



**PLANNING TO ENHANCE WORK-BASED LEARNING
AT PATRICK & HENRY COMMUNITY COLLEGE:
PUTTING EDUCATION TO WORK**

FINAL REPORT

Submitted to

State Council of Higher Education for Virginia

May 13, 2022

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Executive Summary

In Fall 2020, President Angeline Godwin convened a work-based learning task force including campus and industry partners with a charge to review existing work-based learning strategies and processes, identify opportunities for improvement, and create a vision and plan for expansion of work-based learning at Patrick & Henry Community College. Even though the restrictions of the Covid-19 pandemic made the work of the task force very challenging, members of the task force, facilitated by staff of the P&HCC Career Center, engaged in activities including meetings, a review of current work-based learning activities, processes, and participation, surveys of relevant stakeholders, and focus group sessions with students, faculty, and employers.

The following products were produced by the task force:

- A vision statement for work-based learning at the college, endorsed by the Executive Leadership Team
- A glossary of work-based learning terms and formal descriptions of each type of work-based learning
- A formalized handbook outlining purpose, processes, and paperwork to ensure consistent work-based learning opportunities for all students and employers
- A structured pathway for work-based learning for students
- A strategic plan for work-based learning

These efforts will result in the following outcomes:

- A coordinated, single point-of-contact system for work-based learning opportunities at P&HCC, for students, employers, and faculty.
- Improved processes to communicate and facilitate work-based learning opportunities to relevant stakeholders including students, employers, and faculty.
- Improved evaluation and tracking of work-based learning at the college.
- More employers willing to serve as work-based learning partners and provide opportunities for students.
- Enhanced support for students desiring work-based learning opportunities, utilizing partnerships with the college's Student Success Center and regional workforce partners.
- Professional development regarding work-based learning for faculty and staff.

Patrick & Henry Community College believes in **Putting Education to Work**. From our most recent strategic plan, the college's vision is to "be the educational catalyst that provides access to economic prosperity for our diverse community." Building on this vision, the vision statement for work-based learning at P&HCC is: **P&HCC will offer meaningful work-based learning opportunities for students and employers that provide access to economic prosperity for our diverse community.**

TASK FORCE

While staff changes have occurred since and during the project, the members identified below were the primary participants:

Name	Organization	Title
Dr. Angeline Godwin	P&HCC	President (Chair)
Rhonda Hodges	P&HCC	VP, Workforce Economic Community Development (Vice Chair)
Dr. Greg Hodges	P&HCC	VP, Academic Student Success Services (Vice Chair)
Shannon Whitlow	P&HCC	Career Services Coordinator
Alan Hawley	P&HCC	Experiential Learning
Dr. Chris Wikstrom	P&HCC	Director, Institutional Research & Effectiveness
Dr. Eric-Gene Shrewsbury	P&HCC	Professor/QEP Director
Tiffani Underwood	P&HCC	Director of Development
Cindy Keller	P&HCC	Coordinator of Financial Aid
Sarah Hodges	Martinsville Henry County Economic Development Corporation	Director of Talent Development (Business Rep)
Robbie Knight	West Piedmont Workforce Development Board	Business Services Manager (Business Rep)
Patrick Hawks	PAC Custom Woodworking	Co-Owner (Employer)
Shekinah Logan	EPIC Health Partners	Talent and Culture Manager (Employer)
Natalie Hodge	West Piedmont Workforce Development Board/entrepreneur	Business Rep/Employer
Rebecca Adcock	Patrick County Chamber of Commerce	Executive Director (Business Rep)
Tammer Hairston	Drake Extrusion	Human Resources Manager
Jared Brown	P&HCC	Student
Cameron Meeks	P&HCC	Student

ACTIVITIES

Meetings

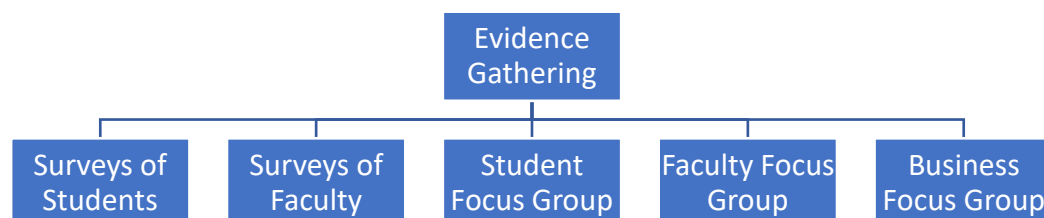
While most meetings had to be handled via Zoom or telephone due to protocols of the Covid-19 pandemic, there was ongoing communication with taskforce members and project stakeholders. Throughout the process, P&HCC Career Center staff communicated with the college's faculty, as well as related staff members, to gain input into their needs regarding work-based learning. Additionally, P&HCC Career Center staff collaborated with workforce partners, such as Virginia Workforce Connection–West Piedmont and the West Piedmont Workforce Development Board, to develop processes and provide opportunities for paid work experiences and on-the-job training. The Career Center staff also reached out to regional employers through surveys and career fairs to determine their hiring needs, as well as their interest in providing work-based learning opportunities for students. Finally, the college utilized grant funds to join the National Association of Colleges and Employers (NACE) and participated in webinars to learn national best practices in providing work-based learning for students.

During the initial meeting of the task force on November 18, 2020, President Godwin presented task force members with a charge to review existing work-based learning strategies and processes, identify opportunities for improvement, and create a vision and plan for expansion of work-based learning at Patrick & Henry Community College. The purpose and goals of the project were also presented and discussed, as well as an explanation of current pathways and a review of current and 5-year data for work-based learning at P&HCC.

In subsequent meetings, task force members developed survey questions for stakeholder groups including students and faculty, and a plan for survey administration and focus group organization. In addition, task force members worked on a glossary and handbook for work-based learning and scheduled roll out of the handbook at an All-College Communications Meeting.

Figure 1 shows a summary of the evidence gathering strategies used for the project.

Figure 1. Evidence Gathering Strategies Used



Review of Current Work-Based Learning Activities

To create a baseline of participation and relevant data, task force staff and members conducted an exhaustive review of work-based learning activities as of the start of the grant project with a 5-year historical review. This review provided information to guide the work of the task force. One of the goals of this work is to increase student involvement in experiential learning. Here is where P&HCC is currently:

5 Year Totals:

Academic:

- Total Enrolled in 190/290 (internship) courses: 314
- Between about 1-2% of students each year complete experiential learning.
- Success Rate: 91%
- Female Enrollment: 56%
- Minority Enrollment: 40%
- Non-Traditional (over 25) Enrollment: 53%
- Most popular: Business, Culinary, Admin
- Showing promise: IT, Human Services
- Eastman no longer required IND 290, which accounted for almost 20% of total internships (59)

Workforce:

- Total participants in Experiential Learning: 155 (about 30 per year)
- Success Rate: 65% (at least 10 delayed by COVID-19; majority of unsuccessful were from Academic Year 15/16, 17 unsuccessful)
- Overall, FastForward (short-term training programs for high-demand industries) student experiential learning participation has remained relatively steady, with the only exception being Certified Clinical Medical Assistant, which is no longer required for certification (2017)
- Wizard (Workforce's tracking system) does not provide breakdown by program, so specific breakdowns will be difficult to extrapolate.

Non-Program Related:

- 20 in the past year (as long as Career Center has been involved)

Pathways:**Workforce:**

At this time, the P&HCC Career Center is not involved in placing students for internships in any Workforce programs. Historically, the following programs have had experiential learning components:

1. Certified Clinical Medical Assistant (CCMA): Clinical was removed in Academic Year 16-17 because it is not required by National Healthcareer Association for a student to sit for exam. Prior to that, a 3rd party training vendor taught the class and placed students in clinical settings.
2. Registered Medication Aid (RMA): This program is governed by the Board of Nursing; therefore, clinicals were arranged by the Nursing department. This program has only run twice through Workforce.
3. Certified Nurse Aid (CNA): This program is governed by the Board of Nursing; therefore, clinicals are arranged by the Nursing department.
4. Certified Phlebotomy Technician (CPT): The Career Center had been placing CPT students for their clinicals until AY19-20. External clinical components were halted due to COVID-19. Clinical requirements are now completed in class.

Academic Placements:

Programs that require experiential learning:

1. Accounting – 14
2. Administration Support Technology – 38
3. Business Management – 72
4. Hotel-Restaurant-Institutional Management (Culinary) – 46
5. Human Services – 18
6. Industrial Engineering Technology – 59
7. Information Technology – 32
8. Legal Administration – 11

Non-Credit, Voluntary Opportunities (Outside of Program):

1. Welding – 16 placements in the last year
2. Industrial Electronics – 1
3. Accounting – 2
4. IT – 1

It was noted that voluntary opportunities should be notated on student transcripts. From our experience, these appear to be more successful than required experiences because students are more motivated to participate and gain experience in their field.

Areas of Focus:

Standardizing Experiential Learning

Currently, each instructor is individually responsible for the experiential learning process in their program. While there are required documents, there is no college-wide, outlined process for experiential learning participation. This has led to variations in implementation of activities. The Career Center has the goal of housing all experiential learning opportunities within the Center itself. Paperwork becomes centralized, as do the contact points for students. We have begun developing an Experiential Learning Handbook that is intended to increase consistency across all programs. This includes newly drafted versions of all paperwork used in experiential learning activities and a How-To guide for participation. Additionally, a required “internship orientation” has been developed that mandates that students meet with Career Center staff to work on resumes and interviewing skills, review expectations of the program, and leave the student better prepared to enter a professional environment. Surveys and focus groups will help shape the current drafts of the handbook and orientation processes. We are also attempting to align practices with SCHEV, NACE, VDOE, and other organizations to improve consistency beyond our campus.

Paid Opportunities

We’ve found that very few employers are willing to pay for experiential learning opportunities. Many students request permission to use their current job as internship experience because they cannot afford to stop working. Third party funding, such as WIOA’s Work Experience program, has played a large role in our ability to place students into unpaid opportunities. Unfortunately, there are limitations with 3rd party funding, such as student eligibility and how many students the 3rd party can reasonably fund given budgetary restraints. Many students turn down unpaid opportunities. One of our goals is to show employers the value of paid opportunities and only use 3rd party funding as needed.

Meeting Demands of the Workforce

We occasionally find a gap between employers and students: i.e., available internships but no qualified/interested candidates or available candidates but no open positions. For example, we get requests for accounting interns but have very few enrolled in the program. Alternately, we have a relatively high number of IT students who need internships without enough employers to host them. Surveys of students and employers will show us where needs & interests lie.

Increasing Enrollment in Experiential Learning Activities

Low number of students participating in experiential learning opportunities makes building pipelines difficult. By improving the student experience and promoting the programs in high-demand fields, we are hoping to draw more interest into experiential learning activities. We

would also like to rely on the expertise of instructors to understand why most numbers have declined in our traditional programs: change in program requirements (are they allowed to complete an alternate assignment or skip altogether), lack of interest, reflective of changing workforce, etc.

Career Center staff also created a tracking system including data on academic, workforce, and voluntary work-based learning activities, which includes information for academic year, program, enrollment, gender, minority status, and traditional/non-traditional student status. A sample of this tracking spreadsheet is in Appendix A.

Surveys of Relevant Stakeholders

To gain insight into stakeholders' understanding of and experiences with work-based learning, surveys were conducted with students and faculty. Survey items were constructed with input from members of the task force and in consultation with Dr. Chris Wikstrom and the Office of Institutional Research and Effectiveness. Generally, student surveys assessed whether students had participated in a work-based learning activity, their satisfaction with the activity and support of P&HCC staff if they had, and their knowledge and perceptions of work-based learning if they had not previously participated. Table 1 shows the results of the student surveys.

Table 1. Student Survey Results

Type	Question	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Students who had completed a work-based experience	How satisfied were you with your work-based experience?				2	1
	How valuable do you view your experience for entering the workforce?				1	1
	How helpful was P&HCC during your placement?					2
	How helpful was your host/employer during your placement?					2
		No	Yes			
Students who had NOT completed a work-based experience	Have you considered any form of work-based learning through P&HCC?	12	14			
	Do you know what work-based learning opportunities are currently available to you?	21	4			
	Do you view work-based learning as valuable for entering the workforce?	4	21			
	Have you ever chose to opt out of a work-based learning experience required by your program?	26	0			

The student survey results highlighted that students who had participated in a work-based learning activity were satisfied with the experience and the support from both the Career Center and the employer. Of concern were the results from students who had not completed a work-based experience which showed that a majority of these students viewed work-based learning as valuable but were not aware of opportunities that were available to them. These results indicated a need for a single point-of-contact on campus and greater communication of work-based learning opportunities to students.

Faculty were asked to rate the quality of the current work-based learning program based on:

- Structure/Organization
- Program Effectiveness
- Interest in Work-Based Learning
- Availability of Paid Opportunities
- Student Value

- Student Experience
- Student Engagement
- Student Preparation for Employment
- Employer Engagement
- Employer Communication, and
- Employer Benefit.

Table 2 presents the results of the faculty survey.

Table 2. Faculty Survey Results

Rate the quality of the current work-based learning program based on:	Very Poor 1	Poor 2	Average 3	Good 4	Excellent 5	
	Faculty Responses					Category Mean
Structure/Organization		1	4	7	3	3.8
Program Effectiveness		1	3	7	4	3.9
Interest in Work-based Learning		1	2	5	6	4.1
Availability of paid opportunities	1		4	7	3	4.0
Student Value			2	4	9	4.5
Student Experience			3	7	5	4.1
Student Engagement			3	8	4	4.1
Student Preparation for Employment			2	5	8	4.4
Employer Engagement			6	7	2	3.7
Employer Communication		1	8	4	2	3.5
Employer Benefit			3	6	6	4.2
% of Overall Rating	0.6%	2.4%	24.4%	40.9%	31.7%	

A significant majority (72.6%) of responding faculty rated the quality of the current work-based learning program as “Good” or “Excellent.” However, in reviewing mean ratings across each category, four categories rated below “Good,” and warranted further exploration during focus group sessions. These categories were: Employer Communication, Employer Engagement, Structure/Organization, and Program Effectiveness.

Focus Groups of Relevant Stakeholders

Focus group interviews were conducted with stakeholders to gain more detailed insight into the work-based learning experiences of students, faculty, and employers. Led by Career Center staff under direction of Dr. Chris Wikstrom, Director of Institutional Research and Effectiveness, focus group sessions were conducted virtually. Several themes emerged across the focus group sessions:

- The need for a single point of coordination at the college for work-based learning activities
- The need for better communication and promotion of work-based learning
- Student barriers to participating in work-based learning activities and the need for supportive services

- Need for paid work-based learning opportunities and better understanding of local and federal resources to assist employers with wages

Responses from the student focus group are recorded in Table 3.

Table 3. Student Responses

What was the most valuable part of the experience?
The most valuable part was to know that Patrick Henry had enough prestige for a company to ask me to volunteer (intern) during tax session.
What the most difficult part of the experience?
The most difficult part was running into complications with things that I had not did hands on but once it was demonstrated a few times I got it.
Do you have any suggestions to improve the work-based learning program?
In work-based learning, it would be helpful if Patrick Henry could partner with companies especially corporations in all major cities that are in need of interns. Devise a list to make us aware. Help us get the internships desired. Their has to be some type of relationship with the major companies. We want those paid 4-5 figure internships or at least be able to get on-the-job training for those positions within those companies. It would be great for the holidays and breaks. Therefore, when we graduate we potentially have a position within our career field making the money we want to make.
Are there any barriers preventing your participation, or would make participation in work-based learning difficult?
Work scheduling (19), Workload (11), Childcare (5), Transportation (3), GPA (2)

Of notice in the students' responses were the identification of significant barriers to their participation in work-based learning, including scheduling, workload, childcare and transportation. From these responses, task force members took note that connections must be made with the college's Student Success Center, as well as community resources, to provide supportive services to students seeking work-based learning opportunities. Also, increased communication with employers and faculty is required to align work and school schedules.

Faculty responses are recorded in Table 4.

Table 4. Faculty Responses

For what reasons might you encourage a student to participate in work-based learning experiences at P&HCC?
Gain full time employment
Program requirement
It is truly one very long job interview
I would encourage students to participate because these experiences prepare them to be better employees
As a prospective employer of tutors (part-time workers) I would appreciate those applicants who had participated.
For students to understand how to communicate and work for an employer.
Student need to exit college with marketable skills.
The experience gained in on the job training is invaluable. The amount of knowledge that can be imparted on a student during work based training will help shape their outlook and motivation to further their understanding in the program they are attending.
I encourage students to participate in work-based learning because of the experience and opportunity of obtaining future employment.
Leads to jobs
Experience that enhances their learning
Most of my work based learning comes through internships. A student can work 225 hours for a class credit. However, in today's economy and fast paced lifestyle, work based learning has new challenges which need to be looked at. Work based works well for people with limited experience. I have had some great results placing students in jobs.
The main reason is to provide them with real world experience in their field of study. Secondly, to become employed as a result of the work-based learning experience.
For what reasons might you deter a student from participating in work-based learning experiences at P&HCC?
Student schedule
No reason
It is truly one very long job interview
Ensure they are motivated and will follow-through with the program.
Lack of maturity.
I would not deter a student from any experiences they can gain through work based training no matter the length. Those teachable moments learned on the job are something that is difficult to replicate in an academic setting.
I do not deter students from work-based learning because it is a good experience even if students have an outline of their future employment.
None
None
None
If they are not ready to enter the work force at the current time I may not put them in work-based learning. Small children at home, lack of transportation, student being too young or too old or just not desiring to work at the current time.
I would not deter a student from participating in a work-based learning experience because it is required in the program of study. There are students who would not do very well in a work-based learning experience.
What changes do you think would be most beneficial for encouraging students to participate in work-based learning?
I believe all program internships should be handled by 1 coordinator
Program requirement
It is truly one very long job interview
Possible have students go through a process to better understand the employers point of view.
More information about programs and application process.
Since I currently do not have this option embedded within my course, it would be hard for me make a recommendation for change.
Make the opportunities of this experience more available for students.
Paid experience
I think the program needs grants for more students to take advantage of work-based. Most students already have jobs and cannot or do not want to change to the work-based job. Lack of pay, different hours, still in school are just some of the problems. Grant money to subsidize a career change and to get the student trained might be a big help.
If we could partner with businesses to accept our students as interns; that would help the students tremendously in securing a sponsor for their internship. Plus, I think the students would gain more experience if the business is on board with the college.
What types of professional development would be beneficial for all faculty and staff to improve the effectiveness of the program?
Process of the internship program
For EMS - Would like to have more opportunity to go to some of the clinical/field sites with the students or even without the student to sharpen our skills.
Overview of the program.
I am not sure at his time
Have some sessions alerting faculty and staff about the benefits of work-based learning.
The rules for engagement with local businesses can be very loose. We need to figure out a way to place lots of students into jobs that help local businesses. I see a few places getting lots of help from us and other businesses not getting any. Not enough time in a day to reach out to all the local businesses.
Training on how best to prepare students for an internship; how to explain and describe the importance of the internship for experience and employment. Students need to understand that an internship is just like a job and they need to be dedicated to it as if it is their job.

Faculty responses indicate an appreciation and value for work-based learning activities, but also a need for greater coordination, communication, and professional development to improve the

effectiveness of the program. Faculty also noted barriers some students face to participating in work-based learning activities and that P&HCC students need paid work-based learning opportunities.

Employer responses are reported in Table 5.

Table 5. Employer Responses

What benefits do you perceive as valuable for you as the employer?
Given the competitive current hiring market, we would welcome the opportunity to enlighten students on the range of job opportunities at our company as well as get a first, informal introduction to those students who express genuine interest.
What benefits do you perceive as valuable for the students?
Students would get the opportunity to see some of the good job opportunities that exist in their area and ask questions regarding the educational requirements which in turn has the potential to help them focus their fields of study.
Are there any barriers or other issues that have limited your ability to offer work-based learning opportunities?
Many of the government programs offered tend to be restrictive when it comes to the qualifications of students. The company should be able to select student participants on the basis of interest, commitment, and aptitude as it would in hiring, rather than on seemingly arbitrary and often politically motivated parameters.
What changes would be necessary for you to consider hosting students going forward?
Students expressing a greater interest in their education as a means to acquiring a job rather than an ends in itself. P&HCC continuing to do a good job facilitating job fairs, and perhaps a more in depth "Career Day" type presentation format. This could be a series of required (or enticed) events for students in which individual companies present a more in depth explanation of their company, processes, job opportunities, etc. to a larger group. Often job fairs limit the employer's ability to communicate to a student based on the student's first impression of their display. For example, a student might look at a car dealership booth and never even consider they have accounting positions, IT positions, etc. only concluding they have mechanics and salespeople. Finally, it would be helpful to have a resource at P&HCC to more readily advertise job availabilities on campus.

In addition to the focus group responses, P&HCC Career Center staff conducted interviews with three employers who had engaged in work-based learning: Drake Extrusion, R & R Automation, and Fab Lab. Those responses are noted below:

Manufacturing Employer

The Career Center partnered with WIOA to send students through an On-the-Job Training (OJT). Students are brought in as an employee of this company, and WIOA pays half their salary for up to 6 months.

How is the OJT working for your company?

Tammer advised the OJT program is working well.

Is there anything you would change about the process?

Tammer advised she would not change anything.

How are the P&HCC students doing at your company?

Tammer advised the students are excellent! All the students the Career Center has referred are doing very well.

Fabricator Employer

The Career Center partnered with WIOA to send students through a Paid Work Experience (WEX) and OJT. Students are brought in, and WIOA pays their salary for the duration of the WEX. OJT students are brought in as an employee, and WIOA pays half their salary for up to 6 months.

How is the WEX/OJT working for your company?

Shawn said it was working very well, that the students are helpful. They are learning a lot by being hands on and willing to jump in and help. They do as they're told, picking up on everything they must do. Shawn said they come in handy since they are so short-staffed.

Is there anything you would change about the process?

Shawn sees no issue with it, no complaints.

How are the P&HCC students doing at your company?

Shawn said they are doing good, picking up on stuff, getting out on their own to become more of a worker and not just a helper. They can give the students blueprints and they pick up on it. They've been doing a really good job.

Makerspace Employer

The Career Center partnered with WIOA to send students through a Paid Work Experience (WEX.) Students are brought in, and WIOA pays their salary for the duration of the WEX.

How is the WEX working for your organization?

"The Work Experience / Internship program is working out well thus far. All the students who have been placed here have been quick & willing learners."

Is there anything you would change about the process?

"Thanks to the help of Shannon Whitlow and Martha Bowman the process has been painless!"

How are the P&HCC students doing at your organization?

"All the students placed... have an outstanding work ethic and seem to enjoy the work they do here."

Employers' responses indicate a value and appreciation for work-based learning opportunities, especially when assistance with wages is available. Employers utilizing WBL also provided positive responses about the process and the students abilities and work ethic. However, the need for increased communication and a campus single point of contact were noted.

Development of a P&HCC Work-Based Learning Handbook with Glossary

The work group at Patrick & Henry Community College utilized various resources to develop the work-based learning glossary of terms and the P&HCC Work-Based Learning Handbook. Members identified the terms to be included in the glossary. Then, definitions were gleaned from resources such as the Virginia Community College System and the National Association of Colleges and Employers (NACE). Members reviewed the proposed definitions, which were then incorporated into the Work-Based Learning Handbook.

Having heard the need for better coordination, a comprehensive Work-Based Learning Handbook was developed to guide students, faculty, and employers. In addition to the glossary of terms, the handbook includes goals, FAQs, all required forms, and guidelines for students and employer sponsors. This all-inclusive handbook is provided by the P&HCC Career Center and is a key deliverable of this project. A copy of the P&HCC Work-Based Learning Handbook is included in Appendix B.

To further enhance coordination, P&HCC Career Center has also invested in Handshake, an online platform designed to connect students and employers with jobs and work-based learning experiences.

Identification of Structured Pathways for Work-Based Learning

Patrick & Henry Community College (2021) currently offers 30 associate degree programs, 49 academic certificate programs, and 17 career credit (workforce) programs. Of those 96 credentials, 23 require a form of work-based learning as part of the program. Additionally, one program offers an academic internship as an elective.

Table 6. Required Work-Based Learning by Program Type

Required Work-Based Learning by Program Type			
Program Type	Total Programs	Programs Requiring WBL	Percentage
Associate Degree - Career/Technical (AAS)	20	11	60%
Associate Degree - Bachelor's Credit (AA&S)	10	0	0%
Certificate	9	0	0%
Career Studies Certificate	40	11	28%
Career Credit	17	1	6%
Total	96	23	24%

Table 7. Required Work-Based Learning by Program Field

Required Work-Based Learning by Program Field			
Program Field	Total Programs	Programs Requiring WBL	Percentage

Advanced Manufacturing and Skilled Trades	35	7	20%
The Arts	4	0	0%
Business	16	6	38%
Health Sciences & Public Safety	21	5	24%
Information Technology	9	4	44%
Transfer Studies & Education	10	1	10%
Other	1	0	0%
Total	96	23	24%

Associate degree – Bachelor’s Credit (AA&S)

Currently, there are no degree requirements for WBL in associate programs designed to prepare students to transfer to a 4-year institution; yet, over the past 5 years P&HCC has awarded more than twice as many AA&S degrees as AAS degrees.

Table 8. Top 5 AA&S Majors by Credentials Conferred

Majors	5-year total credentials conferred
General Studies (no concentration)	1005
Science	281
General Studies, Human Services	71
Health Sciences	70
Business Administration	61

The General Studies degree with no concentration accounts for about 2/3 of all AA&S degrees conferred since AY15-16. This credential is also the second-most awarded at P&HCC, following only the General Education Certificate. Adding work-based learning opportunities for the programs listed above would allow the college to bring such opportunities to the most students with the least effort. Since these majors are also broader by nature, it allows for greater flexibility in both WBL subject area and placements.

Associate degree – Career/Technical (AAS)

Of all pathways, students enrolled in career/technical programs will have the greatest opportunity to participate in WBL. 11 out of 20 AAS programs require an academic internship. These programs are:

1. Administrative Support Technology
2. Administrative Support Technology w/Medical Office Specialization
3. Business Technology, Accounting
4. Business Technology, Management
5. Business Technology, Management w/ Entrepreneurship/Small Business specialization
6. Emergency Medical Services, Paramedic

7. Information Systems Technology
8. Information Systems Technology, Accounting Information Systems Specialization
9. Information Systems Technology, Game Design and Development Specialization
10. Information Systems Technology, Internet Services Specialization
11. Legal Assisting

Table 9. Top 5 AAS Majors by Credentials Conferred

Major	5 year total credentials conferred
Health Technology: Nursing	260
Industrial Electronics Technology	66
Emergency Medical Services – Paramedic	65
Administration of Justice	58
Motorsports Technology	46

Of the top 5, only the EMS – Paramedic program has a WBL requirement. This WBL is a required component of state and national certification. The P&HCC may not alter this program and may not participate in placement outside of the program requirements. All placements are handled by the program coordinator. Additionally, the Nursing program is governed by the Board of Nursing and follows stringent regulations regarding WBL. For this reason, all nursing related WBL is to be handled only by the head of P&HCC's Nursing Department.

Both the Industrial Electronics Technology (IET) and the Administration of Justice programs offer voluntary opportunities for WBL. Currently, instructors in these programs will identify WBL opportunities and work with students to help them secure positions. These experiences are separate from the student's academic program and do not count for credit; however, they are highly desirable and often extremely beneficial for students. The existing relationships between employers and instructors offer a great opportunity to formalize such placements and create the potential for student pipelines through our more popular AAS programs.

Certifications

Currently, there are no degree requirements for WBL in any of the 9 certificate programs offered at P&HCC.

Table 10. Top 5 Certificate Programs by Credentials Conferred

Program	5 year total credentials conferred
General Education	1429
Practical Nursing	93
Industrial Welding	91
Early Childhood Education	58
Computer Aided Drafting & Design (CADD)	20

The General Education Certification is the most popular credential earned at P&HCC and “is designed for students who are preparing to transfer to a four-year institution after one year of study” (P&HCC, 2021a). This certificate, only being comprised of 33 credits, would not likely benefit from the addition of a WBL experience. Students in this program likely lack a specific vocational direction that would make WBL a meaningful experience. It is also likely that employers may prefer students who are further along in their studies before offering placements.

Again, Practical Nursing is governed by the Board of Nursing and falls under the responsibility of head of P&HCC’s Nursing Department.

P&HCC’s Industrial Welding has already seen great potential for increasing WBL opportunities. In the summer of 2019, P&HCC launched a cooperative education program for welding with a local industrial equipment manufacturer. The program saw great success for the first two cohorts, each ending with a 100% hire rate. A partnership with the Workforce Innovation and Opportunity Act (WIOA) helped make the program possible by providing students with a stipend, which constituted most wages students earned through the semester.

As later cohorts revealed this was not a sustainable model for a long-term pipeline. As available WIOA funding decreased, so did P&HCC’s ability to place students. The employer partner was unable to provide the established wage for co-op students, and students were unable to put in the necessary hours without being paid. Additionally, the employer partner, like many others in the area, would succumb to the economic downturn brought on by the pandemic, virtually eliminating any need for co-op student placements. As a result, P&HCC began focusing on diversifying the employer pool for welding placements. Although working within the limitations of available WIOA funds, P&HCC was able to place several more welding students with 3 additional local employers. With the expansion of P&HCC’s welding facilities planned for Fall 2022 and the increasing number of students moving through the program, welding shows excellent potential for many WBL opportunities.

Both Early Childhood Education and CADD certificate programs are designed to qualify students for entry level work in their respective fields. As such, each could potentially benefit from first-hand experience with local employers. The programs are specific enough and provide sufficient training to demonstrate the value of WBL experiences with local employers.

Career Studies Certificates (CSC)

Career Studies Certificates (CSC) are short-term academic programs, between 9 credit hours and 29 credit hours in length. Typically, these short-term programs do not include an internship or work-based learning component, except for Advanced Films Technology, which was developed for Eastman Chemical. For the first several years this certificate was offered there was an internship class, but that has changed. However, career studies certificates are generally stackable into AAS degree or certificate programs.

Table 11. Top 5 Career Studies Certificates by Credentials Conferred

Program	5-year total credentials conferred
Welding	119
Early Childhood Instruction	89
Adv. Mfg. – Advanced Films Technology	46
Office Assisting	45

Applied Mechatronics	44
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Expanding Access to and Participation in Work-Based Learning

The task force reviewed a demographic analysis of 5-year enrollment in internship courses based on gender and minority status, as compared to the communities served by P&HCC. P&HCC's data show that enrollment percentages (in internship courses) for both women and minority populations are closely representative of the county/city populations. When combined (Martinsville and Henry County), female and minority enrollment percentages exceed their representative share in the community. Table 12 provides the 5-year enrollment percentages, and Table 13 shows 2019 population demographics for Martinsville and Henry County combined from the US Census. For Patrick County, which is also served by P&HCC, the enrollment percentages for both women and minority populations in internship courses greatly exceed their representative share in the community.

Table 12. P&HCC 5-Year Internship Enrollments of Female, Minority, Non-Traditional Students

P&HCC 5 Year (2015-2020) Demographics	NUMBER	PERCENT OF TOTAL
Total Enrollment	292	100
Female Enrollment	169	58
Minority	116	40

Table 13. Martinsville and Henry County Population Percentages of Female and Minority

MHC Demographics (2019, ACS)	NUMBER (APPROX)	PERCENT OF TOTAL
Total Population	63,111	100
Female Population	33,219	53
Minority Population	19,471	31

Table 14. Patrick County Population Percentages of Female and Minority

PC Demographics (2019, ACS)	NUMBER (APPROX)	PERCENT OF TOTAL
Total Population	17,748	100
Female Population	8,936	50.3

Minority Population	1,394	7.9
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The task force members proposed various ways to increase access and participation, including:

Mandatory Participation

Before becoming the VCCS Chancellor, Glenn DuBois served as a community college instructor. He said of the experience, “That’s where I learned a valuable lesson: Students don’t do optional. It took me the rest of my career to understand that nobody else does either” (Butterworth, 2020, p. 4). If you want people to participate in something, it must be integrated into the infrastructure, “institutionalized and tied to your mission” (Butterworth, 2020, p. 4). While the Chancellor was speaking about inclusion, the concept applies to many different areas of college systems. In this case, most students opt for degrees or certifications without work-based learning. Only about 2% of students enroll in academic internships each year at P&HCC.

Identify more paid opportunities/Find 3rd party funding for internships

Just as students don’t do optional, neither do employers. Given the option, most employers would choose not to pay a student for WBL. While we certainly understand that smaller companies may be working with limited resources, the Career Center often encounters employers simply looking for free labor. To appease both employers and students, we have relied heavily on a partnership with the local Workforce Innovation Opportunity Act (WIOA) office to cover the gap in paid opportunities. For qualified students, the WIOA office is often able to provide students with a stipend in lieu of wages, through the Work Experience program.

While this can help build relationships with employers and students, it is only a temporary solution that does not come without problems. First, students must meet WIOA’s qualifications. One major qualification is that the student is unemployed. Employed students cannot receive WIOA benefits and would therefore be unlikely to accept an unpaid WBL opportunity or quit their job for a temporary placement. Additionally, like any government agency, WIOA is subject to changes in funding. This limits their ability to guarantee funding for a specific number of students or to continue working with the College after funding has run out. For the College and Employers, WIOA funding alone lacks the scalability and reliability necessary to build consistent student pipelines. Lastly, employers may rely on third-party funding and become unwilling to offer paid WBL experiences when funding ceases. Since many of these opportunities are typically voluntary, this results in a halt of student placements with the employer, as the students won’t/can’t accept unpaid experiences and employers won’t/can’t compensate students for their time.

Finding additional third-party funding can help alleviate such a heavy reliance on WIOA funding. This is still a temporary solution, however, but having a greater pool of funding allows for greater WBL participation generally, further demonstrating the value of WBL for both employers and students. In turn, the College may gain the necessary buy-in from employers. With additional funding, alternative approaches could also be used, such as subsidizing a portion of wages or funding the first few weeks of work and the employer pays the remaining time.

Application for WBL Notation on Transcript

As noted previously, the official numbers suggest that only 2% of students participate in academic internships required by their program. The total percentage of students who participate in WBL in general is slightly larger, as P&HCC Career Center often places students in voluntary internship opportunities which are not formally tracked by the college. While the Career Center maintains records of these placements, there are few ways to report this data to relevant stakeholders.

Coaching to Connect Students to Supportive Services

Throughout the information gathering process, faculty, students, and employers have identified potential barriers for students to engage in work-based learning activities, including lack of childcare, lack of transportation, workload, and scheduling. Recognizing that our students have barriers to their success, Patrick & Henry Community College has established a robust Student Success Center on campus, including coaching, a food pantry, a clothes closet, access to technology such as laptops and wi-fi hot spots, and access to other supportive services. In addition, the college partners with community organizations, such as WIOA and Departments of Social Services, to co-enroll eligible students in programs that provide supportive services, such as childcare and transportation assistance.

Vision and Strategic Plan

Vision

The previous activities shape our vision and strategic plan for work-based learning. Patrick & Henry Community College believes in **Putting Education to Work**. From our most recent strategic plan, the college's vision is to "be the educational catalyst that provides access to economic prosperity for our diverse community." Building on this vision, the vision statement for work-based learning at P&HCC is: **P&HCC will offer meaningful work-based learning opportunities for students and employers that provide access to economic prosperity for our diverse community.**

Strategic Plan

The final product of the activities previously described was the development of a strategic plan for work-based learning. The goals of the plan were driven by input from task force members and a review of surveys, focus groups, and data.

Goal 1: Ensure all students are aware of, prepared for, and able to complete meaningful work-based learning opportunities that contribute to their career development and economic mobility.

Objective 1a. Improve communication, marketing, and outreach regarding work-based learning and work-based learning opportunities.

1a.1. Include the Career Center and provide information on work-based learning throughout the recruitment and enrollment cycle from Advising, Admission, and Orientation for both academic and workforce programs.

1.a.2. Develop a messaging campaign about the value and availability of work-based opportunities, targeting current students and utilizing campus communication tools and social media.

1.a.3. Promote student and employer testimonials about work-based learning and provide students opportunities to demonstrate their skills and learning outcomes.

Objective 1b. Provide and expand resources for students to remove barriers to work-based learning.

1.b.1. Build stronger coordination and a referral system between the Career Center and Student Success Center for provision of supportive services to students.

1.b.2. Strengthen communication and partnerships with workforce partners, including WIOA and Departments of Social Services, with a referral system for students needing and eligible for supportive services.

1.b.3. Identify and develop relationships with additional community resource organizations that can assist students with resources and services to overcome barriers to their participation in work-based learning.

Objective 1c. Develop and provide training to prepare students for work-based learning experiences, including curricular and co-curricular opportunities.

1.c.1. Connect the college's QEP efforts focused on professionalism with the Career Center and a focus on work-based learning.

1.c.2. Develop and provide information on work-based learning to be included in new student orientations for academic and workforce students.

1.c.3. Publish the P&HCC Work-Based Learning Handbook on the college's website.

1.c.4. Provide students with training on resume writing, interviewing skills, and professionalism prior to their participation in a work-based learning activity.

Objective 1d. Increase the number of opportunities for paid work-based learning experiences.

1d.1. Develop more partnerships with businesses willing to pay for work-based learning activities.

1d.2. Seek resources from federal, state, and local funding providers to increase the number of paid work-based learning experiences.

1d.3. As appropriate, integrate work-based learning activities with on-campus work-study experiences.

Goal 2: Increase faculty and staff understanding and knowledge of all work-based learning opportunities, including curricular and co-curricular, for students.

Objective 2a. Create consistent messaging about work-based learning and make information accessible to faculty and staff.

2a.1. Develop a messaging campaign about the value and availability of work-based learning opportunities.

2a.2. Provide information and updates on work-based learning at Inservice, quarterly All College Communication meetings, and Faculty Meetings.

2a.3. Publish the P&HCC Work-Based Learning Handbook on the college's intranet.

Objective 2b. Provide professional development opportunities to faculty and staff regarding work-based learning.

2b.1. Utilizing resources from the Virginia Community College System (VCCS) and National Association of Colleges and Employers (NACE), develop and provide professional development for faculty and staff.

2b.2. Allocate budgetary resources to provide professional development opportunities about work-based learning to faculty and staff.

Goal 3: Develop a coordinated and efficient infrastructure to support work-based learning.

Objective 3a. Establish the Career Center as the college's single point of contact to coordinate work-based learning opportunities.

3a.1. Determine resource needs and identify funding to support the promotion and coordination of work-based learning.

3a.2. Establish an advisory committee, with representation similar to the original task force membership, that will provide feedback and guidance to the Career Center staff.

Objective 3b. Establish a tracking and evaluation system to assess work-based learning.

3b.1. Create an institutional team, including the Office of Institutional Research and Effectiveness and Career Center, to monitor and evaluate work-based learning activities and outcomes.

3b.2. Explore integration of work-based learning into current tools such as EAB Navigate and Handshake.

Goal 4: Increase the number of employers and community partners supporting and providing work-based learning experiences for students of Patrick & Henry Community College.

Objective 4a. Expand awareness of work-based learning among employers and community partners.

4a.1. Develop a marketing campaign through the Career Center about the value of work-based learning opportunities, targeting employers and other partners.

4a.2. Communicate work-based learning opportunities through various channels, including speaking to employer groups such as SHRM and the college's social media.

Objective 4b. Establish the Career Center as the college's point of contact for external partners regarding work-based learning.

4b.1. Utilize Handshake to coordinate and publish job opportunities, including work-based learning experiences.

Goal 5: Expand integration of work-based learning curricular and co-curricular opportunities for all students.

Objective 5a. Demonstrate how work-based learning contributes to career pathways.

5a.1. Bring together academic and workforce development faculty and administrators, with Career Center staff, to develop career pathway models for AAS and workforce development programs.

5a.2. Publish career pathway models for access by students, parents, employers, and community partners.

Objective 5b. Identify opportunities to grow work-based learning for each student through curricular and co-curricular experiences.

5b.1. Identify current gaps and develop curricular and/or co-curricular work-based learning opportunities to address those gaps.

5b.2. Explore the capacity for general education curriculum to include work-based learning opportunities, either curricular or co-curricular, for students.

5b.3. Identify work-based learning activities not currently recorded on student transcripts (co-curricular experiences) and develop a strategy, in coordination with the college's Registrar, to record those activities on student transcripts.

Next Steps

During the period of the grant project, both the Career Center Coordinator and Specialist resigned their positions with Patrick & Henry Community College. These positions are critically important to accomplishing the goals of the strategic plan for work-based learning

developed from the grant project and presented above. The Specialist position, funded by the grant, has been institutionalized and filled. The position of the Career Center Coordinator is in the final stages of the process to replace, a vital next step in moving this plan forward.

Concluding Remarks

The leadership of Patrick & Henry Community College greatly appreciates the support SCHEV provided for this project. Appendix C outlines the college's expenditures of grant funds by category, with supporting documentation from the college's accounting system. P&HCC is committed to providing work-based learning experiences, with the belief that the opportunity to apply skills in the workplace alongside classroom learning enhances students' skills and abilities, and in turn, their economic mobility. Likewise, work-based learning supports our employers needs for a skilled workforce and the economic development of the region we serve. Having the support to engage cross-campus leaders with workforce, economic development, and employer partners in order to outline strategies for work-based learning has proven incredibly beneficial for the college and the region we serve.

Appendices

Appendix A: Work-Based Learning Tracking Spreadsheet: Please see attached spreadsheet.

Appendix B: Budget

Line Item	Cost
Salaries & Wages	\$23,000
Supplies	\$854.72
Participant Support Costs	\$455
TOTAL Expenses	\$24,309.72

Please see detailed expense report below:



Patrick & Henry Community College

WORK-BASED LEARNING HANDBOOK



CAREER CENTER

276.656.0209

careercenter@patrickhenry.edu

Table of Contents

Thank you for your interest in Patrick & Henry Community College's Work-Based Learning Program. At P&HCC, we want to ensure that our students are prepared to enter the workforce after graduation. Supporting students in a work-based learning opportunity will allow the college and local employers to work together to ensure we are providing our community with a high-quality, skilled workforce.

Both students and employers benefit from the experience. The student will benefit by gaining hands-on experience in their chosen field with guidance from experts. The employer benefits from well-trained, enthusiastic students who are prepared to enter the workforce. The following pages will provide you with the information you need to participate in Patrick & Henry Community College's work-based learning programs. P&HCC will be with you at every step to provide the guidance and support needed to have a successful experience.

Any student interested in our work-based learning programs should contact the P&HCC Career Center directly by email at careercenter@patrickhenry.edu or by phone at 276-656-0209.

Please note that Patrick & Henry Community College does not discriminate on the basis of race, color, national origin, sex, religion, sexual orientation, gender identity, disability, age, or veteran's status in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policy: Affirmative Action Coordinator, Francis T. West Hall, room 148, (276) 656-0214. This includes access to electronic information and services.

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Work-Based Learning Goals

To promote academic, career, and personal development.

Work-based learning gives you the opportunity to take what you learn in the classroom and apply it in a real-world scenario. Your experience will be relatively short – this will be an excellent time to develop and explore your own professional goals without the expected long-term commitment of a typical job.

To develop skills that you can add to your resumé.

Work-based learning experiences should be included on your resumé along with industry specific skills obtained through your experience. Any time spent growing your professional abilities outside of the classroom holds value for potential employers.

To learn what you do and don't like.

Work-based learning is not solely about learning new skills; you also want to learn about yourself! Sometimes you may find that you dislike working on things you thought you would enjoy, or you will realize there's an unexpected aspect of your job you would absolutely love to do more! This will help you when you're searching for future opportunities – you'll know what kinds of job descriptions to avoid or which ones will really grab your attention.

To gain confidence in a professional setting.

As you gain knowledge and skills through your experience, you should begin to feel more confident in your abilities. We are all new at some point and must prove ourselves. A work-based learning experience is the perfect opportunity.

Glossary of Terms

Work-Based Learning (WBL)

A collaborative form of learning that occurs when students are offered the opportunity to apply classroom knowledge in the workplace, in partnership with their school and local employers. WBL is an umbrella term that includes all forms of learning that occurs in a workplace, including internships, cooperative education, clinicals, apprenticeships, etc. (Combination of multiple sources)

Experiential Learning (EL)

Any form of “learning by doing” or learning through literal experience. Experiential learning encompasses a wide variety of enriching opportunities for students, including service-learning, volunteering, student organization leadership and campus involvement, faculty-led research and projects, experiential study-abroad, student employment/work-study, cooperative education, and internships. (NACE)

Experiential Learning Coordinator

The person employed or retained by the College who is responsible for the development and administration of the Work-Based Learning program activities. (Derived from VCCS)

Sponsor/Host

An employer who has agreed to participate in the Work-Based Learning program and will provide students with work-based learning experience within their company.

Site Supervisor

The person employed or retained by the Sponsor/Host who is responsible for the development and administration of the Work-Based Learning program activities within the company, in conjunction with the College. (Derived from VCCS)

Internship

A form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent. (NACE)

Cooperative Education (CE)

A program of study as part of the College course or degree requirement, conducted in cooperation with the Sponsor, whereby students receive paid or unpaid on-the-job training in approved business, industrial and service firms. (VCCS)

Clinical Experience

A form of work-based learning that occurs in a healthcare setting. Similar to an internship, this experience is intended to provide short-term, on-the-job-experience for fulfilling the eligibility requirement for healthcare certifications/degrees.

WIOA Work Experience

At P&HCC, this refers to a specific form of work-based learning in partnership with the Workforce Innovation and Opportunity Act (WIOA). Students who qualify for this program may be provided a stipend for hours worked and occasionally additional funds for other needs, such as equipment or supplies. This community partnership allows students in unpaid work-based learning placements to be compensated for their time. Students must meet qualifications set by WIOA.

Introduction

As previously defined, work-based learning can take many different forms. Many of P&HCC's programs require an internship to graduate. Outside of those required for specific programs, there are many opportunities to participate in work-based learning within your chosen field. These experiences are not typically awarded academic credit but remain very valuable for students.

If you are unsure about your eligibility or what opportunities might be available, contacting the Career Center should be your first step. The Career Center will work with you to determine the best work-based learning option based on your degree/program, your career goals, and your current skills. They will also help strengthen your resume, build your employability skills, and answer any questions you have throughout the process. All students interested in work-based learning opportunities are encouraged to speak with a member of our Career Center.

To schedule an appointment with the Career Center, please email careercenter@patrickhenry.edu or call 276.656.0209.

Frequently Asked Questions

What do work-based learning experiences involve?

Work-based learning looks different for each student. Generally, each experience involves students applying to local employers within their desired field. The Career Center can help locate these employers and assist the student with their resume, interview, or other components that might increase a student's chances of being selected by the employer. Ultimately, it is the employer who selects students for placement; therefore, P&HCC cannot guarantee placement. If the employer agrees to your placement, you will sign an agreement with the employer and P&HCC that outlines the expectations of the experience.

Your work should be within your field and allow you to apply your classroom knowledge in the position. Occasionally, you will be asked to do reasonable tasks outside of those objectives as part of your position (i.e. cleaning, stocking, temporarily). Failure to comply with reasonable requests could potentially lead to termination of the experience. If you feel that the bulk of your work does not contribute to you completing your objectives, notify the Career Center. The Career Center will work with the sponsor to ensure your objectives are met or help place you with a different sponsor.

Are WBL experiences paid?

Not always. P&HCC will do its best to identify paid experiences for our students but unpaid experiences are still common.

When are WBL experiences offered?

Internships that are required for academic programs follow the same calendar as other classes at P&HCC – they will typically be offered in the Fall, Spring, or Summer, and must be completed within the registered semester. Other WBL experiences may have different start or end dates and can be offered year-round, depending on employer needs.

How much credit can be earned for WBL experiences?

Internships that are required for academic programs are usually between 2 and 3 credits. If your class is 2 credits, you must work at least 150 hours. If your course is 3 credits, you must work at least 225 hours. This may be a paid or a non-paid experience. Most other experiences are not typically awarded credit.

How do I qualify for enrollment?

Internships that are required for academic programs are typically only available in your second year of study. You must have a minimum curriculum GPA of 2.5 to enroll in these courses. Your specific program will determine when you may enroll in an internship for credit. Other WBL experience qualifications will vary depending on the field and skill level required for placement. Please contact the Career Center for specific details on WBL eligibility.

Do I need to register for WBL experiences?

Academic internships that bear credit require registration. These courses are just like any other courses at P&HCC; follow regular registration and add/drop procedures. You do not need to register for WBL experiences outside of academic programs; however, the same paperwork is required for participation. The Career Center will assist you in completing the required paperwork and they will coordinate your experience.

Must I already have an approved internship site to register?

(Academic internships only)

No, but you must be employed with your internship in time to complete the required number of hours during the semester.

Are internship credits transferable?

(Academic internships only)

That depends on your major and the school. Check with the college of your choice to be sure.

How will I be graded for an internship?

(Academic internships only)

If your internship is required for your degree program, grades are similar to those in other courses. Your Instructor will base your grade on how well you meet the requirements listed in the course syllabus/your established objectives. Students who are participating in internships that are not for credit will be evaluated based on the established objectives. Submission of internship documentation is required and WILL impact your grade if omitted.

What happens if I quit or change internship sites during the semester?

(Academic internships only)

You will be dropped from the course if you quit working without your instructor's written permission. If you change jobs, you must repeat the paperwork for the new job just like you did at the beginning of the semester. Always consult with your instructor and the Career Center if you are dissatisfied with your internship placement.

If you have any additional questions not listed above, please email careercenter@patrickhenry.edu or call 276.656.0209.

The Process

Credit-Bearing Internships

Register for the Internship Course

These opportunities are typically required for specific programs. Be sure the internship is required for your program and register for the course as you would for any other class. Remember to check with your program advisor to be sure you are taking the right course at the appropriate time in your program.

Meet with Career Center Staff for WBL Orientation

As part of the internship process, you are required to make an appointment with the Career Center for a Work-Based Learning Orientation. The Career Center team will review the program guidelines, requirements, learning objectives, and policies. During orientation you will also learn how to properly apply for an internship, receive resumé assistance, undergo a mock interview, and review best practices in an internship work setting. You will be able to discuss any questions that you have at that time.

To schedule a meeting, contact the Career Center:

Phone: 276.656.0209

Email: careercenter@patrickhenry.edu

Securing an Internship

Once you have completed your orientation, utilize the Career Center to find open internships. They will show you how to look for opportunities and they likely have connections with employers that may make placement easier. Utilize tools like College Central Network and LinkedIn to find available opportunities and connect with potential sponsors. Search employer websites for internship openings – they are usually listed in the same area as available jobs. This stage can take some time so it is important to start the process early.

Confirming Placement

Once you have been offered an internship, you will be required to complete an agreement form, along with other necessary paperwork. This paperwork outlines the sponsor's expectations of you, P&HCC's expectations of the sponsor, your learning objectives, and how they will be achieved. Physical copies of all required paperwork are provided in this handbook. See Student Guidelines and Checklist for a complete list of required material.

Maintaining the Internship

As an intern, you are held to the same standards of professionalism as an employee of the company. Dress code, rules of conduct, and company procedures all apply to interns. Please confirm all the following with your employer prior to starting:

- **Starting day and time.** Also ask about where to park, and plan to arrive a minimum of 15 minutes early.
- **Dress Code.** Do not break the company dress code. If you do, you will be sent home.
- **Your main point of contact/immediate supervisor.** Get both a phone number and email in case you need to get in touch with that person outside of your scheduled shifts.

-
- **Call-out Procedures.** You are expected to be present and ready for all your internship shifts at the established start time. If for any reason you will be late, you must notify your immediate supervisor as soon as you know you will be late. **If for any reason you will miss a scheduled shift, you must CALL your immediate supervisor as soon as you know you will be absent. If your supervisor is not available, you must speak with another supervisor within the company. Failure to do so may result in termination of your internship.** After your supervisor has been informed, please also contact a member of the career center to inform them of your absence:

Career Center 276-656-0209

You will be required to maintain accurate records of hours worked. A log will be provided for you to record your hours. Your supervisor must sign off on all hours worked. You will provide the logs to the Career Center at specified intervals.

The Career Center staff perform regular checkups on students throughout the semester. These checkups are to gauge your progress with the determined learning objectives. Objectives may be revised if necessary. If it is determined insufficient progress has been made, a job change may be necessary. It would serve you well to record all the work you perform throughout your time with the company. Make note of any specific equipment you used or specialized training you received. This experience can usually be added to your resumé.

Completing the Internship

As your internship comes to a finish, you and your supervisor will be required to submit a few final forms. Your supervisor will need to complete an evaluation of your work that will be submitted to the Career Center. You will need to make sure all timesheets, student objective paperwork, and other required documentation is submitted. Depending on your program, you may have to submit additional paperwork to receive credit for the internship. Confirm with the Career Center and your instructor that all requirements have been satisfied before the end of the semester.

Submit all paperwork to the Career Center. After all information has been verified, you will be awarded credit. Copies of all records will be stored in the Career Center.

The Process

Non-Credit Opportunities

The exact process for non-credit work-based learning opportunities will vary depending on your program and available opportunities at the time of interest; however, the basic process is generally the same. We have outlined that process below.

Opportunity Exploration

Students interested in work-based learning that is not required in their program should contact the Career Center to explore available opportunities. The Career Center has assisted in the placement of students in a variety of fields, including welding, industrial electronics/maintenance, accounting, administration, graphic design, and more. If you have a specific interest, the Career Center will help find you opportunities in that field.

Work-Based Learning Orientation

Once an opportunity has been identified, you will need to schedule an appointment for Work-Based Learning Orientation. Career Center staff will review the program guidelines, requirements, learning objectives, and policies. They will also assist you with interview tips, resume work, and other helpful information to increase your chances of securing the position.

Interview

After Orientation, the Career Center will usually work with the employer to determine a date and time for an interview. Be sure to utilize all resources provided by the Career Center for interview success. If a position is offered after the interview, the Career Center will provide all paperwork required by P&HCC.

Maintaining the Placement

You will be required to maintain accurate records of hours worked. A log will be provided for you to record your hours. Your supervisor must sign off on all hours worked. You will provide the logs to the Career Center at specified intervals. Placements may involve the Career Center staff performing checkups on your progress in the program. These checkups are to gauge your progress with the determined learning objectives. Objectives may be revised if necessary. If it is determined insufficient progress has been made, a job change may be necessary. It would serve you well to record all the work you perform throughout your time with the company. Make note of any specific equipment you used or specialized training you received. This experience can usually be added to your resumé.

Completing the Placement

As your experience comes to a finish, you and your supervisor will be required to submit a few final forms. Your supervisor will need to complete an evaluation of your work that will be submitted to the Career Center. You will need to make sure all timesheets, student objective paperwork, and other required documentation is submitted.

The Career Center will maintain all records on your experience, should you need verification of experience for a future employer.

Student Work-Based Learning Guidelines & Checklist

Work-Based Learning is a method of instruction that offers the student an opportunity to earn college credit for the development and achievement of learning, which is accomplished through work experience. Work experience must be related to the student's field of study and occupational goals. This work experience takes place with an employer (sponsor) approved by the instructor. The employer must be willing to enter into a work agreement with the college and the student.

Determination of College Credit

1. Completion of a minimum of 225 hours (3 credit course) or 150 hours (2 credit course) of work, depending upon your curriculum.
2. Completion of required student objectives.
3. Successful achievement of the requirements listed for the Work-Based Learning.
4. Completion of weekly work reports/assignments from the first day of classes, to the last day of regularly scheduled classes.

Student Responsibilities

1. Ensure that the requirements of the program are performed as detailed in the guidelines.
2. Complete and submit all required applications and forms by the specified due date.
3. Read and sign all forms, where required.
4. Outline learning activities for each week, with the help of your site supervisor and supervising instructor.
5. Work the minimum number of hours required by your course
6. Turn all assignments in on time.
7. Attend required meetings with instructor.
8. Maintain and uphold a positive and professional image at all times during placement.

Failure to complete an assignment, submit an assignment by the specified date, or failure to comply with any guideline will have an impact on your grade, and may lead to termination of the experiential learning experience. Communicate often with your supervising instructor and/or Career Center to stay on track and to make sure you are properly following all experiential learning procedures.

TASK		DEADLINE
<input type="checkbox"/>	Submit Application for Work-Based Learning Program	Last day to register/add a class
<input type="checkbox"/>	Submit Student Agreement	Before beginning placement
<input type="checkbox"/>	Work-Based Learning Orientation with Career Center	Before beginning placement
<input type="checkbox"/>	Submit Work-Based Learning Agreement	Before beginning placement
<input type="checkbox"/>	Submit Student Objectives	2 weeks after the semester start
<input type="checkbox"/>	Submit Timesheet & Evaluation of WBL Experience	Completion of experience

NON-DISCRIMINATION POLICY

Patrick & Henry Community College does not discriminate on the basis of race, color, national origin, sex, or disability in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policy: Affirmative Action Coordinator, Francis T. West Hall, Room 148, (276) 656-0214.



Application for Work-Based Learning

CONTACT INFORMATION				
Name		Emplid		
Major		Anticipated Graduation Date		
Address	City		State	Zip code
Phone (home/work)		Phone (cell)		
E-mail address (preferred)		E-mail address (alternate)		
Emergency contact person		Emergency contact phone		
VETERAN STATUS				
Are you a veteran?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
EDUCATION				
School	Major	Credits	GPA	Dates Completed
EDUCATION CONTINUED				
Please list any additional extracurricular activities, honors/scholarships received, awards/recognitions, or other special training.				
WORK EXPERIENCE				
Current Employer		Job Title		
Address	City		State	Zip Code
Phone		Supervisor		
Full-time or Part-time?	Hours Per Week	Start Date		End Date
Job Duties:				
Type of work desired (if different from present employer)				
Former Employer		Job Title		
Address	City		State	Zip Code
Phone		Supervisor		



Full-time or Part-time?	Hours Per Week	Start Date	End Date
Job Duties:			
Former Employer		Job Title	
Address	City	State	Zip Code
Phone		Supervisor	
Full-time or Part-time?	Hours Per Week	Start Date	End Date
Job Duties:			
I understand that the Work-Based Learning program is a voluntary program. I have read and agree to comply with the regulations listed in the guidelines. I also give the Career Center staff permission to furnish prospective employers copies of my grade reports.			
Student Signature		Date	
FOR REPORTING PURPOSES ONLY (OPTIONAL)			
Race		Sex:	
Are you receiving financial aid?		If yes, please identify what type.	
INSTRUCTOR USE ONLY			
<input type="checkbox"/>	Student has completed the required number of credits to be eligible for cooperative education (TRK 40 attached).		
<input type="checkbox"/>	Student has minimum GPA of 2.5 to be eligible for cooperative education. If not, written justification to enroll is provided by Faculty Advisor.		
Approved by:	Instructor's Signature	Date	
	Coordinator's Signature	Date	
Please return this form to:	Patrick & Henry Community College Career Center 645 Patriot Avenue Martinsville, VA 24112		
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Assumption of the Risk Form

I agree that as a participant in the **Work-Based Learning Program** at _____ associated with **Patrick & Henry Community College** (the "College") scheduled for _____ to _____, I am responsible for my own behavior and well-being. I accept this condition of participation, and I acknowledge that I have been informed of the general nature of the risks involved in this activity, including, but not limited to slips and falls, needle pricks, and contracting diseases such as COVID-19, also known as the coronavirus disease.

COVID-19 is a pandemic of respiratory disease that spreads from person-to-person. COVID-19 can cause mild to severe illness; most severe illness occurs in older adults. Nevertheless, people of all ages with severe chronic medical conditions including, but not limited to, heart disease, lung disease, and diabetes are also at a higher risk of developing serious COVID-19 illness. Healthcare workers caring for patients with COVID-19 have a higher risk of exposure and I understand that the clinical facility may have patients recovering from COVID-19. At this time, there is no vaccine to protect against COVID-19 and no medications approved to treat it.

Symptoms of COVID-19 include fever, cough, and shortness of breath. Reported illnesses range from very mild (including some with no reported symptoms) to severe, including death. If I feel sick, I agree not to go to the clinical facility and that I will stay home, except to receive medical attention if necessary. I also agree to take all necessary precautions recommended by the Centers for Disease Control and Prevention, including but not limited to washing my hands thoroughly and often, avoiding gatherings of ten or more people, covering my mouth and nose if I cough or sneeze, and avoiding public transportation, ride-sharing, or taxis.

I agree to abide by any and all specific requests by the College and the clinical facility for my safety or the safety of others, as well as any and all of the College's and the clinical facility's rules and policies applicable to all activities related to this program. I understand that the College and the clinical facility reserve the right to exclude my participation in this program if my participation or behavior is deemed detrimental to the safety or welfare of others.

In consideration for being permitted to participate in this program, and because I have agreed to assume the risks involved, I hereby agree that I am responsible for any resulting personal injury or illness which may occur as a result of my participation or arising out of my participation in this program, unless any such personal injury or illness is directly due to the negligence of the College and/or the clinical facility. I understand that this Assumption of Risk form will remain in effect during any of my subsequent visits and program-related activities, unless a specific revocation of this document is filed in writing with **Rhonda Hodges, VP of Workforce, Economic, and Community Development**, at which time my visits to or participation in the program will cease.

In case an emergency situation arises, please contact _____ (name)
at _____ (phone number).

I acknowledge that I have read and fully understand this document. I further acknowledge that I am accepting these personal risks and conditions of my own free will.

_____ I represent that I am 18 years of age or older and legally capable of entering into this agreement.

Participant's signature

Date

Address



Student Agreement

Please carefully read the following terms of work-based learning placements with Patrick & Henry Community College. After reading, please sign the agreement and return it to the Career Center.

Release of Information

By signing this form, I voluntarily authorize Patrick & Henry Community College to release my information to supporting agencies, funding agencies, experiential-learning hosts and, if necessary, future employers. I also authorize the supporting agencies, funding agencies, experiential-learning hosts and future employers to release my information to Patrick & Henry Community College. I understand this authorization will include any information deemed necessary to determine program eligibility, tuition funding, program progress and experiential-learning placement. I also authorize future employers to release any information regarding employment, including wages, attendance, performance, retention, promotion, and other information to Patrick & Henry Community College, supporting agencies and funding agencies. I understand that consent is valid for two (2) years from date of student signature.

Consent for Picture Release

I authorize Patrick & Henry Community College to use my pictures and the likeness thereof for any print, internet, or other marketing materials associated with the program. This includes but is not limited to the name, portrait, picture, video, audio or computer-generated image for publication or promotional purposes at any time and from time to time until revocation of this authorization is received in writing.

Professionalism

I understand that I am representing both myself and the College when participating in experiential learning opportunities. As such, I will maintain professional conduct at all times. This includes, but is not limited to, full attendance, appropriate dress, positive coworker relations, effective communication and high-quality work.

Communication

I am solely responsible for communicating with my supervisors and the College. Any changes to my placement by my host should be communicated to the Career Center and my instructor. If I have concerns about the changes, such as meeting learning objectives, these should be communicated as well. If I have any scheduling or availability conflicts, I will notify my host immediately, in addition to the College.

Limited Guarantee of Placement

The Career Center will make every attempt to find students an appropriate experiential learning placement; however, placement is not guaranteed in any case.

Non-Discrimination Policy

I understand that Patrick & Henry Community College does not discriminate on the basis of race, color, national origin, sex, religion, sexual orientation, gender identity, disability, age, or veteran's status in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policy: Affirmative Action Coordinator, Francis T. West Hall, room 148, (276) 656-0214. This includes access to electronic information and services. *By signing this form, I understand and accept the above conditions for participation in the Experiential Learning program with Patrick & Henry Community College.*

Print Name: _____

Student Signature: _____ **Date:** _____

Work-Based Learning Agreement

Form must be completed and signed by the student and Employer, and then returned to the Career Center before prior to the start of the placement.

This is an agreement between Patrick & Henry Community College and _____ for the placement of _____.

This agreement is meant to ensure a joint understanding among the three parties as to the goals, objectives, and responsibilities of this program.

1. **P&HCC Work-Based Learning Coordinator** agrees to guide and coordinate the student's college course education and to assist the Sponsor with matters relating to the program. The coordinator will often serve as a liaison between P&HCC, the Sponsor, and the student.
2. **Employer Sponsor** agrees to provide guidance and assistance to the student in meeting the requirements of this program and to assist the Work-Based Learning Coordinator in evaluating the student's performance. Sponsor has received, read, and agrees to the *Sponsor Guidelines & Responsibilities*.
3. **P&HCC student** agrees to abide by the rules of this program, and to keep the Work-Based Learning Coordinator and Sponsor informed of the progress of all matters concerning the job training during the semester. Student has received, read, and agrees to the *Student Agreement*.
4. A completed Assumption of Risk form must be on file with the Career Center for the student to begin the Work-Based Learning experience.

Semester	Start date	End date
Student Signature		
Sponsor Signature		
Sponsor Phone	Sponsor E-mail Address	
Sponsor Mailing Address		
NON-DISCRIMINATION POLICY		
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Student Objectives

Student objectives must be discussed by faculty instructor, sponsor, and student, then recorded on form. This form must be signed/dated by student and on-the-job supervisor and then returned to faculty instructor for review. At the end of the experiential learning placement, the evaluation portion must be completed by the on-the-job supervisor and then initialed/dated and returned to the Career Center.

Student Name	Emplid	Date
Sponsor (Company)	Semester (<i>fall, spring, summer</i>)	
OBJECTIVES Objectives are scored on a scale of 1 - 5. (1 is the lowest, 5 is the highest.)		
1	Score:	Comments:
2	Score:	Comments:
3	Score:	Comments:
4	Score:	Comments:
5	Score:	Comments:
SIGNATURES		
Student Signature	Date	
Sponsor Signature	Date	Final Date & Initial
Instructor Signature	Date	Final Date & Initial
Career Center Staff Signature	Date	Final Date & Initial



Timesheet, First 8 Weeks

Student Name				Sponsor (Company)				
Semester (spring, summer, fall)			Placement start date			Placement end date		
WEEKLY HOURS								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
SUN								
MON								
TUE								
WED								
THU								
FRI								
SAT								
Total Hours Worked								
Supervisor Initials								
WEEKLY DUTIES Briefly describe your duties for each week.								
Week 1								
Week 2								
Week 3								
Week 4								
Week 5								
Week 6								
Week 7								
Week 8								



Timesheet, Second 8 Weeks

Student Name				Sponsor (Company)				
Semester (spring, summer, fall)			Placement start date			Placement end date		
WEEKLY HOURS								
	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
SUN								
MON								
TUE								
WED								
THU								
FRI								
SAT								
Total Hours Worked								
Supervisor Initials								
WEEKLY DUTIES Briefly describe your duties for each week.								
Week 9								
Week 10								
Week 11								
Week 12								
Week 13								
Week 14								
Week 15								
Week 16								



Student Evaluation of WBL Experience

Student Name	Date				
Student EMPLID	Course				
Employer Name	Semester				
INSTRUCTIONS					
Reflect on your placement and rate your experience based on the below criteria. <i>Please mark only one response for each category.</i>					
5 - Strongly Agree 4 - Agree 3 - Neither Agree nor Disagree 2 - Disagree 1 - Strongly Disagree					
SUPERVISION					
My mentor assisted with my objectives. They provided adequate resources to complete the work and offered guidance when needed.	5	4	3	2	1
PROJECT ACCOUNTABILITY					
I was given primary accountability on projects. Progress on assignments was checked regularly by mentor to ensure timely completion. Completed work was reviewed for accuracy.	5	4	3	2	1
OPPORTUNITY TO LEARN					
I received numerous learning opportunities during my placement. I feel that I learned a substantial amount and was able to meet all my learning objectives and goals.	5	4	3	2	1
OVERALL RATING OF EXPERIENCE					
Overall Rating	5	4	3	2	1
IMPROVING WORK-BASED LEARNING					
What about the WBL experience did you enjoy the most?					
What suggestions do you have for P&HCC or your sponsor to improve the experience?					
Additional Comments:					
NON-DISCRIMINATION POLICY					
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Sponsor Guidelines & Responsibilities

Thank you for your participation in P&HCC's Experiential Learning Program. We value your time and have tried to keep paperwork for our placements to a minimum. Below is an overview of our program, including responsibilities for you as the sponsor. Please read them over and contact us if you have any additional questions.

Program Overview

Work-Based Learning is a method of instruction that offers the student an opportunity to earn college credit for the development and achievement of learning, which is accomplished through work experience. Work experience must be related to the student's field of study and occupational goals. This work experience takes place with a sponsor approved by the instructor. The sponsor must be willing to enter into a work agreement with the college and the student employee.

Student Selection

Participation in the Work-Based Learning program is limited to qualified students who have completed some course work in their program of study. Students should have the basic knowledge and skills needed for employment. We provide the student; you provide the workplace. Your benefit is a motivated student whom we have personally selected to work with you, and who is eager to pursue career goals.

Program Guidelines

1. Students are at an entry-level positions and will require some supervision.
2. A collaborative agreement, which describes the objectives, job performance, and expectations, will be required in writing by the student, P&HCC, and sponsor.
3. Work must be related to established objectives.
4. The P&HCC Career Center will monitor student progress, with input from the sponsor.
5. A site visitation by the Career Center will occur if requested
6. Timesheets must be initialed by the Sponsor each week, and signed at the end of the program for documentation of hours worked.

Sponsor Responsibilities

1. Agree to participate in the Program and sign an Experiential Learning Agreement with P&HCC
2. Establish work Objectives aligned with the student's area of study.
3. Assist the students in completing objective-related activities.
4. Participate in site visits by the P&HCC Career Center if deemed appropriate.
5. Sign-off on the student's weekly report to verify hours worked (if required by program)
6. Provide feedback on student performance via the Student Evaluation form.

If you have any questions or concerns regarding the Experiential Learning Program, please contact the P&HCC Career Center at careercenter@patrickhenry.edu or call (276) 656-0209.



Sponsor Evaluation of Student

Student Name		Date				
Company Name		Supervisor Name				
INSTRUCTIONS						
<p>The immediate supervisor will please evaluate the student objectively, comparing him/her with other students of comparable academic level, with personnel assigned similar jobs, or with individual standards.</p> <p><i>Please circle only one response for each category.</i></p>						
<p>5 - Excellent 4 - Above Average 3 - Average 2 - Below Average 1 - Unsatisfactory NA - Not Observed</p>						
COMMUNICATION SKILLS						
Relations with Others	5	4	3	2	1	NA
ADAPTABILITY						
Ability to Learn	5	4	3	2	1	NA
SELF-MANAGEMENT						
Dependability	5	4	3	2	1	NA
Judgement	5	4	3	2	1	NA
Attendance	5	4	3	2	1	NA
Punctuality	5	4	3	2	1	NA
PROFESSIONALISM						
Application to Work	5	4	3	2	1	NA
Quality of Work	5	4	3	2	1	NA
Appropriate Attire/Appearance	5	4	3	2	1	NA
OVERALL PERFORMANCE						
Overall Performance	5	4	3	2	1	NA
What characteristics, positive or negative, have you observed in this student? Provide any additional remarks.						
Would you hire this student? Yes <input type="checkbox"/> No <input type="checkbox"/>						
This report has been discussed with the student. Yes <input type="checkbox"/> No <input type="checkbox"/>						
Rated by		Title		Dept.		
Signature				Date		
Received by				Date		
NON-DISCRIMINATION POLICY						
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