the following information for up to 3 WBLE experiences.

Which of the following describes your Work Based Learning Experience?

Internship (1)

Fellowship (5)

Undergraduate research (2)

Externship (6)

Clinicals (3)

Class project with external client (7)

Student teaching (4)

Other (8)

How many total hours did you spend in this experience?

Please provide the following information about the organization of your first experience. If undergraduate research, list the department where your research took place.

Name of organization, City , State

What time of year did this experience take place?

Summer, Fall, Spring, Other

What was the format of your experience?

Fully in-person, Fully virtual/remote, Hybrid/mix of in-person and virtual

How did you find out about this experience?

University Career Center

Options were provided through a JMU

Career Fair (5)

course (1)

Handshake (4)

Family connection (7)

Faculty member helped me locate it (2)

Other (3)

Did you receive college credit for this experience? Yes, No

For what course did you receive credit

Maximizing Students' Academic Study with WBLEs

Libby Westley, Director University Career Center

Siân White, Associate Dean for the College of Arts & Letters

April 23, 2024

Program Goals

- Defining WBLEs at JMU
- Understanding JMU's WBLE landscape
- Supporting student advising to participate in WBLEs early and often
- Addressing barriers to WBLE pursuit
- Ways of coaching students to articulate the value of the WBLE within the context of students' experiences



What is a WBLE?

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

Experiences can be paid or unpaid, for-credit or not, in-person or virtual

WBLE examples: internships, practicums, clinicals, research experiences, and student teaching.

What is a WBLE?

Work-Based Learning Experiences 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 like:
 - Research or teaching assistant work with faculty supervision
 - Courses with a semester-long project for external partners or companies.

WBLEs in the Curriculum

Fall 2022, Spring 2023 & Summer 2023

279

Unique courses with WBLEs

2,093

Sections of courses with WBLEs

5,812

Completed WBLE course

30%

Of enrolled students completed a WBLE designated course



WBLEs in the Curriculum

Fall 2022, Spring 2023 & Summer 2023
By College

College	# with WBLE	% of College
Arts & Letters	704	19%
Business	1730	35%
Education	860	68%
Health & Behavioral Studies	1906	35%
Science & math	126	10%
Integrated Science & Technology	193	10%
University Studies	28	25%
Visual & Performing Arts	265	25%

WBLEs in the Curriculum

Fall 2022, Spring 2023 & Summer 2023
By Academic Level

30% of students were enrolled in a WBLE course section

Academic Level	# with WBLE	% of Academic Level
First Year	152	3%
Sophomore	7455	15%
Junior	2180	48%
Senior	2735	56%

WBLEs

Student Survey Spring 2023

55.8% Reported a Work-Based Learning Experience

Academic Level	# with WBLE	% of WBLE
First Year	126	32.5%
Sophomore	198	44.4%
Junior	236	58.1%
Senior	269	73.2%

WBLEs

Student Survey Results Spring 2023

55.8% of Undergraduates Completed a WBLE

College of Graduate's Primary Major	# in College with WBLE Completion Knowledge ³	% WBLE	% Paid	% Credit
Arts and Letters	144	50.7%	24.7%	31.5%
Business	98	57.1%	58.9%	26.8%
Education ¹	62	59.7%	13.5%	46.0%
Health and Behavioral Studies ¹	272	40.4%	14.5%	39.1%
Integrated Science and Engineering	37	64.9%	45.8%	4.2%
Science and Math	166	80.7%	29.9%	56.7%
Visual and Performing Arts	43	58.1%	24.0%	32.0%
JMU Bachelor's Overall	822	55.8%	28.1%	39.9%

Barriers to Requiring and Scaling

- Difficulty scaling placements given factors that must align*
- Capacity in the region and Virginia to generate WBLE sites
- Faculty workload (including minimum instructor qualifications)
- Legal considerations
- Students who lack preparedness
- Employers/WBLE partners choose students; all students may not be chosen

Logistical & Economic Barriers

- Tuition costs & Financial Aid needs
- Aligning geography
- Transportation to internship/WBLE site
- Housing
- Costs for professional attire/work uniforms
- Deciding between WBLE and paid work (or scheduling to do both)
- Fitting a WBLE opportunity into course program (time-to-degree)

Barriers for Specific Populations

- Transfer students with insufficient time to pursue WBLEs
- Students with disabilities may be unfairly disadvantaged
- Virtual internships/WBLEs not possible without internet access
- Students who cannot accept a paid opportunity*
- Access to childcare, if parent



What is the value of WBLEs?

- Provide exposure to world of work
- Application of learned knowledge and skills from coursework
- Students' development of a professional network

Competencies for a Career-Ready Workforce **Overview**

Competencies

There are eight career readiness competencies, each of which can be demonstrated in a variety of ways.



Career & Self Development



Equity & Inclusion



Teamwork



Communication



Leadership



Technology



Critical Thinking



Professionalism

What is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

[naceweb.org/
career-readiness-
competencies](https://naceweb.org/career-readiness-competencies)



Competencies for a Career-Ready Workforce Definitions



Career & Self Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

Communication

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.



Critical Thinking

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.



Equity & Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.



Leadership

Recognize and capitalize on personal and team strengths to achieve organizational goals.



Professionalism

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.



Teamwork

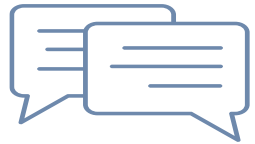
Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.



Technology

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

Definition and Sample Behaviors



Communication

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

Sample Behaviors

- Understand the importance of and demonstrate verbal, written, and non-verbal/body language, abilities.
- Employ active listening, persuasion, and influencing skills.
- Communicate in a clear and organized manner so that others can effectively understand.
- Frame communication with respect to diversity of learning styles, varied individual communication abilities, and cultural differences.
- Ask appropriate questions for specific information from supervisors, specialists, and others.
- Promptly inform relevant others when needing guidance with assigned tasks.

JMU Resources for WBLES & Internships

- UCC Webpage:
<https://www.jmu.edu/career/students/search/index.shtml>
- Handshake at JMU: www.joinhandshake.com
- For faculty & staff:
<https://www.jmu.edu/career/faculty/internships/index.shtml>
- JMU Internship Coordinators by department:
<https://www.jmu.edu/career/students/search/internship-resources/internship-coordinators.pdf>

Next Steps

- Encourage students to pursue Work-Based Learning Experiences
- Help students connect what they learn in classes to their WBLEs
- Promote the Unpaid Internship Scholarship

Questions?

Work-Based Learning Task Force

Co-Chairs

Siân White, College of Arts and Letters, Co-Chair

Steve Whitmeyer, College of Science and Mathematics, Co-Chair

Libby Westley, University Career Center, Co-Chair

<https://www.jmu.edu/academic-affairs/committees-and-taskforces/wbletf.shtml>

Dukes WBLE White Paper

Expanding Access to Work-Based Learning Experiences (WBLE) at James Madison University

WBLE Task Force Members:

Libby Westley, University Career Center, Co-Chair

Siân White, College of Arts and Letters, Co-Chair

Steve Whitmeyer, College of Science and Mathematics, Co-Chair

Kirk Armstrong, College of Health and Behavioral Sciences

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Sam Collier, College of Business

Emma Gibbons, University Career Center

Dara Hall, College of Education

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Chris Orem, Planning, Analytics & Institutional Research (PAIR)

Katie Sensabaugh, Center for Global Engagement

Virginia Soenksen, College of Visual and Performing Arts

Mary Sullivan, REDI, Virginia Internship Experience Workgroup (VIEW)

Felix Wang, Honors College

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Executive Summary

This White Paper outlines recommendations for a comprehensive Work-Based Learning Experience (WBLE) initiative at James Madison University (JMU) with capacity to cultivate and support student professional development. Every JMU student should have access to at least one quality work-based learning experience. JMU defines a WBLE as hands-on work in an applied context that increases knowledge and skills necessary for discipline-focused career readiness (see Appendix 1). Implementing these recommendations will establish a university-wide structure and processes to generate, support, track, and assess WBLE opportunities.

This work emerged in response to a confluence of actions: the establishment of a JMU WBLE Task Force in Fall 2022; the passage of Virginia Senate Bill 1280 in 2023; and the inclusion of Work-Based Learning Experiences in the JMU President’s 2023-2024 key goals. The success of the WBLE initiative described in this White Paper rests on several critical factors: planning for a multi-year implementation timeline, expanding opportunities but not requiring that every student complete a WBLE, and employing an expansive definition of what experiences count as a WBLE. It will take several years to scale up infrastructure and support networks; to cultivate existing and new relationships with external constituents and employers; and to develop more curricular WBLE opportunities. After initial implementation, tracking, assessment, and improvement efforts will need to be ongoing.

From 2022-2024, the Task Force analyzed data collected from student and employer surveys, interviews with units across JMU, conversations with WBLE-focused representatives from peer and other Virginia institutions, and ongoing input from JMU constituents represented on the Task Force to identify existing or recommended WBLE opportunities, processes, and supports. The data offered specific insight into the landscape of WBLEs at JMU.

Our findings at JMU echo what other institutions report: units use a variety of means for tracking, most subject to human error and inaccessible to the university broadly. Compensation to coordinators currently varies widely. Several challenges and common needs for resources and support, operations, and opportunities were identified:

1. Resources are needed to address the cost of staffing to coordinate, oversee, and process experiences.
2. Resources are needed to address student barriers (cost of credits, transportation) and limitations (schedules, abilities, motivation, interests).
3. Technology and standardized processes are necessary for managing paperwork, tracking, and assessing.
4. Finding WBLE opportunities and maintaining external partnerships are critical for success.

JMU currently has strengths in infrastructure, in breadth and variety of current WBLE opportunity types, and in mechanisms for community engagement and external-partner outreach. Certain academic disciplines are better served by industry offerings, particularly in education, business, and some health professions, while students studying in the classical liberal arts, physical and life sciences, and social sciences, and fine and performing arts disciplines struggle to find opportunities that clearly align with their fields. This paper addresses interrelated challenges surrounding internal structure (impacting communication and coordination), availability of WBLE opportunities, support and resources (including student and faculty support), and operations (such as tracking). More details on our strengths and recommendations to address the challenges to our success are articulated below.

Benefits to JMU

This WBLE initiative will be overwhelmingly positive for JMU and its students, employers, and local, state, regional, and global partners. Providing exceptional WBLE opportunities will enhance JMU students' competitiveness post-graduation. Successful, career-ready graduates will increase their satisfaction with their JMU education, contributing to a stronger and more engaged alumni base.

Increasing the curricular connections to workplace needs creates an optimal environment for mutually beneficial relationships among students and local and regional businesses and communities. Helping retain a professional and qualified workforce within the Commonwealth will also address the priorities identified by the Virginia legislature.

Implementing this WBLE initiative will establish JMU as a leader in student workforce development, enhancing JMU's visibility and reputation locally, regionally, nationally, and globally as JMU's students pursue opportunities both within and beyond the Commonwealth. Alumni will serve as ambassadors, helping to increase WBLE opportunities in their disciplines and attract future JMU students.

Recommendations

The WBLE task force recommends establishing a university-wide network of common processes and communications practices (see Strategic Foci 1 & 2), guided by a university-wide WBLE oversight committee. Implementing the initiative will require robust investment and sustained collaboration and coordination primarily among Academic Affairs, PAIR, REDI, Community Engagement and Volunteer Center (CEVC), and a WBLE office, established within the University Career Center (UCC). This core collaborative team would also work with ancillary populations such as alumni, parents, families, Corporate and Foundation Relations, and other partners.

The following points of **Strategic Focus** organize goals and specific recommendations based on our needs assessment, outlined in greater detail in the Narrative below:

1. **Overarching Structure and Plan:** Establish an organizational structure and a comprehensive plan to incorporate work-based learning into the student experience at JMU collaboratively, efficiently, and consistently.
2. **Communication and Outreach:** Communicate regularly and consistently the purpose and processes of JMU's WBLE initiative, tailored to different internal and external partners and populations.
3. **Support and Resources:** Provide necessary support and resources for students, faculty, staff, and administrators to launch and expand a successful WBLE program.
4. **Tracking, Reporting, and Assessment:** Identify and develop a system for tracking, reporting, and assessing WBLEs.

Guiding Principles for a WBLE Initiative at JMU

Positivity: Frame the initiative as achievable, an opportunity to demonstrate the value of higher education, to help our students grow, to connect them with organizations that need and value them, and to develop the workforce of the next generation.

Collaboration: Work together as a community – at JMU, in Harrisonburg, and across the Shenandoah Valley and the state – toward a shared goal.

Coherence and Consistency: Align processes and messaging to be clear and consistent across the university, including by centralizing communication and information through a hub in the UCC.

Efficiency: Build on current strengths that do not compete with or make redundant existing roles, programs, and processes.

Student Success: Embrace a culture of inclusive excellence by helping students overcome barriers to their professional success.

Professional Standards: Align our competencies, practices, services, and processes with the NACE (National Association of Colleges and Employers) Standards for career readiness.

Rational Resourcing: Adequately resource the new initiatives with leadership, staffing, physical space, technology, training, compensation, and other resources to support a system for WBLE services. It will be important to expand beyond existing resources to fund the new programs.

Ensure equity in compensation for instructional faculty supervising WBLEs: Incorporate recognition of faculty WBLE supervision into the faculty workload definition and compensate faculty accordingly (i.e., stipend, course release) for their work coordinating student WBLE opportunities, processing credit-related paperwork, and assessing post-experience learning.

Narrative

Context

The need for implementing a comprehensive WBLE emerged in response to actions taken by JMU senior leadership and the legislature in the Commonwealth of Virginia to explore and expand Work-Based Learning Experience (WBLE) opportunities. Provost Heather Coltman and Vice President for Student Affairs Tim Miller established a JMU WBLE Task Force in Fall 2022 charged with assessing and documenting the existing landscape of WBLEs at JMU, responding to requests from SCHEV and the Commonwealth, applying for additional WBLE-related funding, and recommending ways to better centralize, formalize, document, and grow JMU's WBLE operations (including tracking, assessment, and supports needed).

The assembly of the Task Force coincided with the passage of Virginia Senate Bill 1280, currently under evaluation by a SCHEV work group, which would require all students at public baccalaureate granting institutions to complete a for-credit work-based learning experience (see Appendix 2). Additionally, in 2023, JMU's Office of the President adopted "Increase and Enhance Work-Based Learning Experiences" as an element of its 2023-2024 key goal, "Being the Change at Work and in the World."

Ensuring that all students have access to a WBLE experience will require: a multi-year implementation timeline, new funding lines for faculty, administrative staff and accompanying resources, expanding WBLE opportunities at JMU and externally, and an expansive definition of the terms surrounding what counts as a WBLE without an accompanying for-credit requirement. Other critical tasks include scaling up infrastructure and support networks; and developing more curricular WBLE opportunities, some of which will need to complete the Curriculum and Instruction Process. Tracking, assessment, and improvement efforts must be ongoing and comprehensive.

Variability of opportunities and discipline-specific requirements necessitates variable and no-credit options for WBLEs. National and state accrediting bodies govern the curricular and workplace requirements of WBLEs in disciplines like healthcare, social work, and education. In contrast to disciplines with rigorous curricular requirements connected to clinicals and practica,

some disciplines, such as History, English, Math, or Physics, are far better served by variable-credit options.

Requiring students be compensated as part of their WBLE completion experience is also not feasible. Accreditation standards in some areas, such as certain health professions, social work, or fields requiring student teaching, mandate that WBLEs be unpaid. (See below for data about number of programs with accreditation or licensure requirements.) Many international students are likewise forbidden from taking paid WBLEs.

Virginia Senate Bill 1280 directs baccalaureate-granting public institutions in the Commonwealth to implement policies requiring participation in a work-based learning experience (WBLE) by the start of Academic Year 2025-2026. Further, SB 1280 dictates that WBLEs be for credit and paid. SB 1280 is currently under review by a SCHEV Working Group, which will submit a final report in June, 2024 outlining the insurmountable barriers inherent in this approach to expanding WBLEs.

The Current WBLE Landscape at JMU

To assess the WBLE landscape, the Task Force used surveys and qualitative interviews. From these instruments, the Task Force identified existing WBLE opportunities, processes, and supports to assess the need for additional or new opportunities.

Comprehensive data on WBLE completion at JMU is not easily obtainable. JMU does not currently, for example, have a standard mechanism for tracking WBLE completion at JMU. Units across the university use a variety of means for tracking: many rely on registrar queries to track for-credit experiences, specialized software, the Star tool or other reports to an AUH, or a spreadsheet or list maintained by a faculty member, AUH, or administrative assistant in the unit. A few use process paperwork, such as confirmation letters, payroll, agreements, or other MOUs; a required Canvas page; or threaded emails to keep track of students and experiences. Still others gather information about experiences from a graduating-senior survey or simply do not track at all. Student surveys, moreover, must be repeated over time, so the current view is incomplete. Each data source, though limited, offers insight into the WBLE landscape at JMU.

The Task Force, in collaboration with Planning and Institutional Research (PAIR), has launched a sustained survey campaign to establish a baseline of existing opportunities and gather WBLE information over time. These practices will help JMU project the needs moving forward and design an effective mechanism for tracking crucial data, such as newly developed or not-for-credit WBLE opportunities and how/when our students access and complete WBLEs.

The Task Force has designed three distinct instruments for gathering information about the number of JMU students who have completed WBLE experiences: a Registrar query of for-credit experiences based on the current list of courses identified as incorporating WBLE experiences, a WBLE-specific Survey (administered annually in April-May),² and the UCC Career Outcomes Survey (administered annually within six months of students' graduation). Complete tables and

an explanation of how the 2022-2023 data was collected for each are available in the Appendices, with some highlights below.

- 29.6% of JMU undergraduate students completed at least one for-credit WBLE in Fall 2022, Spring 2023 or Summer 2023 (Registrar query of enrollment in WBLE-identified courses data; see Appendices 3 and 4)
- 55.8% of JMU student survey respondents completed a WBLE in Summer 2022, Fall 2022 or Spring 2023 (based on the Task Force survey conducted in Spring 2023; see Appendix 5).
- 43.8% of JMU student survey respondents completed a WBLE in Summer 2023, Fall 2023 or Spring 2024 (based on the Task Force survey conducted in Spring 2024; see Appendix 5).
- 63.4% of undergraduates indicated that they completed an internship during their JMU career (based on Class of 2022 Career Outcomes Survey; see Appendix 6).
- 69.9% of undergraduates indicated they completed a WBLE experience during their JMU career (based on Class of 2023 Career Outcomes Survey data; see Appendix 6)

The chart below depicts for-credit WBLE enrollment through courses tagged as WBLEs by the registrar in AY 2022-2023. The chart incorporates one full year of enrollment data, specifically Fall 2022, Spring 2023 and Summer 2023.

For-Credit WBLE Enrollment by College, Fall 2022-Summer 2023

College	Total Number of Students	Total w/ WBLE	% w/ WBLE
COE	1266	860	68%
CHBS	5382	1906	35%
COB	4890	1730	35%
UNST	111	28	25%
CVPA	1065	265	25%
CAL	3706	704	19%
CISE	1923	193	10%
CSM	1262	126	10%
All Colleges	19,605	5812	30%

During Fall 2022, the JMU Institutional Data Subgroup of the WBLE Task Force conducted interviews with as many academic units as possible. The interviews included questions about types and details of WBLE opportunities (i.e., paid or unpaid, for credit or not), and about processes for finding, coordinating, and evaluating such opportunities. The spreadsheet featured responses from 35 of 42 academic units, and some responses bear highlighting. Out of those 35 respondents:

- 19 units (54%) do not require a WBLE by accreditation or licensure, for the major, or both
- 8 units (23%) do not offer Internal, Faculty-Supervised Assistantships (such as lab assistants, RAs, TAs)
- 10 units (29%) do not offer courses featuring Semester-Long, Project-Based work with external partners
- 6 units (17%) have no designated coordinator of such experiences
- 14 units (40%) do not use a contract or MOU to codify the agreement (about duties, expectations, etc.) between the student and employer

Details about compensation of faculty with WBLE-related responsibilities were also pursued through the unit head interviews. Compensation currently offered to coordinators for whom professional development is not specifically part of their job description ranges from counting toward teaching load (sometimes described as a course release of 1 or 2 courses per year), stipends ranging from \$200 to \$5000, or counting toward service loads. In some units, AUHs or administrative staff have assumed some or all of this kind of work (see Appendix 7).

The top challenges and wishes named by unit interviewees, beginning with the most cited, reflect common needs for resources and support, operations, and opportunities (Appendix 8):

Challenges:

1. Cost of staffing to coordinate, oversee, and/or process experiences
2. Student barriers (cost of credits, transportation) or limitations (schedules, abilities, motivation, or interests)
3. Managing paperwork, tracking, or assessment
4. Finding WBLE sites and maintaining external partnerships

Wishes:

1. Resources to support students overcoming barriers
2. Resources to compensate faculty or hire professional development staff
3. Technology or standardization of paperwork and processes (assessing, tracking)
4. More WBLE opportunities

Strengths, Challenges, and the Way Forward

Based on student and employer surveys, interviews with units across JMU, conversations with WBLE-focused representatives from other institutions in Virginia and our peer group, and

ongoing input from the various JMU consistencies represented on the Task Force, JMU's WBLE initiative must anticipate and address interrelated challenges related to internal structure (impacting communication and coordination; see also Strategic Foci 1 & 2), WBLE opportunities, support and resources (including student and faculty support; see also Strategic Focus 3), and operations (such as tracking; see also Strategic Focus 4).

JMU has strengths in its collaborative student-first culture, existing infrastructure, and in the breadth and variety of current WBLE offerings. There is a well-organized and centralized career center, and academic-unit and college-level infrastructure, including professional-development or industry-liaison roles. As a result, there are also existing mechanisms for community engagement and other forms of external-partner outreach. JMU currently makes many WBLE opportunities available to students, such as internships, supervised student research projects, practicums, and student teaching experiences, among others. Identifying needs and opportunities for students is particularly strong at JMU, largely because of a culture across Academic and Student Affairs of ingenuity and problem solving within units.

Department-level support for WBLE opportunities has often arisen organically, with buy-in by faculty and students. Many academic colleges – including CAL, COB, CSM, CISE, COE, CVPA, and School of Professional and Continuing Education (SPCE) – and some academic units, like Nursing, have established a Professional Development/Industry Liaison role held by a faculty or staff member who knows the disciplines and student population in their unit well, and works closely with the UCC and WBLE coordinators across the colleges. Building on, rather than circumventing, existing WBLE opportunities and network of supports is the most effective means of implementing the WBLE initiative at JMU (see also Strategic Foci 1 and 3).

A JMU WBLE initiative must address challenges related to available opportunities and barriers to student completion of WBLE experiences. Scaling WBLE opportunities is difficult logistically because each successful WBLE completion represents a coordination of multiple factors including employer needs, timing, scheduling, fit, location, housing, and financial factors.

The chart below depicts internship opportunities posted to JMU through Handshake that have been mapped loosely to 12 industry/major groupings. A disproportionately high (top 85%) number of opportunities match with students from just two colleges – College of Business and College of Integrated Science and Engineering:

JMU Handshake Data: Industry Representation in Virginia Internships by Job Role in 2022-2023

Between July 1, 2022 and June 30, 2023, Handshake offered 3,614 unique postings for internships in Virginia by 1,146 employers. These postings were then categorized into one or more Job Role Groups.

Job Role Grouping	% Opportunities in Handshake
Management, Operations, Human Resources, and Finance	46.6%
Technology and Engineering	25.3%
Sales, Marketing, and Entrepreneurship	13.2%
Arts, Multimedia, and Communication	11.5%
Law; Public Health, Policy, and Safety	10.7%
Education, Human Services, and Non-Profits	10.2%
Hospitality and Tourism	4.6%
Medical Professions	2.4%
Food, Agriculture, Animals, and Natural Resources	1.9%
Environment and Sustainability	1.2%
Life and Health Sciences	1.2%
Physical Sciences	0.7%

The College of Education and College of Health and Behavioral Studies, while not well represented in the data above, have, in most of their programs, robust mechanisms for placing students in WBLEs partly due to accreditation and licensure requirements. The Department of Psychology, with approximately 1300 students, is a notable exception. It faces many of the same challenges that other social sciences disciplines face. Students studying in disciplines such as the humanities, social sciences, communications, and media, studio, or performance arts struggle to find opportunities that clearly align with their fields even though students in such disciplines develop the NACE-identified skills and competencies that employers overwhelmingly say they value. (Appendix 9.) JMU can address this problem in part by applying a broad sense of what constitutes “field-related knowledge and skills” for those disciplines, by expanding internal opportunities in these disciplines, and by training and educating faculty, staff, students, and employers to translate between the language of academic disciplines and the vocabulary and skills of the professional world (see Strategic Focus 2)

The data above also demonstrates that our community and region currently have limited WBLE opportunities. Expanding them will require time and the need for opportunities may outpace resources among internal and external partners to create them.

Within our institution, the infrastructure and supports for WBLE opportunities are unevenly established and distributed across colleges, departments, or disciplines. The grassroots-nature of how existing supports developed has in some ways resulted in growing opportunities along narrow disciplinary foci. Compensation for faculty coordinators of WBLEs, for example, is not currently equitable across units. JMU's size also leads to inevitable challenges in cross-university communication and information management.

We will need to develop a mindset where we nurture WBLE opportunities across academic disciplines and job functions. For example, an organization may be known for developing pharmaceuticals, but the organization likely also has divisions related to finance, human resources, communications, etc. We must commit to maximizing WBLE options and collaborating internally at JMU to help organizations see the value of expanding WBLE opportunities to multiple areas of their organization.

JMU can begin to address those challenges by establishing a university-wide network of common processes and communications practices in support of WBLE opportunities (see Strategic Foci 1 and 2). Building out the network might require that each college (including Honors, SPCE, and University Studies) has a Professional Development person and that each unit has a compensated WBLE coordinator – someone who knows the faculty, students, curriculum, and discipline well – to process student opportunities, credit-related paperwork, and post-experience assessment. WBLE coordinators may be faculty or dedicated staff in a unit working closely with the UCC WBLE office, who oversee student reflections and track the discipline-focused not-for-credit WBLEs. Those professionals will work with the UCC to generate new opportunities for more students.

JMU has already begun devoting resources to external-partner outreach, particularly in REDI, CEVC, and individual faculty or units regularly working with community partners. Certain industry groups offer more opportunities than others, and those tend to match up to academic disciplines with a clearly defined application to the professional setting. The Communication Studies concentration in Public Relations, for example, prepares students to work as PR consultants. Students working for Bluestone Communications, JMU's nationally affiliated student-run PR firm, design PR campaigns for clients in the area.

Finding ways to transform student employment experiences at JMU into work-based learning experiences will enhance the quality of students' employment experiences on campus. With JMU as the area's largest employer, JMU must do its part at hosting students in meaningful WBLE experiences. Currently, JMU employs nearly 3,800 students, with another 2,000 to 3,000 employed by Aramark, the Bookstore or campus events. Additionally, the CEVC oversees 70 students receiving Federal Work Study (FWS) funds through their work at non-profits, schools, or government agencies in the greater Harrisonburg community. Elements of how CEVC partners with community agencies and students to create meaningful experiences for FWS students and

positive impact on the community may serve as a model for the transformation of JMU student employment.

JMU can also expand other internal opportunities, including WBLE-identified courses like internal faculty-supervised assistantships (such as lab, research, or teaching assistantships) or semester-long, project-based courses working with external partners (e.g. X-labs, Hacking for Diplomacy, etc.). WBLEs completed for academic credit are the surest way to guarantee that a student has completed a meaningful experience since the courses have been intentionally created for JMU students and have undergone the curriculum and instruction process.

When students pursue external, for-credit WBLE opportunities during the summer, however, tuition costs can present barriers to students. For a student completing a 3-credit summer WBLE course during Summer 2024, the cost of tuition is \$1,305-\$1,455 for in-state students (depending on course modality, i.e. on campus or online), and ranges from \$3,036- \$3,186 for out-of-state students. Since students incur housing, transportation, and other living expenses in addition to the tuition charges, even a paid internship experience can be cost-prohibitive. Thus, JMU will need to dedicate substantial resources to offset student costs in completing a for-credit WBLE experience during the summer (see also Strategic Focus 3.)

Expanding JMU's WBLE program will prevent these and other common resource, support, logistical, or operational challenges. JMU will need to design a mechanism for identifying, assessing, and tracking not-for-credit opportunities which are currently invisible in reporting systems that rely on for-credit queries (see also Strategic Focus 4.) Based on an analysis of the types of WBLEs students reported they completed in the April 2024 student survey, 30.1% completed a WBLE that was not for credit. If we don't have ways to count these non-credit experiences, we will not be able to accurately represent student WBLE completion and may further overextend our external partners' ability to host more students in WBLEs. Ongoing surveys that gather this data, when acquired, can also suggest how to maintain and expand WBLE opportunities with current external partners.

A standing operations committee (see Strategic Foci 1 and 4) would be responsible for identifying, assessing, and tracking not-for-credit opportunities. The group would use NACE competencies to develop and mobilize shared, non-course-specific learning objectives requiring students to connect their WBLE learning to specific aspects of their JMU education. In this way, recognition of WBLE completion could be extended to:

- Student employees
- Students coming to JMU with professional experience (such as returning, Veteran, or SPCE students)
- Students who find experiences that could be evaluated to count as WBLEs even though the student does not, for whatever reason, want to complete it for credit

Benefits of WBLEs to James Madison University and Our Partners

Despite challenges and costs, this WBLE initiative will be overwhelmingly positive for JMU and its students, employers, and local, state, regional, and global partners. Providing exceptional workforce development opportunities for JMU students will enhance their competitiveness post-graduation. Successful, career-ready graduates of JMU will enter the working world with increased satisfaction about their JMU education, contributing to a stronger and more engaged alumni base.

Educating and professionalizing students will generate ongoing mutually beneficial relationships with external partners and promote engagement with local and regional businesses and communities. By improving the relationship between JMU and external partners, including employers, the initiative would generate more mutually beneficial opportunities. Enhancing the retention of a professional and qualified workforce within the Commonwealth would also address the priorities identified by the Virginia legislature and articulated in State Bill 1280 (see Appendix 2).

Implementing this WBLE initiative, which offers a template for best practices in involving faculty, staff, and external partners, will establish JMU as a leader in student workforce development. The initiative would therefore enhance JMU's visibility and reputation in the Mid-Atlantic region, nationally, and globally as JMU's out-of-state and international students pursue opportunities both within and beyond the Commonwealth. JMU has a well-established pipeline of students from the Northeast and Mid-Atlantic regions who are likely to seek WBLE opportunities and post-graduation employment in their home states. JMU is actively working to extend its reach by recruiting students from previously underrepresented regions and by growing its alumni networks, which will in turn increase WBLE opportunities. Though this means that not all JMU students will directly feed the Virginia workforce, the benefits to JMU visibility and impact broadly will be significant and positive. Such alumni will serve as ambassadors, helping to increase WBLE opportunities in their disciplines and attract future JMU students.

Strategic Focus 1: Overarching Structure and Plan

Goal: Establish an organizational structure and a comprehensive plan to incorporate work-based learning into the student experience at JMU collaboratively, efficiently, and consistently.

Recommendations:

Develop a University-wide standing WBLE Committee

Representation: Stakeholders from Student Affairs (including the University Career Center, and the Community Engagement and Volunteer Center); Academic Affairs (including Colleges, the Office of the Registrar and Faculty Affairs & Curriculum); REDI (Research, Economic Development, and Innovation & Virginia VIEW), University Advancement (Corporate and Foundation Relations and Constituent Engagement); PAIR; Faculty Senate; and Student Government Association (SGA).

Focus: Provides strategic guidance and oversight of WBLE initiatives at the university; with liaisons from appropriate divisions or academic colleges, serves in advisory capacity to the WBLE Office; establishes work groups (with distinct charges, SMART goals, and timeframes for achieving goals) as needed to address challenges or accomplish specific tasks requiring representation from a broad-based constituency.

Develop Committees for Implementation and Maintenance:

Cultivating Opportunities

Representation: Stakeholders from the UCC Employer Services Staff; REDI, including Virginia Internship Experience Workgroup (VIEW); CEVC; Corporate and Foundation Relations; Student Employment; Center for Global Engagement, and academic units

Focus: Maintaining existing and generating new partnerships for curricular and non-curricular WBLEs.

Supporting Stakeholders

Representation: Dedicated Career Advising staff, UCC career advisors and faculty/staff from academic units

Focus: Supporting students looking for WBLEs and faculty looking for support in maintaining or generating new WBLE partnerships or advising students on WBLEs.

Operations

Representation: representation from across the university, including UCC Operations staff, the Registrar, and academic units (see also Strategic Focus 4)

Focus: Tracking and assessing the quality and impact of experiences with WBLEs and addressing student and other barriers to WBLE completion

Establish a WBLE Office within the University Career Center

Focus: Serves as a hub for employers, students, faculty, and staff for sharing and receiving information about WBLEs; Coordinate Work-Based Learning Experiences; Assess effectiveness of WBLEs; Track completion of WBLEs (student & faculty participation); Collaborate with WBLE committee members to address challenges as they arise

Organization of WBLE Office

The WBLE Office will require a director and a dedicated staff who will work with the existing UCC staff and have representation on the standing committees outlined above.

- *Employer Services Staff*: develop new WBLE opportunities in the region, Commonwealth, and beyond
- *Career Advising Staff*: collaborate with faculty to support students in identifying WBLE opportunities
- *Operations Staff*: Track WBLE completion, verify courses tagged as WBLE courses, assess effectiveness to maximize WBLE experiences, address challenges to WBLE completion

Strategic Focus 2: Communication and Outreach

Goal: Communicate regularly and consistently the purpose and processes of JMU' Work-Based Learning Experience campaign, tailored to different internal and external partners and populations.

General Recommendations:

- Buy-in from leadership across campus is crucial to spark a shared ethic.
- A campus-wide (students, faculty, staff, and administrators) shared ethic to establish, maintain, and consistently report opportunities and data is paramount to success.
 - Ensure every academic program has designated support to provide outreach, implementation, and assessment of WBLEs relative to their student enrollment.
- Develop a campaign that:
 - Explains what satisfies WBLE expectations.
 - Clearly shares the processes as it relates to each constituency
 - Identifies contacts for staff managing WBLEs for their college/department/etc.
 - Prioritizes consistent and on-going communication about the processes and associated contacts.
 - Consider hiring JMU's student-run Public Relations firm, Bluestone Communications, to develop the public-facing communications strategy
- Success in this area will require collaboration with the Office of Alumni Relations team, Corporate and Foundations Engagement, and UCC to connect with organizations across the Commonwealth of Virginia to promote the career-readiness of JMU students.
- Clear understanding of who each constituent (students, faculty, staff, employers) contacts with WBLE questions

Recommendations for Communications Process:

- Design a campaign to educate and create buy-in, to reshape JMU culture by combating territorialism or silos, and to emphasize the campus-wide benefits of the system.
 - Utilize a soft launch to increase buy-in:
 - Invite units across campus to designate messengers/champions for initial rollout (each perhaps directed toward a specific audience, i.e. faculty, parents, alumni, community members, etc.)
 - Hold conversations with individual constituencies (student and faculty leadership, particular colleges or departments, administrative units in student or academic affairs, etc.) about the value of the WBLE campaign for that group. Champions address their needs, concerns, objections.
 - Establish a rhythm of periodic, consistent communication to various constituencies about state of WBLEs, both from constituents within the community, and from the team leading the WBLE effort/awareness across campus (e.g., through Faculty Senate, dean's offices, unit-by-unit, divisional meetings withing Student/Academic Affairs)
- Present the program campus-wide with enthusiasm and as an opportunity (for JMU students and the community) rather than as a mandate or expectation.

- Identify core competencies that students develop during their curricular and co-curricular experiences—form a faculty and staff work group to study and propose JMU competencies, in partnership with the UCC & NACE Competencies

The following are recommendations for developing WBLE messaging to key constituents.

Communication to students about WBLEs must:

- Be action-oriented, giving clear messaging about value of WBLEs and what steps to take in securing them
- Convey urgency and enthusiasm for completing WBLEs as part of their JMU experience
- Help students explicitly connect the knowledge and skills gained from WBLEs to highlight their contributions to organizations as WBLE participants.
- Provide clear guidance for reporting their experience on WBLE tracking systems and presenting their reflection and evaluation to appropriate coordinator.

Communication to faculty about WBLEs must:

- Recognize existing faculty with instructional responsibilities in designated WBLE courses.
 - Highlight success stories of faculty with WBLE integration in their courses
- Provide language to help faculty champion career development and the value of WBLE completion, given their influence on students.
- Messaging might include:
 - Widespread WBLE completion in the department contributes to successful recruitment and enrollments (in the program, the college, the university).
 - Making curricular connections with careers for students across disciplines reinforces different forms of interpretation and knowledge-production inherent within higher education and models broader societal applications
 - In exploring career paths through WBLE completion, students develop clearer focus for their post JMU pursuits and develop professional networks to help them succeed.

Communication to Employers must include:

- Promoting the establishment of talent pipelines in partnership with JMU faculty, staff, offices, and departments.
- Distributing content to employers about experiences and skills JMU students champion in their programs to promote the hiring of JMU talent.
- Conveying who employers contact in the UCC to establish or enhance their talent pipelines with WBLEs
- Resources on how to design and establish meaningful WBLEs, including (sample MOUs, expectations, etc.) and JMU expectations.
- Best practices for recruiting candidates for WBLEs.

Messages to Additional Populations

Create higher-level messaging for other JMU constituents (i.e. Board of Visitors; parents, donors, and alumni; the local and regional community; relevant state organizations and legislature) to help champion this new opportunity/expectation for WBLEs.

Messages to these constituencies should include concrete suggestions of how they can impact the success of the WBLE initiative. Topics include:

- Champion programming and resource offerings from the UCC
- Publicize and encourage students to attend career- or profession-oriented events in the department, college, or university.
- Create space in curriculum and/or syllabi for adding career-oriented lessons and reflection, and/or credit-bearing WBLE opportunities (if not already required).
- Invite UCC liaison and/or College Professional Development staff person into your class.
- Availability of training for developing assignments, events, or curricula to help students translate the skills they are developing into what their employers will value.
- Attend a training for developing WBLE opportunities at JMU
- Share information with students using (a website, a handout, Canvas site?)

See Strategic Focus 3 about developing trainings, a handout or workflow with steps or checklist for students; a handout or workflow for what to do when an alum/employer brings a professional opportunity to you; a mechanism for sharing information with students.

Strategic Focus 3: Resources for Cultivating Opportunities and Supporting Stakeholders

Goal: The recommendations in this area relate to developing personnel and funding resources for the WBLE initiative in three key areas: (1) cultivating new and maintaining existing external partnerships for WBLEs, (2) supporting faculty in their work instructing courses with WBLE components and advising students on WBLE completion, and (3) supporting students in obtaining WBLEs and removing barriers to their success.

Framework

- Provide permanent personnel support to implement a successful WBLE model.
- Designate permanent funding for personnel and technological needs.
- Develop processes and establish personnel and fiscal support *before* the launch.
- Educate and partner with colleges to support the WBLE initiative.

Students

Funding and Administration:

- Establish additional scholarships to subsidize (1) unpaid opportunities and (2) living expenses, such as housing, transportation, clothing, or other professional needs.
- Transform JMU Student Employment and Federal Work Study into WBLEs to increase opportunities.
- Develop reduced tuition program for credit-bearing WBLEs during the summer.
- Establish and communicate the process for finding, applying for and participating in WBLE opportunities.
- Develop a tracking system for WBLE hours/credits (see Strategic Focus 4)

Training and Development

- Create tools to help students identify what kinds of opportunities might fit their interests and talents.
- Develop an expectations orientation for students prior to starting a WBLE.
- Expand career and professional development services in UCC to meet demand.

Faculty and Staff (including College Professional Development staff)

Funding and Administration

- Designate funding to support curriculum development and process instructions for credit-bearing WBLE courses.
- Compensate faculty to serve as instructors for for-credit WBLE courses and to supervise WBLE administration.
- Establish centralized clearing house of WBLEs to support faculty and staff who counsel students on opportunities.
- Develop a handout, workflow, or checklist for what to do when a student asks about WBLE- or career-related opportunities and when an external partner (i.e. employer or alum) brings a professional opportunity straight to the unit.

Training and Development

- Create guidelines about the WBLE initiative to encourage faculty participation.
- Host information sessions for faculty about available WBLEs.

- Provide materials and training to help programs design supervision guidelines, standard adaptable contracts or MOUs, and for-credit courses with performance assessments to gauge students' developing skills.
- Provide training for engaging with external partners and developing WBLE opportunities at JMU

Employers/External Partners

Funding and Administration:

- Identify primary contacts in WBLE office who connect external partners to appropriate unit-level contact(s) in each college.
- Identify external partner contacts in each college.
- Data management tools for employers to promote opportunities.
- Create communications plan on JMU process to recruit students.

Training and Development

- Create employer guide for what WBLEs should include (sample MOUs, expectations, etc.) and JMU expectations.
- Develop training for how to design and supervise good WBLEs.
- Design and host informational events for employers.

Strategic Focus 4: Tracking, Reporting, and Assessment

Goal: Identify a system for tracking, reporting, and assessing WBLEs, and the accompanying personnel and fiscal resources required for success.

Framework: To comprehensively understand the impact of WBLE completion at JMU, we need information about which students completed WBLEs, organization name and location information for each WBLE, and what learning occurred as part of the experience. Tracking WBLE completion requires information from multiple sources to make certain that we can account for WBLEs completed both for credit and not for credit. The most effective way to obtain comprehensive data about WBLE completion is to collect information both while students progress toward their degrees and upon graduation.

Tracking WBLEs associated with course credit

- The Office of the Registrar will collaborate with relevant parties in academic units and the curriculum and instruction office to annually maintain and update lists of courses with WBLE attributes.
- Enrollment data in designated WBLE courses will be compiled and reported. Currently this information does not include details such as organization name and location of WBLE.
- Develop a system to track organization name and geographic location of course-connected WBLEs.
- The Office of the Registrar will research the viability of tracking WBLE completion through the student record information systems including transcript and/or academic requirements report.

Tracking non-credit WBLEs.

- The UCC will continue to conduct surveys of students and graduates about WBLE completion.
- PAIR is developing a survey of students enrolled in their last semester about their WBLE experiences, which will be piloted in Fall, 2024.

Compiling WBLE data uniformly and in a single source

- Identify and acquire appropriate enterprise-wide software/platforms for tracking, managing, and reporting WBLEs (may be different for credit and non-credit WBLEs). Ensure this system is aligned with appropriate compliance (e.g., SCHEV, accreditation, etc.). Testing of these platforms in 2024 will be supported by resources from our SCHEV Institutional Internship Data Collection Grant.

Establishing and Assessing Learning and Impact of WBLEs

- Establish a baseline of shared expectations and learning outcomes for credit and non-credit WBLEs (see also definition of what counts). Shared expectations and learning outcomes will align with career-readiness competencies.
- Conduct a pre-WBLE and post-WBLE assessment of shared expectations and learning outcomes (see Strategic Focus 3: Supports & Resources). Include opportunities for

student reflection and feedback within assessment. Collaboration will be required between faculty and the UCC for ensuring student compliance.

- Include WBLE (as an institutional program, not College specific) within the APR process, to be reviewed on a rotating basis to ensure accountability and continuous quality improvement.

Supporting systemic structures with staff and financial resources

- Dedicate staff to manage credit and non-credit experiences. Develop a centralized process within each College (using best practices from existing models), with dedicated staff and financial resources.

Appendices

1	Definition of Work-Based Learning Experience at JMU
2	Text of Virginia Senate Bill 1280 to amend the Code of Virginia
3	WBLE Completion Data: from Enrollment in WBLE-tagged courses 2022-2023: By College, By Major, By Academic Level
4	WBLE Course Data: Number of Sections and Unique Courses Tagged By Registrar
5	WBLE Completion Data from Spring 2023 and Spring 2024 Task Force Surveys: By College, By Major
6	Internship Completion Data from 2022 and 2023 Outcomes Surveys: By College, By Major
7	JMU Institutional Data Subgroup: Coordinator Compensation by College
8	JMU Institutional Data Subgroup: Top Challenge and Wishes by College

Appendix 1

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."

Appendix 2

SB 1280: Higher educational institution, public; course credit earned through internships required

Public institutions of higher education; degree programs; integration of internship or work-based learning experiences; policies. Directs the governing board of each baccalaureate public institution of higher education to adopt policies requiring that participation in an internship or work-based learning experience be integrated into a student's degree program so as not to extend the time to complete the degree. The bill directs the State Council of Higher Education for Virginia to convene a work group for the purpose of making recommendations on the development, adoption, and implementation of the policies required pursuant to the bill. The bill requires the work group to submit its recommendations to the Chairmen of the House Committee on Education and the Senate Committee on Education and Health by June 30, 2024. The bill has a delayed effective date of July 1, 2025, contingent upon a determination by the work group convened pursuant to the bill that the adoption of such policies is logistically and fiscally viable for each public institution of higher education in the Commonwealth.

Source: <https://lis.virginia.gov/cgi-bin/legp604.exe?231+sum+SB1280>

Appendix 3

WBLE Completion Data: from Enrollment in WBLE tagged courses Fall 2022, Spring 2023 & Summer 2023

- This data represents undergraduate students and undergraduate classes only.
- Fall 2023 admits have been removed from this data. Some Fall 2023 admits were pulled into the total number of students due to their Summer 2023 enrollment.
- Student class standing based on academic level (credits earned).

3a Total Students By College

College	Freshman	Sophomore	Junior	Senior	Total
COE	203	303	389	371	1266
COE w/ WBLE	78	220	277	285	860
COE % w/ WBLE	38%	73%	71%	77%	68%
COB	1544	1220	1099	1027	4890
COB w/ WBLE	13	175	890	652	1730
COB % w/ WBLE	1%	14%	81%	63%	35%
CSM	305	328	295	334	1262
CSM w/ WBLE	0	6	48	72	126
CSM % w/ WBLE	0%	2%	16%	22%	10%
CAL	941	1007	848	910	3706
CAL w/ WBLE	19	88	209	388	704
CAL % w/ WBLE	2%	9%	25%	43%	19%
CHBS	1357	1330	1221	1474	5382
CHBS w/ WBLE	37	220	601	1048	1906
CHBS % w/ WBLE	3%	17%	49%	71%	35%
CVPA	262	221	267	315	1065
CVPA w/ WBLE	3	20	78	164	265
CVPA % w/ WBLE	1%	9%	29%	52%	25%
CISE	588	466	417	452	1923
CISE w/ WBLE	2	15	71	105	193
CISE % w/ WBLE	0%	3%	17%	23%	10%
UNST	46	15	19	31	111
UNST w/ WBLE	0	1	6	21	28

UNST % w/ WBLE	0%	7%	32%	68%	25%
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- Note: we have not identified all for-credit WBLE's.

Source: JMU Registrar's Office

**WBLE Completion Data (cont'd):
from Enrollment in WBLE tagged courses
Fall 2022, Spring 2023 & Summer 2023**

3b Totals Per Major By College

Major	College	Total # of Students	Total w/ WBLE	% w/ WBLE
Anthropology	CAL	76	16	21%
Communication Studies	CAL	955	235	25%
English	CAL	171	50	29%
History	CAL	239	51	21%
International Affairs	CAL	235	24	10%
Justice Studies	CAL	295	41	14%
Media Arts and Design	CAL	774	109	14%
Modern Foreign Lang	CAL	27	8	30%
Philosophy and Religion	CAL	44	8	18%
Political Science	CAL	436	48	11%
Public Administration	CAL	154	24	16%
Sociology	CAL	159	19	12%
Writing Rhet & Tech Comm	CAL	141	71	50%
Comm Sciences & Disorders	CHBS	316	146	46%
Dietetics	CHBS	89	50	56%
General Psychology	CHBS	1247	325	26%
Health Sciences	CHBS	1603	223	14%
Health Services Admin	CHBS	241	112	46%
Kinesiology	CHBS	625	356	57%
Nursing	CHBS	1088	638	59%
Social Work	CHBS	173	56	32%
Computer Science	CISE	659	19	3%
Engineering	CISE	399	8	2%
Geography	CISE	209	26	12%
Information Technology	CISE	129	1	1%
Integrated Sci & Tech	CISE	303	133	44%
Intelligence Analysis	CISE	224	6	3%
Accounting	COB	464	127	27%
Business Management	COB	670	212	32%
Computer Info Systems	COB	588	190	32%
Economics	COB	273	90	33%

Finance	COB	771	128	17%
Hospitality Management	COB	404	240	59%
International Business	COB	94	34	36%
Marketing	COB	749	341	46%
Quantitative Finance	COB	35	2	6%
Sport & Rec Management	COB	842	366	43%
Elementary Education	COE	608	523	86%
Inclusive Early Child Edu	COE	55	52	95%
Individualized Study	COE	415	153	37%
Middle Grades Education	COE	41	27	66%
Secondary Education	COE	44	24	55%
Special Education	COE	89	72	81%
Teach Eng to Spkrs Oth Ln	COE	14	9	64%
Biology	CSM	708	33	5%
Biophysical Chemistry	CSM	26	5	19%
Biotechnology	CSM	125	7	6%
Chemistry	CSM	116	15	13%
Earth Science	CSM	34	12	35%
Geology	CSM	62	14	23%
Mathematics	CSM	69	9	13%
Physics	CSM	79	29	37%
Statistics	CSM	43	2	5%
Architectural Design	CVPA	126	32	25%
Art	CVPA	129	27	21%
Art History	CVPA	19	6	32%
Dance	CVPA	77	12	16%
Graphic Design	CVPA	149	9	6%
Industrial Design	CVPA	70	8	11%
Music	CVPA	289	148	51%
Musical Theatre	CVPA	52	3	6%
Theatre	CVPA	108	9	8%
Exploratory	UNST	48	0	0%
Independent Scholars		39	10	26%
Interdisc Liberal Studies	UNST	24	18	75%

Source: JMU Registrar's Office

**WBLE Completion Data (cont'd):
from Enrollment in WBLE tagged courses
Fall 2022, Spring 2023 & Summer 2023**

3c By Academic Level

Academic Level	Total	Total w/WBLE	% w/ WBLE
Freshman	5246	152	3%
Sophomore	4890	745	15%
Junior	4555	2180	48%
Senior	4914	2735	56%
All Students	19605	5812	30%

Source: JMU Registrar's Office

Appendix 4

WBLE Course Data

Number of Sections Tagged with WBLE Course Attributes Offered Fall 2022, Spring 2023, and Summer 2023

College	Count of Sections	Percent of Total
CAL	197	9%
CVPA	251	12%
CHBS	673	32%
COB	209	10%
COE	605	29%
CISE	69	3%
CSM	89	4%

Number of Unique Courses Tagged with WBLE Course Attributes Offered Fall 2022, Spring 2023 and Summer 2023

College	Count of Unique	Percent of Total
CAL	47	16%
CVPA	26	9%
CHBS	113	38%
COB	40	13%
COE	52	18%
CISE	6	2%
CSM	13	4%

Source: JMU Registrar's Office

Appendix 5

WBLE Completion Data from Spring 2023 Task Force Survey

The WBLE task force conducted an electronic survey in spring of 2023 asking students about their work-based learning experiences, if any, between Summer 2022, Fall 2022 and Spring of 2023. The survey received 822 responses from undergraduates. Data below presented by College, by major, and by class year.

5a By College Completion of WBLEs

College of Students Primary Major	# in College with WBLE Completion Knowledge	% WBLE	% Paid WBLEs	% For- Credit WBLEs
Arts & Letters	144	50.7%	24.7%	31.5%
Business	98	57.1%	58.9%	26.8%
Education	62	59.7%	13.5%	46.0%
Health & Behavioral Studies	272	40.4%	14.5%	39.1%
Integrated Science & Engineering	37	64.9%	45.8%	4.2%
Science & Math	166	80.7%	29.9%	56.7%
Visual & Performing Arts	43	58.1%	24.0%	32.0%
JMU Bachelor's Overall	822	55.8%	28.1%	39.9%

5b By Academic Year Completion of WBLEs

Academic Year	Total Respondents	% WBLE
Freshmen	126	32.5%
Sophomore	198	44.4%
Junior	236	58.1%
Senior	269	73.2%
JMU Undergraduates	822	39.9%

Source: WBLE Task Force Student Survey April 2023

Appendix 6

Internship Completion Data from 2022 & 2023 Outcomes Surveys

The University Career Center compiles the First Destinations Outcomes Report for James Madison University. One of the questions on the 2022 outcomes report was “How many internships did you have while at James Madison University?” Some disciplines with clinicals, field placements, or student teaching may not have answered affirmatively to this question if they did not perceive these WBLEs to be “internships.”

6a Internship Completion By College for the Class of 2022

College of Graduates Primary Major	Internship Completion Knowledge Rate	# in College with Internship Completion	% with 1+ Internships	% with 2+ Internships
Arts & Letters	62.2%	565	66.6%	30.3%
Business	58.9%	611	82.5%	34.7%
Education	29.0%	49	53.1%	38.8%
Health & Behavioral Studies	52.7%	690	52.3%	21.6%
Integrated Science & Engineering	75.9%	302	64.9%	26.5%
Science & Math	55.0%	159	44.0%	17.6%
Visual & Performing Arts	54.2%	134	55.6%	16.3%
University Studies	54.1%	40	25.0%	5.0%
JMU Bachelor's Overall	57.5%	2,551	63.4%	26.8%

Source: JMU University Career Center's 2022 First Destinations Outcomes Report

Internship Completion Data from 2022 & 2023 Outcomes Surveys (cont'd)

6b Internship Completion By Major for the Class of 2022

This data reflects graduate responses to the question “How many internships did you complete during your time at James Madison” or from information in LinkedIn Profiles containing the job title “internship”. The first column shows the number of students in that College/Major who indicated they had at least 1 internship and the second column shows the number of respondents to that question from that College/Major.

College/Major	Students w Internships	Total Reported on Internships	% Completed Internship
CAL	376	565	66.5%
Anthropology	4	11	36.4%
Communication Studies	104	148	70.3%
English	10	14	71.4%
History	10	24	41.7%
International Affairs	30	44	68.2%
Justice Studies	20	41	48.8%
Media Arts and Design	96	130	73.8%
Modern Foreign Lang	1	10	10.0%
Philosophy and Religion	0	5	0.0%
Political Science	46	67	68.7%
Public Administration	22	27	81.5%
Sociology	4	14	28.6%
Writing Rhet & Tech Comm	29	30	96.7%
CHBS	361	690	52.3%
Comm Sciences & Disorders	10	33	30.3%
Dietetics	8	13	61.5%
General Psychology	68	137	49.6%
Health Sciences	75	229	32.8%
Health Services Admin	38	42	90.5%
Kinesiology	47	51	92.2%
Nursing	75	143	52.4%
Social Work	40	42	95.2%
CISE	182	275	66.2%
Computer Science	52	81	64.2%
Engineering	44	56	78.6%
Geography	23	41	56.1%
Integrated Sci & Tech	35	58	60.3%

Intelligence Analysis	28	39	71.8%
CISE/CSM	14	27	51.9%
Biotechnology	14	27	51.9%
COB	504	611	82.5%
Accounting	35	40	87.5%
Business Management	50	70	71.4%
Computer Info Systems	48	78	61.5%
Economics	34	49	69.4%
Finance	67	79	84.8%
Hospitality Management	71	72	98.6%
International Business	4	5	80.0%
Marketing	100	121	82.6%
Quantitative Finance	5	6	83.3%
Sport & Rec Management	90	91	98.9%
COE	22	57	38.6%
Elementary Education	8	10	80.0%
Inclusive Early Child Edu	0	1	0.0%
Individualized Study	13	42	31.0%
Special Education	1	4	25.0%
CSM	70	159	44.0%
Biology	32	93	34.4%
Biophysical Chemistry	0	1	0.0%
Chemistry	16	24	66.7%
Earth Science	1	3	33.3%
Geology	1	5	20.0%
Mathematics	5	12	41.7%
Physics	9	15	60.0%
Statistics	6	6	100.0%
CVPA	75	135	55.6%
Architectural Design	6	11	54.5%
Art	10	23	43.5%
Art History	4	4	100.0%
Dance	1	4	25.0%
Graphic Design	14	21	66.7%
Industrial Design	3	5	60.0%
Music	23	44	52.3%
Musical Theatre	2	5	40.0%
Theatre	12	18	66.7%
UNST	14	32	43.8%

Independent Scholars	1	1	100.0%
Individualized Study	0	1	0.0%
Interdisc Liberal Studies	13	30	43.3%
Grand Total	1618	2551	63.4%

Source: JMU University Career Center’s 2022 First Destinations Outcomes Report

Internship Completion Data from 2022 & 2023 Outcomes Surveys (cont'd)

6c WBLE Completion Data from 2023 Outcomes Data

College of Graduates Primary Major	WBLE Completion Knowledge Rate	# in College with WBLE Completion	% with 1+ WBLEs	% with 2+ WBLEs
Arts & Letters	57.0%	498	70.7%	34.1%
Business	49.7%	665	62.1%	30.8%
Education	68.4%	282	66.3%	29.8%
Health & Behavioral Studies	58.9%	580	82.6%	38.3%
Integrated Science & Engineering	46.1%	124	71.0%	64.5%
Science & Math	50.9%	141	53.9%	24.8%
Visual & Performing Arts	46.7%	113	73.5%	43.4%
University Studies	42.1%	16	81.3%	62.5%
JMU Bachelor's Overall	54.6%	2419	69.9%	35.3%

Source: JMU University Career Center's 2023 First Destinations Outcomes Report

This data reflects graduate responses to the question “How many internships did you complete during your time at JMU? (This can also include student teaching, fellowships, practicum, fieldwork, externships, clinicals.)” or from information in LinkedIn Profiles containing the job title “internship” or another of the WBLE terms. The first column shows the number of students in that College/Major who indicated they had at least 1 WBLE and the second column shows the number of respondents to that question from that College/Major.

Internship Completion Data from 2022 & 2023 Outcomes Surveys (cont'd)

6d WBLE Completion by College Major from 2023 Outcomes Data

College/Major	Students w WBLEs	Total Reported on WBLEs	% Completed WBLEs
CAL	352	498	70.68%
Anthropology	2	7	28.6%
Communication Studies	91	132	69.0%
English	9	19	47.4%
History	16	32	50.0%
International Affairs	26	33	78.8%
Justice Studies	27	39	69.2%
Media Arts and Design	86	106	81.3%
Modern Foreign Lang	6	7	85.7%
Philosophy and Religion	3	4	75.0%
Political Science	43	60	71.7%
Public Administration	21	26	80.8%
Sociology	6	17	35.3%
Writing Rhet & Tech Comm	16	16	100%
CHBS	413	665	62.1%
Comm Sciences & Disorders	10	23	43.5%
Dietetics	16	20	80.0%
General Psychology	98	170	57.6%
Health Sciences	71	184	38.6%
Health Services Admin	44	50	88.0%
Kinesiology	45	48	93.75%
Nursing	107	148	72.3%
Social Work	22	22	100%
CISE	174	259	67.2%
Computer Science	48	77	62.3%
Engineering	35	52	67.3%
Geography	28	41	68.3%
Integrated Sci & Tech	4	6	66.7%
Intelligence Analysis	35	51	68.6%
CISE/CSM			
Biotechnology	13	23	56.52%
COB	479	580	82.6%
Accounting	30	32	93.7%

Business Management	55	80	68.7%
Computer Info Systems	59	83	71.1%
Economics	26	37	70.3%
Finance	67	84	79.8%
Hospitality Management	45	47	95.7%
International Business	17	24	70.8%
Marketing	89	100	89.0%
Quantitative Finance	4	5	80.0%
Sport & Rec Management	87	88	98.9%
COE	88	124	70.97%
Elementary Education	50	55	90.9%
Inclusive Early Child Edu	4	4	100%
Individualized Study	10	40	25.0%
Middle Grades Education	5	6	83.3%
Secondary Education	5	5	100%
Special Education	14	14	100%
CSM	88	124	70.97%
Biology	48	91	52.7%
Biophysical Chemistry	1	1	100%
Chemistry	7	13	53.8%
Earth Science	6	6	100%
Geology	1	10	10.0%
Mathematics	9	12	75.0%
Physics	3	4	75.0%
Statistics	1	4	25.0%
CVPA	83	113	73.4%
Architectural Design	14	15	93.3%
Art	9	17	52.9%
Art History	2	3	66.7%
Dance	4	6	66.7%
Graphic Design	18	22	81.8%
Industrial Design	5	8	62.5%
Music	22	25	88.0%
Musical Theatre	3	5	60.0%
Theatre	6	12	50.0%
UNST			
Independent Scholars	3	4	75.0%
Interdisc Liberal Studies	10	12	83.3%

Grand Total	1691	2419	69.90%
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Source: JMU University Career Center's 2023 First Destinations Outcomes Report

Appendix 7

**JMU Institutional Data Subgroup
Coordinator Compensation by College**

College	Designated Coordinator	Compensation
CAL	Of 10 units, 3 have no coordinator	Varies: Course release or stipend, counts toward teaching or service, or combination
CHBS	Of 8 units, 1 has no coordinator and 1 did not answer	In all but one unit, coordinating counts toward teaching load
CISE	Professional Development Staff Person	Part of professional development staff workload
COB	Of 8 units, 2 have no coordinator and 2 did not answer	Varies: from 2 course releases to a very small stipend, or counts toward service
CSM	Of 5 units, 1 has no coordinator and 2 did not answer	Course release or counts toward service, plus fiscal or lab support through staff
CVPA	Of 3 units, all have a coordinator	Part of teaching load or workload generally
COE	The college has an Education Support Center, plus faculty who teach practicum courses	Part of two dedicated staff positions' workload; for faculty, part of teaching load

Source: Qualitative Interviews with Individual Units across JMU during AY 2022-2023

Appendix 8

JMU Institutional Data Subgroup
Top Challenges and Wishes by College

College	Top Three Challenges	Top Three Wishes
CAL	<ul style="list-style-type: none"> • Finding placements • Resources to staff or coordinate • Student limitations (schedules, abilities, interest) 	<ul style="list-style-type: none"> • More placements • Faculty compensation • Resources to support students (scholarships)
CHBS	<ul style="list-style-type: none"> • Managing paperwork (contracts, MOUs) • Faculty resources strain 	<ul style="list-style-type: none"> • More placements • Resources to employers & faculty for managing
CISE	<ul style="list-style-type: none"> • Student limitations (abilities, finances) • Equity (workload & student access) • Tracking & assessment 	<ul style="list-style-type: none"> • Mechanisms for assessment and tracking • Solution to cost of summer for-credit experiences
COB	<ul style="list-style-type: none"> • Cost of staffing (coordinator and tracking) • Student limitations (interest, esp with cost of credits) 	<ul style="list-style-type: none"> • Permanent professional to coordinate • Standardizing contracts & tracking methods • Flexibility beyond academic calendar
CSM	<ul style="list-style-type: none"> • No coordinator to assess and administer • Faculty must coordinate research with students when grant funded 	<ul style="list-style-type: none"> • Staff position to oversee, not have to rely on administrative assistant
CVPA	<ul style="list-style-type: none"> • Need dedicated faculty member(s) to oversee 	<ul style="list-style-type: none"> • None
CoE	<ul style="list-style-type: none"> • Finding placements • Maintaining partnerships • Student limitations (needing guidance & motivation) 	<ul style="list-style-type: none"> • Support for transportation • Technology for central management that gives dashboard, enables needs assessment & eases faculty burden • Investment in public partners who prepare students for college

Source: Qualitative Interviews with Individual Units across JMU during AY 2022-2023