



# Scaling Work-Based Learning Policy and Practice at Your School

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# Introduction

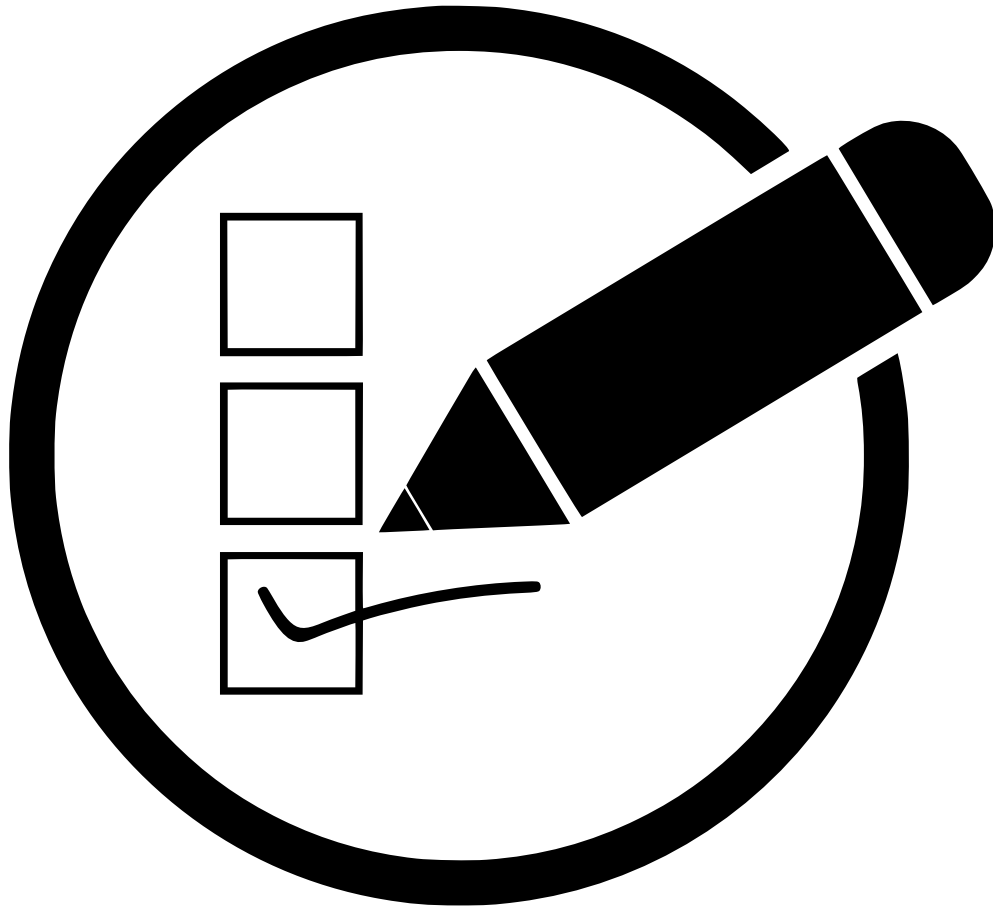
## Participants will:

- Review CCRI's work-based learning (WBL) strategy
- Identify opportunities to systemize and scale WBL endeavors at their respective institutions

## Agenda

- Icebreaker
- CCRI background
- WBL integration at CCRI: a case study
- Questions
- Collaborative action planning
- Closing

# Check-In: Mentimeter



<https://www.menti.com/alwyu8159mc2>

# Activity: Stakeholder Perspective

*Think-Pair-Share | A school is proposing to involve industry partners in final student presentations for all sections of the same course. These volunteers will attend the presentation and provide structured feedback.*

## Primary Roles:

- Instructor
- Employer
- Student
- School Administrator

## Think (1 min):

- Pick a role. What are their biggest hopes and hesitations about this proposal?

## With a partner, discuss (2 mins):

- Share your roles and compare. Where do your hopes and hesitations overlap or conflict? *If you chose the same role, talk through the perspectives of another stakeholder.*

## Share (2 mins):

- What came up - any tensions or unexpected common ground?

# About Us

- Only community college in Rhode Island, 4 campuses
- 12,500+ matriculated students
- Hispanic Serving Institution (HSI)
- Graduation rate: 16% (2 year), 26% (3 year)
- RI Promise scholarship
- Fully implementing Guided Pathways and recently joined Achieving the Dream
- Shared governance with Faculty Senate and Staff Assembly
- Strong articulation agreements with bachelor's degree programs (University of RI and Rhode Island College)
- 1,500+ high school students served across Early College Opportunities



Knight Campus, Warwick



Flanagan Campus, Lincoln



Liston Campus, Providence



Newport County Campus

# Work-Based Learning (WBL) at CCRI

## Definition

Work-based learning is a “planned, structured learning experience that provides [students] with real-life or simulated work experiences where they can develop and apply academic, technical, and essential skills; and contributes to the achievement of their post-secondary and employment goal(s).”

- CCRI definition aligned with Governor's Workforce Board



*“If we know that participation in a variety of experiential learning makes a difference in the lives of our students, we have a moral obligation to continue crafting better systems that lift everyone.”*

*- ‘Sparking Early Experiential Learning’  
by Emily Carpenter, Nazareth University  
NACE, February 2023*

# Work-Based Learning (WBL) at CCRI: A *Continuum*

WBL Category	Category Description	Example WBL Activities	Example Course and Activity
<b>Exploration</b>  <i>Learning ABOUT work</i>	<ul style="list-style-type: none"> <li>• Students explore emerging career interests</li> <li>• Activities often have one industry partner contact point</li> <li>• Activities tend to occur in introductory-level courses</li> </ul>	<ul style="list-style-type: none"> <li>• Industry panels</li> <li>• Mock interviews</li> <li>• Site visits</li> </ul>	Communication 1010: Communication Fundamentals <sup>^</sup>  <i>Employer panel + assessment</i>
<b>Preparation</b>  <i>Learning FOR work</i>	<ul style="list-style-type: none"> <li>• Students engage in an industry and/or degree-specific workplace experiences or scenarios</li> <li>• Activities often have multiple and/or substantial contact points with an industry partner</li> <li>• Activities tend to occur in intermediate-level courses</li> </ul>	<ul style="list-style-type: none"> <li>• Industry projects</li> <li>• Case studies</li> <li>• Performances</li> <li>• Workplace simulations</li> </ul>	Communication 1201: Radio Production <sup>^</sup>  <i>Classroom-integrated project with CCRI's radio station</i>
<b>Training</b>  <i>Learning THROUGH work</i>	<ul style="list-style-type: none"> <li>• Students participate in experiences that mirror the responsibilities of a particular occupation</li> <li>• Activities demand frequent and sustained contact with an industry partner</li> <li>• Activities tend to occur in advanced-level courses</li> </ul>	<ul style="list-style-type: none"> <li>• Apprenticeships</li> <li>• Clinicals</li> <li>• Practicums</li> <li>• Internships</li> <li>• Cooperative work</li> </ul>	Communication 2490: Field Experience <sup>^</sup>  <i>120+ hour internship</i>

# Our Approach to WBL Integration: *Process*

**Determine our  
'why'**

**Listen and learn**

**Pilot**

**Scale, refine, and assess**



# Our Approach to WBL Integration: *Our 'Why'*

## Alignment with strategic priorities

- **Academic Master Plan Goal 2:** Increase faculty collaboration with career services to incorporate career readiness and shape work-based learning activities.
- **Strategic Plan Goal 1:** Increase opportunities for student exploration of Academic and Career Paths in application process, first-term courses, work-based learning experiences, and transfer and career planning.
- **Strategic Plan Goal 2:** Provide equitable opportunities for work-based learning, internships, and professional skills development.



*Faculty Senate approved WBL as program requirement beginning in Fall 2024*

# Our Approach to WBL Integration: *Our 'Why'*

## Equitable experiences for students

- **The landscape:**

- Students graduating w/o transferrable experiences/network
- Commitment to WBL via governor's 'Rhode to Prosperity' by 2030 plan
- Impact of WBL on students (the research): classroom-to-career connections; matriculation and graduation rates; high demand field preparation and more

- **Need for course/curricular integration:**

- WBL inconsistencies across course sections and degrees
- Low participation in internship courses
- Demands on student time to engage in 'optional' activities



# Our Approach to WBL Integration: *Listen & Learn*

*Canvassing Existing Work Across the College: A Snapshot*

## Within the Curriculum

- Clinicals, practicums, and fieldwork already required across health and human services degrees/certificates
- Individual faculty going the extra mile to integrate industry experts
- Cross-disciplinary internship courses

## Outside the Curriculum

- Optional, department-specific, clubs and events
- Career Services: Appointments, curated internships with employer partners, and more

## CTE

- State-sponsored dual enrollment
- Full-time accelerate college program
- Career Exposure events
- Industry-specific workshops and career panels

# Our Approach to WBL Integration: *Listen & Learn*

## Faculty concerns

- Academic freedom
- Burden on students (transportation, time for unpaid experiences)
- Burden on faculty (finding industry partners)

## Student Affairs concerns

- Graduation requirement vs. program requirement
- Tracking who has completed WBL experience
- Transfer (in) students, adult learners, and credit for prior learning

## Additional considerations

- General Studies
- Joint Admissions Agreement
- Apprenticeships

*Work-based Learning (WBL) experiences will be built into at least one required course in every CCRI degree program.\**

### Faculty Senate Policy

\* Spring 2024 revision; original policy language states WBL as a graduation requirement instead of program requirement

# Our Approach to WBL Integration: *Listen & Learn*

*With guidance from the Governor's Workforce Board, national models, and feedback from the college community, we determined WBL experiences must meet these criteria.*

## Integrated

- Department/faculty determine type of experience to incorporate in curriculum
- Student Learning Outcome for a course reflects WBL experience

## Relevant

- At least 2 NACE\* career competencies are incorporated
- Connects coursework with real-world work experience or scenarios
- Engagement with industry partner is specified

## Reflective

- Students must reflect on experience as assignment
- Artifact/s for assessment are indicated

\*NACE: National Association of Colleges and Employers has identified eight, key career readiness competencies: Career and Self Development; Communication; Critical Thinking; Teamwork; Equity and Inclusion; Leadership; Professionalism; Teamwork; and Technology

# Our Approach to WBL Integration: *Process*

**Determine our  
'why'**

**Listen and learn**

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# WBL at CCRI Today, by the Numbers



**98%**

Of all academic degree programs (terminal and transfer) require at least one WBL course. In 2022, this number was 25%.



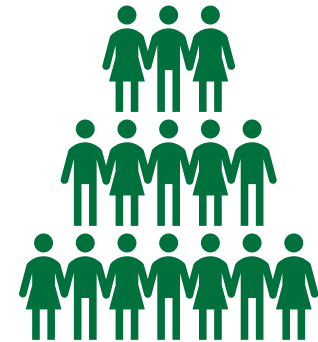
**200+**

Employer volunteer needs coordinated by Career Services per semester



**87%**

Terminal programs that require a higher-level WBL course



**3,468**

Unique students who successfully completed at least one WBL course (Fall 2024-Spring 2025)

# Integration Examples: *Systems*

- Presence on a Faculty Senate sub-committee
- Embedded into Course Inventory Management (CIM) system used by Curriculum Review Committee:
  - WBL section in proposal process
  - WBL step in course proposal workflow
- Ongoing collaboration across inter-departmental initiatives (e.g., Center for Teaching Excellence, etc.)
- Dedicated WBL symbol (“^”) in course catalog

<a href="#">BSTM 2499</a>	BSTEM Cooperative Work Experience I^	3
<a href="#">BUSN 2050</a>	Principles of Management^	3
<a href="#">CHEM 2500</a>	Applications in Science and Math^	1
<a href="#">CHMT 2421</a>	Chemical Technology V^	8
<a href="#">CJUS 1000</a>	Policing in Contemporary America^	3

The screenshot shows a multi-step form for WBL course approval. The steps are:

1. Is this course currently approved as a Work-Based Learning course or would you like this course evaluated for Work-Based Learning approval? (Yes/No radio buttons)
2. Select the type of work-based learning experience (dropdown menu)
3. Briefly describe how the course incorporates Work-Based Learning across all sections of the course with an industry partner (text area)
4. Select at least two competencies that align with the Work-Based Learning component of the course. (List of competencies with checkboxes):
  - Career and 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 outside one's organization.
  - Communication - Clearly and effectively exchange information, ideas, facts, and perspectives with people inside and outside of an organization.
  - Critical thinking - Identify and respond to needs based on an understanding of situational context and logical analysis of relevant information.
  - Teamwork - Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
  - Equity and 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, understanding, demonstrating effective work habits, and acting in the interest of the larger community and workplace.
  - Technology - Understand and leverage technologies ethically to enhance efficiency, complete tasks, and accomplish goals.
5. Integrated: List the SLOs that align with the career competencies (selected above) and how they will be measured. (Table with columns for SLO and measurement)
6. Single aligned SLO (text input)
7. How will this be measured? (text input)
8. (Action buttons: save, cancel, refresh)
9. Relevant: How is the WBL experience relevant to the student's field of study and real-world work experiences? (text area)

# Integration Examples: *STEM Day*

*A signature WBL event for our early college opportunities designed to introduce students to opportunities in the Science, Technology, Engineering, and Math industries*

## Student Experience

- A full-day for our high school population (participation averages 150 students)
- Hands on workshops with opportunities for a multi-disciplinary experience
- Chance for students to solve problems, with job readiness skills built into the opportunity
  - Example: A forensic science lab where students evaluate DNA samples to determine who committed a crime
- **95%** of student report having a positive experience and having learned something new about an industry of interest

## Faculty Engagement

- Faculty facilitate the student workshops
- **90%** of faculty who participate express satisfaction with student engagement

## Funding

- Perkins funding supports the cost of materials and supplements the cost of student transportation for schools



# Integration Examples: *Business*

## BUSN 2050: Principles of Management<sup>^</sup>

- Required class across all 6 BUSN concentrations
- Identified by the academic department and Career Services as the course to target for WBL
- Piloted in Fall 2024, and now embedded into the ~10 sections running per semester
- Activity description: Students...
  - Present their management philosophy to and participate in informational interviews with manager-level volunteers
  - Receive real time feedback
  - Complete a written reflection



# Next Steps: *Refining, Deepening Impact*

- Expand and deepen work-based learning opportunities in the 13% of terminal degree programs that currently offer only exploration-level WBL courses
- Increase enrollment in our cross-disciplinary internship course (taught by Career Services staff)
- Revise high school course maps to highlight courses with WBL designation
- Systemize evaluation processes
- Continuously improve employer engagement processes to ensure sustainability and adaptability
- Engage employers in career exposure opportunities to enhance student experience

# CCRI's WBL Integration: Q&A



# Activity: Collaborative Planning

## Partner Conversation

- Find 1-2 partner(s)
- Use the planning worksheet to guide your conversation
- No two institutions are the same
- You don't need to fill in every box, but let the worksheet spark conversation

## Group Share Out

- What surprised you in your conversation?
- What's one thing your institution already has that you hadn't fully recognized?
- Share one realistic goal for the 2026-2027 school year

# Final Questions and Closing



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